

links to learning

# 2020 Links to Learning Program Guidelines

# Introduction

## The NSW Department of Education

Children and young people are at the centre of all our decision-making. We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector.

We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We respect and value Aboriginal people as Australia's First Nation Peoples. We also work closely with the non-government school and higher education sectors.

### Our vision

To be Australia's best education system and one of the finest in the world

### Our purpose

To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society

### Our goals

Our strategic Plan 2018-2022 sets out the Departments blueprint for the next five years:

1. All children make a strong start in life and learning and make a successful transition to school
2. Every student is known, valued and cared for in our schools
3. Every student, every teacher, every leader and every school improves every year
4. Every student is engaged and challenged to continue to learn
5. All young people have a strong foundation in literacy and numeracy: a deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens
6. All young people finish school well prepared for higher education, training and work
7. Education is a great place to work and our workforce is of the highest calibre
8. Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
9. Community confidence in public education is high.
10. Our education system reduces the impact of disadvantage.

# The Links to Learning Community Grants Program

## Context

The NSW Government provides funding to the NSW Department of Education to administer the Links to Learning Community Grants Program. The Department in turn provides grant funding to eligible NSW based not for profit, non-government organisations and local government authorities (Providers) to deliver targeted projects to eligible students at risk in NSW government schools.

## Objectives

The key objectives of Links to Learning Community Grants Program include:

1. **Connect** – participating schools learning and support teams identify appropriate students at risk in partnership with the Provider
2. **Engage** – students referred to a project are actively engaged in meaningful activities delivered by the Provider
3. **Learn** – students are provided with learning opportunities aimed at improving their education, future employment and life skills. The delivery of foundation and employability skills are a feature of all projects
4. **Plan** – individualised Links to Learning Student Plans are developed collaboratively with students by the Provider, to identify goals during their participation in the Links to Learning project and to identify strategies to support the students' transition back to their base school.
5. **Transition** – students are supported to transition from Links to Learning projects to engagement with learning at their base school and a return to full time attendance.

## Student wellbeing

How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors. Wellbeing, or the lack of it, can affect a student's engagement and success in learning.

Student wellbeing is enhanced when schools connect with, and draw on the expertise, contribution and support of their communities including local groups and agencies that have expertise in working with children and young people.

This can be especially important where students are at risk of disengaging from learning and/ or at risk of leaving school early and not achieving the same educational milestones as their peers.

Careful consideration should be given to the selection of students to be referred to a Links to Learning project and their capacity to catch up on school work missed when attending the project and to attend school on the days when they are not attending the project.

Participating schools, students, parents/carers must be aware of, and supportive of the requirement for the student to attend school when they are not attending the Links to Learning project.

Links to Learning Projects are not an alternative to attending school.

## Target group

Projects are specifically designed to assist two target groups (project models):

- **Students transitioning from Year 6 to Year 7** who have been identified by the learning and support team or welfare team as being at risk of disengaging from their learning and where there are concerns that the student will not make a successful transition to high school.
- **Students in Years 7 to 11** who have been identified by the learning and support team or welfare team as being at risk of disengaging from their learning and/or at risk of leaving school early.

**Please note:** Providers are required to specify the school year cohort for the Target Group selected – for example Year 7 and Year 8. An approach of “one size fits all” that is, Year 7 to Year 11 in one project is not supported and is out of scope for the Links to Learning Community Grants Program.

## School year range

The Links to Learning Community Grants Program supports students of compulsory school age (Year 6 to Year 11) who are enrolled in NSW Department of Education secondary, central or primary schools.

## Students in Specialist Education settings

Students in specialist education settings may only participate in a Links to Learning project if this is part of the student's transition to a mainstream primary, secondary or central school.

Students in specialist support classes should not be referred to Links to Learning projects unless this is part of a transition plan back to a mainstream school or class.

Providers who accept referrals for students who are outside of the target group are breaching the terms and conditions of their Funding Agreement with the Department.

## Student population groups

Links to Learning projects target a particular student population group within the school community. Providers must engage project staff (or volunteers) with the appropriate training, skills and expertise to deliver and assess project content for