



# Mandatory All-Staff Training program

# MAST

## Key messages guide 2026

for contractors, volunteers, visitors, and preservice teachers  
and other adult students on placements

# Supporting reconciliation

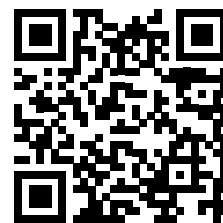
## Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to Elders past, present and emerging, for they hold the memories, the traditions, the culture and the hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for the Aboriginal and Torres Strait Islanders cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation, and fundamental to developing an Australian identity.

Scan the QR code to view the video *Acknowledgement of Country – we honour and respect Aboriginal and Torres Strait Islanders*.

Scan the QR code



Video:

**Acknowledgement  
of Country**

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# Introduction



People come to our schools and offices for different reasons and we want them all to return home safely, confident they haven't harmed themselves or anyone else during their visit.

We're committed to maintaining a safe environment for everyone.

So we've created this guide to make sure you understand your responsibilities as a contractor, visitor, volunteer, or preservice teacher or other adult student on placement. We want you to not only feel safe while visiting our facilities, but also know how to ensure you don't harm yourself or anyone else.

Not sure whether you're a contractor, visitor, volunteer, or preservice teacher or other adult student on placement? Here's how we define the terms for this guide.

<b>Contractor</b>	<p>Are you an electrician, plumber, garden maintenance worker, school chaplain or IT/AV supplier? Then you're classed as a <b>contractor</b>.</p> <p>A <b>contractor</b> is anyone contracted to perform specific tasks for the department. And those tasks include both operational and professional services.</p> <p><b>Note:</b> If you're a QBuild contractor then you don't need to complete this guide. Your valid QBuild induction card shows you're compliant and can work at a departmental location.</p>
<b>Visitor</b>	<p>Are you a speech pathologist, school-based youth health nurse, sports coach or religious instructor? Then you're classed as a <b>visitor</b>.</p> <p>A <b>visitor</b> is anyone who regularly provides a service to a school or the department.</p>
<b>Volunteer</b>	<p>Do you work in a school tuckshop, uniform shop or bookshop? Are you a P&amp;C member, community volunteer, student mentor or parent helper? Then you're classed as a <b>volunteer</b>.</p> <p>A <b>volunteer</b> is anyone who works for free under the direction and supervision of the school and/or an established agreement.</p>
<b>Preservice teacher or other adult student on placement</b>	<p>Are you enrolled and studying at a higher education institution in a university or vocational education program? Then you're classed as a <b>preservice teacher or other adult student on placement</b>.</p> <p>A <b>preservice teacher or other adult student on placement</b> is anyone undertaking a course of study who needs to complete a professional experience, practical or clinical placement to meet the requirements of their degree, award program or award qualification.</p> <p><b>Note:</b> This classification does not include students enrolled at a school.</p>

# Introduction (cont.)



If your role is not classed as any of those in the previous table, you may still need to complete this guide for your supervisor, manager or principal.

Here's what you need to do.

1. Read this guide.
2. Complete the *Declaration* section, which you'll find on the last page. Don't forget to fill out the relevant section of the *Record of Completion* form.
3. The supervisor, manager or principal at the location you're visiting will verify your declaration and complete the other section of the *Record of Completion* form. (If you've visiting a school, they'll also stamp it.)
4. Once your *Record of Completion* form is complete, you can use it to visit our schools and offices for 12 months. Simply show the form, and then write your details in the *Attendance register* provided by the supervisor, manager or principal.

And keep this guide handy for future reference.

# Working ETHICALLY



This module gives you the information you need to act in accordance with the *Code of Conduct* for the *Queensland Public Service* and the department's *Standard of Practice*.

1. You need to follow the Code of Conduct for Queensland Public Service (the Code)	
<ul style="list-style-type: none"> <li>The Code contains the fundamental principles and values of ethical behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>The standards of conduct in the Code outline the ethical behaviours you need to exhibit.</li> </ul>
<ul style="list-style-type: none"> <li>The Code acts as a reference point to guide your behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>It is your responsibility to comply with all aspects of the Code.</li> </ul>
2. These are your areas of responsibility	
<ul style="list-style-type: none"> <li>Act in a way that upholds the Code's standards of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the department's policies and procedures as applicable.</li> </ul>
<ul style="list-style-type: none"> <li>Act ethically and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>Make sound judgements when fulfilling your duties.</li> </ul>
<ul style="list-style-type: none"> <li>Be accountable for your actions and decisions.</li> </ul>	
3. Follow the fundamental principles of ethical behaviour	
<ul style="list-style-type: none"> <li>Use official resources appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Talk to the nominated supervisor if you feel there's a conflict of interest with your work in the department.</li> </ul>
<ul style="list-style-type: none"> <li>Refuse any gift or benefit from a colleague that's likely to affect (or be seen to affect) how you perform your duties.</li> </ul>	<ul style="list-style-type: none"> <li>Speak up if something doesn't seem right. You have an obligation to report any conduct that goes against the Code.</li> </ul>
4. If you are performing functions of a public nature, including providing public education, you have obligations under the <i>Human Rights Act 2019</i> (Qld)	
<ul style="list-style-type: none"> <li>Before taking any action, think about how it will affect the human rights of people around you.</li> </ul>	<ul style="list-style-type: none"> <li>When you make a decision or action at work, you must:                             <ul style="list-style-type: none"> <li>consider human rights as part of your decision making</li> <li>act and make decisions that are compatible with human rights.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Compatible with human rights means your decision or action doesn't limit a human right, or limits it only to the extent that's reasonable and justifiable.</li> </ul>	<ul style="list-style-type: none"> <li>Document your human rights decision-making considerations and save a record.</li> </ul>

# Working ETHICALLY



## Here are some examples of breaches of the Code

- A volunteer at a school takes photos of lists that include the names of parents and their contact details. The volunteer then uses these details to send marketing information to the parents.
- A consultant discusses a student's issues with another parent, criticising how the school dealt with the student. They also call the student's parents to offer their opinion.
- A preservice teacher posts details of a classroom incident on social media, including the name of the school and the students involved.
- A contractor takes the school's gardening equipment home for the weekend to work on their own garden.

## Further information

[Code of Conduct for the Queensland Public Service](#)

[Standard of Practice \(PDF, 756KB\)](#)

[Human Rights Act 2019 \(Qld\)](#)

[Human Rights](#)

# Working SAFELY



This module gives you the information you need to keep yourself, others and your workplace safe. It also talks about your responsibilities for keeping students safe, and your blue card requirements.

1. You have a legal obligation under the <i>Work Health and Safety Act 2011</i> (Qld)	
<ul style="list-style-type: none"> <li>Take care of both your own and other people's health and safety.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in health and safety activities.</li> </ul>
<ul style="list-style-type: none"> <li>Report incidents and hazards to your supervisor immediately.</li> </ul>	<ul style="list-style-type: none"> <li>Talk to your supervisor or principal if you spot something you think is either unsafe or a health and safety issue.</li> </ul>
2. Follow all health and safety instructions	
<ul style="list-style-type: none"> <li>Take part in all safety audits and emergency drills.</li> </ul>	<ul style="list-style-type: none"> <li>Wear personal protective equipment when required.</li> </ul>
<ul style="list-style-type: none"> <li>Follow the policy, procedures, systems and plans in the department's health, safety and wellbeing management system (HSWMS).</li> </ul>	<ul style="list-style-type: none"> <li>Complete site- and role-specific training as required.</li> </ul>
<ul style="list-style-type: none"> <li>Follow the department's Asbestos Management Plan (AMP). Obtain a Work Area Access Permit (WAAP) from the facility office before carrying out any maintenance, installation, refurbishment or construction-related works. This includes nailing, drilling, removing paint, and installing or removing picture hooks. Remember: No WAAP! No work!</li> </ul>	
<ul style="list-style-type: none"> <li>Refer to the facility office's asbestos register before conducting any works on facility building materials. See the <i>Asbestos Registers</i> section on the <a href="#">Asbestos management</a> page on the QLD Education website for more information about confirmed, assumed or removed asbestos.</li> </ul>	<ul style="list-style-type: none"> <li>Don't carry out any work that may disturb assumed or confirmed asbestos containing materials unless you're authorised to do so under the AMP. You also need control measures in place equivalent to or greater than the relevant Codes of Practice.</li> </ul>
<ul style="list-style-type: none"> <li>Don't enter any areas that have measures in place to restrict access.</li> </ul>	



# Working SAFELY



3. Report anything that could pose a risk to your own or someone else's health and safety	
<ul style="list-style-type: none"> <li>Behave in a way that contributes to an inclusive and respectful work environment.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the department doesn't accept any form of bullying, harassment, violence or unlawful discrimination (in person or online).</li> </ul>
<ul style="list-style-type: none"> <li>Remember that occupational violence and aggression is any action, incident or behaviour that's considered unreasonable conduct. It may result in someone being threatened, harmed or injured.</li> </ul>	<ul style="list-style-type: none"> <li>Report any unreasonable behaviour you experience, witness or hear about that isn't consistent with the Code to your supervisor as soon as you can.</li> </ul>
<ul style="list-style-type: none"> <li>Report any facility damage or deterioration to the facility office immediately. This includes:                             <ul style="list-style-type: none"> <li>damage to or holes in walls or ceiling sheeting</li> <li>peeling paintwork or floor coverings</li> <li>material affected by wear and tear, weather or erosion.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Report any dust, debris, or loose or stored materials that you suspect may contain asbestos to the facility office. Don't handle it yourself. (The office will arrange for its removal.) You must also restrict access to the area as you report it.</li> </ul>

## Here are some examples of breaches of the Act

- A science teacher instructs the science technician to wear safety glasses during the lesson. However, the science technician takes them off because they don't think their safety is at risk.
- A teacher aide notices a teacher being threatened by another person but doesn't report it to the supervisor or principal.
- A teacher finds a piece of white fibrous building material on the school oval. Believing it to be asbestos, the teacher picks it up and takes it to the facility office, contravening the requirements of the department's AMP.
- A teacher who's handy with a hammer installs a new classroom pinboard on a wall the office's asbestos register identifies as potentially containing asbestos.

## Further information

[Work Health and Safety Act 2011 \(Qld\)](#)

[Asbestos management](#)

[Queensland Government general information about asbestos](#)

[Creating healthier workplaces](#)

# Working SAFELY



4. Student safety is our top priority	
<ul style="list-style-type: none"> <li>All children have the right to be protected from harm.</li> </ul>	<ul style="list-style-type: none"> <li>Employees and visitors in schools play an important role in identifying and responding to child abuse and neglect.</li> </ul>
<ul style="list-style-type: none"> <li>Never do anything to intentionally harm a student or child — physically, psychologically or emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>Our <i>Child and Student protection policy</i> and related procedures outlines the responsibilities of employees and visitors.</li> </ul>

5. Report any suspicions that a student or child has been harmed or is at risk of harm	
<ul style="list-style-type: none"> <li>Report your suspicions to the principal as soon as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the <i>Allegations against employees in the area of student protection procedure</i> if your suspicions relate to a departmental employee (including the principal).</li> </ul>
<ul style="list-style-type: none"> <li>Provide any related documents or notes to the principal.</li> </ul>	

6. What to do if a student or child tells you they've been harmed	
<ul style="list-style-type: none"> <li>Stay calm.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the student or child, and respond in a caring manner.</li> </ul>
<ul style="list-style-type: none"> <li>Let the student or child know you need to tell the principal so that the principal can help keep them safe.</li> </ul>	<ul style="list-style-type: none"> <li>Report the matter as soon as possible.</li> </ul>

## Here are some examples of putting students at risk

- A clinical placement student notices a number of cuts on a student's arm. Later, they overhear the student telling a friend he often cuts himself. The clinical placement student decides to do nothing because it's none of their business.
- A student tells a consultant she's been repeatedly beaten by her stepfather over the past few weeks. The consultant reports this to the principal, but then talks about it over dinner with their [the consultant's] own family.

7. Communicating with students	
<ul style="list-style-type: none"> <li>Always act with the highest integrity.</li> </ul>	<ul style="list-style-type: none"> <li>Never ask for a student's contact details, and never give a student yours.</li> </ul>
<ul style="list-style-type: none"> <li>Never               <ul style="list-style-type: none"> <li>call, text or email a student using your personal or work phone</li> <li>arrange to meet a student face to face or online.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Don't communicate with or contact students on any social media platform.</li> </ul>



## 8. Restrictive practices

Restrictive practices are interventions or strategies that restrict a student's rights or freedom of movement. Restrictive practices can be used in schools only to respond to an imminent risk of harm to people. They cannot be used:

- for discipline
- as a tool of convenience
- to enforce compliance
- as a retaliation
- to punish a student.

Restrictive practices must not be used where they have the effect of:

- covering a student's mouth or nose, or in any way restricting their breathing
- inhibiting a student's ability to communicate, including being able to access and use augmentative or alternative communication devices or methods (e.g. confiscating a speech-generating device)
- intentionally taking a student to the ground in the prone (face-down) or supine (face-up) position
- causing hyperextension or hyperflexion of a student's joints (e.g. bending an arm beyond the normal range of movement of the elbow)
- applying pressure to a student's neck, back, chest or joints
- causing a student to fall
- sitting or kneeling on a student
- inhibiting a student's use of their mobility device where there is no foreseeable risk of harm.

The *Restrictive practices procedure* prohibits all these actions when using restrictive practices with a student.

Restrictive practices can potentially cause harm to students and employees. As a result, some restrictive practices are strictly prohibited in Queensland state schools. This includes:

- **Chemical restraint** (using medication to control a student's behaviour rather than to treat a medical or mental health condition).

Restrictive practices must be the least restrictive measure. In other words, it must be the only reasonable action in the circumstance to address the risk.

The following restrictive practices can be used under specific conditions in Queensland state schools:

- **Physical restraint** (holding a student to stop them or part of their body from moving)
- **Containment** (deliberately being alone with a student in a confined space, and not allowing the student to exit that space by choice)
- **Clinical holding** (using your body to hold a student to stop them from moving in order to provide essential health care).

# Working SAFELY



## Further examples of putting students at risk

- A contractor working in a high school talks to some senior students about what they do outside school. The contractor asks the students if they can spend some time together over the weekend.
- A volunteer gives her mobile number to a student who's clearly having issues at home.
- A preservice teacher chats with school students about a common interest, and arranges to share photos on social media.
- A consultant working in the school notices a student being isolated by the other students. The consultant thinks getting the student involved in a group he's part of might help. The consultant asks for the student's contact details so he can discuss it with the student's parents.

## Further information

[Student protection procedure](#)

[Allegations against employees in the area of student protection procedure](#)

### 9. Your blue card requirements

- The blue card system — Queensland's Working with Children Check — assesses a person's eligibility to work or volunteer with children based on their national criminal history and other disciplinary and police information.
- Present your blue card (or exemption card) to staff **before you start** (unless you don't require a blue card or exemption card because an exemption applies) so it can be:
  - validated online with Blue Card Services
  - used to confirm your ID
  - linked to the school.
- Inform the school immediately if:
  - your blue card status changes
  - you are or become a restricted person
  - you can no longer volunteer or work for the department.

### 10. Do I need a blue card?

- You'll need a blue card (or exemption card) if you work or volunteer with children under one of the categories of regulated employment or business in the *Working with Children (Risk Management and Screening) Act 2000* (Qld) unless an exemption applies.

# Working SAFELY



## 11. What is a working with children authority?

A working with children authority is:

- a working with children clearance (commonly referred to as a blue card)
- a working with children exemption (commonly referred to as an exemption card).

The categories that primarily relate to the department are:

- schools – state primary, secondary or special education school; environmental / outdoor education centres; student hostels / residential colleges
- education and care services and similar employment (OSHC services and kindergartens)
- child accommodation services (including home stays)
- school boarding facilities
- justice and detention centres.

Different rules apply to each of these categories, and whether you need a working with children authority will depend on the:

- environment
- activity
- frequency.

For more information, refer to the [Who needs a blue card or exemption card? Quick reference guide \(PDF, 337KB\)](#).

Always check with Blue Card Services (1800 113 611) for blue card requirements.

## 12. How will I know whether I'm working or volunteering in restricted employment?

Some people can work with children even though they don't have a blue card, such as:

- a volunteer parent where the service or activity provided to children is also provided to their own child
- a volunteer who's under 18
- paid or unpaid staff working in child-regulated employment for no more than 7 days in a calendar year.

These people fall into a category known as 'restricted employment', which gives them an exemption from needing a blue card; however they must complete a [Restricted employment declaration](#) to confirm that they are not a restricted person.

For more information, refer to the [Who needs a blue card or exemption card? Quick reference guide \(PDF, 337KB\)](#).

# Working SAFELY



## 13. How will I know whether I'm a restricted person?

A restricted person is not eligible to work or volunteer with children. They've been deemed a 'restricted person' because they:

- have been issued with a negative notice
- have a suspended blue card
- are a disqualified person
- have been charged with a disqualifying offence that hasn't been finalised
- are the subject of an adverse interstate Working with Children Check decision that is in effect.

These people can't be given an exemption under the terms of 'restricted employment'.

That means we can't have a restricted person working in our schools as an employee or volunteer. If we did, we'd be breaking the law.

## 14. What are my blue card responsibilities?

- If you're a restricted person, you can't start or continue working or volunteering in restricted employment. If you currently work or volunteer in restricted employment, you must stop immediately.
- If you're not sure whether you're a restricted person, contact Blue Card Services on 1800 113 611 for more information.
- When you finish reading this document you'll need to declare that you're not a restricted person. If your status changes, or you can no longer volunteer or work for the department, you must notify your supervisor immediately.

For more information, refer to the *Working with children (blue card) procedure*.

**Remember: It's an offence for a restricted person to start or continue working or volunteering in restricted employment. The maximum penalty is \$83,450 (500 penalty units) or 5 years in prison.**



## Restricted person scenarios

### Scenario 1

A consultant providing an essential service for children has their blue card suspended. Can they keep working with the school?

#### Answer

No. They're a restricted person because their blue card has been suspended. Regardless of the number of days they work in a calendar year or if they're a volunteer-parent, they can't rely on the 'restricted employment' exemption. It's an offence for a restricted person to start or keep working or volunteering in restricted employment.

It's also an offence for an employer to employ or keep employing a restricted person in restricted employment if they know (or should reasonably know) they are a restricted person.

### Scenario 2

A person previously convicted of a disqualifying offence is now the parent of a child in primary school. They want to volunteer at their child's school, reading with the students and working at the tuckshop. Can they rely on the volunteer parent exemption to volunteer with reading and tuckshop at the school?

#### Answer

No. They're a restricted person because they were convicted of a disqualifying offence. As much as they want to volunteer in their child's school as a volunteer parent, they can't rely on the restricted employment exemption.

## Further information

### Blue Card Services web pages

[Rights and obligations under the blue card system](#)

[Individuals and business operators needing a blue card](#)

[Industries needing a blue card](#)

[Blue cards for tradespeople](#)

[Blue cards for volunteers](#)

[Parent volunteers](#)

[When you don't need a blue card](#)

[Restricted persons and restricted employment](#)

[Contact Blue Card Services](#)

# Working SAFELY



## **Department of Education policies, procedures and guidelines**

[Working with children \(blue card\) procedure](#)

[Who needs a blue card or exemption card? Quick reference guide \(PDF, 337KB\)](#)

[Register Requirements – Quick Reference Guide \(PDF, 213KB\)](#)



# Working TOGETHER



This module helps you celebrate diversity and create inclusive workplaces.

1. We're committed to creating inclusive and diverse workplaces where everyone feels they belong	
<ul style="list-style-type: none"><li>• We want you to feel heard, valued, and safe to bring your whole self to work.</li></ul>	<ul style="list-style-type: none"><li>• We value your contribution to our decisions and direction.</li></ul>
<ul style="list-style-type: none"><li>• When we all feel<ul style="list-style-type: none"><li>◦ valued for our diversity</li><li>◦ comfortable about being ourselves</li><li>◦ supported in our roles</li></ul></li></ul> <p>we connect better with each other and have a sense of belonging.</p>	

2. We all have a role to play	
<ul style="list-style-type: none"><li>• Encourage different perspectives when solving problems.</li></ul>	<ul style="list-style-type: none"><li>• Check your assumptions about a person's ability, experience and potential.</li></ul>
<ul style="list-style-type: none"><li>• Make reasonable workplace adjustments so employees have the support and resources they need to do their job.</li></ul>	<ul style="list-style-type: none"><li>• Show respect for the Traditional Custodians of the land where you're having your meeting by conducting an Acknowledgement of Country.</li></ul>
<ul style="list-style-type: none"><li>• Take a moment to consider what we assume about people who aren't like us, and how these assumptions can create barriers.</li></ul>	

## Here are some examples of inappropriate behaviour

- An adult student on professional experience placement uses racist language when referring to another student.
- A contractor speaks aggressively to a colleague when they disagree on how to solve a problem.
- A consultant refuses to work with people from other ethnicities.

## Further information

[Anti-Discrimination Act 1991 \(Qld\)](#)

[Multicultural Recognition Act 2016 \(Qld\)](#)

[Disability Discrimination Act 1992 \(Cth\)](#)

# Protecting our INFORMATION



This module talks about your responsibilities for protecting personal and departmental information.

1. Protecting personal and sensitive information is essential to ensure responsible handling.	
<ul style="list-style-type: none"> <li>Understand what personal and sensitive information is.</li> </ul>	<ul style="list-style-type: none"> <li>Know your privacy obligations under legislation.</li> </ul>
<ul style="list-style-type: none"> <li>Collect only the necessary information for a specific departmental purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Keep personal, sensitive and confidential information secure and protected.</li> </ul>
2. Handling information requires lawful, secure, and responsible practices to protect individuals' privacy and uphold trust.	
<ul style="list-style-type: none"> <li>Always use a collection notice when obtaining personal information.</li> </ul>	<ul style="list-style-type: none"> <li>Share information only if you are authorised and it's essential for the recipient to know.</li> </ul>
<ul style="list-style-type: none"> <li>Always obtain consent to collect, use or disclose sensitive personal information.</li> </ul>	<ul style="list-style-type: none"> <li>Access information only when required for your official duties, respecting its sensitivity and intended use.</li> </ul>
3. Privacy data breaches and privacy complaints must be managed carefully to prevent harm and comply with legal obligations.	
<ul style="list-style-type: none"> <li>A privacy data breach can result from things such as human error, an erroneous process, or misconduct—most commonly through accidental disclosure and failing to obtain consent.</li> </ul>	<ul style="list-style-type: none"> <li>Staff must report any suspected privacy breach or complaint promptly using the department's official reporting process.</li> </ul>
<ul style="list-style-type: none"> <li>A person's right to privacy is also a fundamental human right under the <i>Human Rights Act 2019</i> (Qld).</li> </ul>	<ul style="list-style-type: none"> <li>Our response to privacy data breaches and complaints is subject to strict statutory timeframes.</li> </ul>
4. Maintaining the security of information and business systems is crucial to protecting them from deliberate and accidental security breaches.	
<ul style="list-style-type: none"> <li>Good information security practices ensure only authorised users can access, modify or use information and systems, maintaining trust and operational continuity.</li> </ul>	<ul style="list-style-type: none"> <li>The department classifies information as OFFICIAL, SENSITIVE, or PROTECTED which helps us to make timely and informed decisions about access, storage, sharing and maintenance.</li> </ul>
<ul style="list-style-type: none"> <li>Staff must protect and secure the department's information and ICT business systems by taking responsibility for the confidentiality, availability, integrity of information in their care.</li> </ul>	<ul style="list-style-type: none"> <li>All staff must report suspected security incidents immediately and follow approved policies, guidelines and responsibilities for secure ICT use.</li> </ul>

# Protecting our INFORMATION



5. All online services used in schools must meet national and departmental privacy, security and online safety standards—requiring formal risk assessment before use.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Third-party online services are assessed against the Safer Technologies for Schools (ST4S) framework which evaluates privacy, security, age restrictions, and consent requirements for example to ensure they are safe to use.</li></ul> | <ul style="list-style-type: none"><li>• The Online Service Risk Review Catalogue lists assessed services, providing information about risk levels, usage conditions and consent needs</li></ul>                               |
| <ul style="list-style-type: none"><li>• Principals are responsible for reviewing the assessment reports, implementing the risk treatments, obtaining consent, and maintaining a register of online service use.</li></ul>  | <ul style="list-style-type: none"><li>• Staff must not use unassessed online services, as doing so may expose departmental or student personal information to security and privacy breaches and cause student harm.</li></ul> |

## Here are some examples of inappropriate use of information

- A volunteer gives a student's contact details to a person claiming to be the student's father without checking with anyone first.
- A staff member logs into OneSchool to access the record about a minor altercation involving their own child and another student.
- A teacher creates student accounts in a new online spelling tool to use in class without the service being risk assessed by the department or obtaining parental consent.
- A school publishes photos of sports day to the school Facebook page without checking to ensure they have parental consent for every student in the photos.
- A contractor tells a friend about upcoming work at a departmental facility (including details of the proposed budget) so they know exactly what to quote for doing the work.

## Further information

[Information Privacy Act 2009 \(Qld\)](#)

[Education \(General Provisions\) Act 2006 \(Qld\)](#)

[Information management, privacy and security policy](#)

[Information privacy breach and privacy complaints procedure](#)

[iSecurity](#)

[Online service risk reviews](#)

[Online Service Risk Review Catalogue](#)

# Appendix 1

## Student protection fact sheet for contractors, volunteers, visitors, and preservice teachers and other adult students on placements

For Queensland state schools, there's no higher priority than the safety and wellbeing of our students.

This fact sheet provides information about:

- your responsibility to report all suspicions of harm or risk of harm to students or children
- what you need to remember about your own behaviour
- the reporting obligations of school staff members.

Contractors, volunteers and visitors include people who have contact with students or children online or away from a school site to provide services to the school.

### What are my student protection responsibilities?

The responsibilities of visitors to state schools are outlined in the Department of Education's [Child and student protection policy](#) and related procedures. You need to:

- complete student protection training as directed by the principal of every school you visit or provide services to
- report any suspicions of harm or risk of harm to a student or child, formed in the course of your duties, to the principal as soon as possible
- discuss any suspicions of concerning student sexual behaviours or sexual relationships (including sexting) with the principal.

### What is 'harm'?

Harm is any significant detrimental effect on a student or child's physical, psychological or emotional wellbeing.

Harm can be caused by:

- sexual abuse
- physical abuse
- emotional abuse
- neglect.

A student or child can be harmed by someone they know, a stranger, a Department of Education employee, another student or themselves.

# Appendix 1 (cont.)

## When do I need to report?

You must report to the principal as soon as you become aware of, or suspect, a student or child has been harmed or is at risk of harm in the course of your duties.

'In the course of your duties' means whenever you're performing paid work, volunteer duties or duties as part of a preservice placement for the Department of Education. This includes activities:

- on school sites
- during excursions, camps and other extracurricular activities
- online.

You must also tell the principal if you become aware of or suspect any concerning sexual behaviour or relationships involving students, including sexting

Any adult in Queensland who believes a child is being or has been sexually abused by another adult must report it to the Queensland Police Service (QPS). If you form this belief in the course of your duties, you must instead report it to the principal. If your information meets the threshold for reporting, the principal will forward a report to the QPS and/or Child Safety.

## How do I contact the principal?

Every school has a different process. However, you can usually contact the school office and ask to speak with the principal about a confidential matter. If you can't contact the principal, either ask to speak with the deputy principal or contact the relevant regional office.

## What if my concerns relate to the principal?

If you suspect the principal or another departmental employee has harmed, is harming, or could potentially harm a student or child, you must report it. Refer to the [Allegations against employees in the area of student protection procedure](#) to find out how to report your suspicions.

## What do I need to remember about my own behaviour?

- **ALWAYS** interact professionally with students – even outside school hours.
- **NEVER** intentionally harm a student or child – physically, psychologically or emotionally.
- **NEVER** touch a student or child in a sexual way, or engage in any other inappropriate interactions with them whether in person, online or through other forms of communication.

## What if I'm concerned about a student's online safety?

While the internet can be a great learning resource for students, it can also potentially expose them to:

- unwanted online contact
- cyberbullying
- violent or inappropriate content.

# Appendix 1 (cont.)

If you think a student or child has been harmed or is at risk of harm from these or other online activities, you must tell the principal as soon as possible.

A great way to stay up to date with online safety issues and advice is to visit the *eSafety Commissioner* website. There you'll find a guide on the key online safety issues for young people, as well as practical tips and advice on what to do if things go wrong. And if you need extra support, their *Online safety: A guide for parents and carers* publication has a list of services that can provide it.

## How do school staff members report student protection concerns?

All school staff members must report reasonable suspicions of sexual abuse or likely sexual abuse to the principal, who will then report it to the QPS.

School staff members must also report reasonable suspicions of physical, sexual or emotional abuse or neglect to the principal, who will then report it to Child Safety when the child may not have a parent able and willing to protect them from harm.

The department's *Student protection procedure* and *Allegations against employees in the area of student protection procedure* provide clear instructions to school staff members on how to report student protection concerns in a way that meets their reporting obligations.

## Further information

[eSafety Commissioner website](#)

[Online safety: A guide for parents and carers \(PDF, 1.5MB\)](#)

[State schools regional office contacts](#)

If you have any questions or concerns about the conduct of a departmental employee's, contact the Intake Referrals and Partnerships team on 1800 468 253 or by email at [intake@qed.qld.gov.au](mailto:intake@qed.qld.gov.au).

# Appendix 2

## Fact sheet for preservice teachers and other adult students on placements

If you're a preservice teacher or other adult student on a professional experience, practical or clinical placement, here's what you need to know about your responsibilities, training and conduct.

### How you'll be supervised during your placement

- As you'll be performing your placement activities under the full supervision of the school's employees and officers, you and the school will need to negotiate your start date and attendance times.
- You won't be paid for your placement.
- You won't be expected to fill a position, relieve workloads or replace absent staff.
- Throughout your placement you'll be supervised by someone with the appropriate qualifications, experience and skills. If that person can no longer supervise you for any reason, the school will try to find you another supervisor. Unfortunately, if they can't find a replacement then you won't be able to continue your placement.

### What are my responsibilities?

1. Read Appendix 1 (if you haven't already). You'll need to meet all those requirements as well as what we're about to tell you.
2. Act within the scope of the agreed tasks and activities of a preservice teacher or other adult student on placement.
3. Make sure you have a current blue card before you start your school placement. This is a requirement under the *Working with Children (Risk Management and Screening) Act 2000* (Qld).
4. Present your blue card to staff **before you start** (unless you're exempt) so it can be:
  - validated online with Blue Card Services
  - used to confirm your ID
  - linked to the school.
5. Notify the school immediately if your blue card status changes.
6. Tell the school about any relationships you have with staff or students (or any other conflicts of interest) **before you start** your placement.
7. Give the school:
  - the details of your preservice placement supervisor from your training institution or university
  - any other documentation that's needed (e.g. proof you've reached the necessary level of registration needed for your placement).
8. Complete all school-specific mandatory training such as:
  - the *MAST Key messages guide* (this document)
  - fire and emergency response training
  - any health, safety and wellbeing training relevant to the area you'll be working in.
9. Complete the Induction Planner for preservice adult students on placement (available on the [Induction](#) page on OnePortal).

## Appendix 2 (cont.)

10. Find out what you need to do (and who you need to tell) if:

- you'll be absent on any day of your placement
- your placement circumstances change in any way
- you have any concerns about a student, especially relating to mental health
- you need to report an incident or injury that happens during your placement.

11. Keep the school's information, business and activities confidential. This includes information that's verbal, written, electronic or in any other form.



# Declaration

I've read the *MAST Key messages guide*, and acknowledge that:

- I need to work ethically, protect departmental information, work safely, and respond appropriately to any suspicion of student harm
- I need to follow the department's policies and procedures (including blue card requirements) as required
- I know where to get further information or support.

I also know the *MAST Key messages guide* Record of Completion:

- is valid for 12 months
- is recognised in all departmental facilities and schools
- can be used to show I have read the *MAST Key messages guide*.

**Contractor, volunteer, visitor, or preservice teacher or other adult student on placement to complete**

<b>Name</b>	
<b>Signature</b>	
<b>Name of parent/caregiver*</b>	
<b>Date</b>	

\* To be signed by a parent/caregiver if the preservice teacher or other student on placement is under 18 years.



## Record of Completion

The *MAST Key messages guide* is valid for 12 months from the date of issue.

<b>Contractor, volunteer, visitor or preservice teacher or other student on placement</b>	<b>Principal or manager</b>	<b>School stamp</b>
<b>Name:</b>	<b>Name:</b>	
<b>Signature:</b>	<b>Signature:</b>	
<b>Date:</b>	<b>Date:</b>	

If you have any questions or concerns about the information in this guide or completing the declaration, please speak to a supervisor, manager or principal.

# Acknowledgements

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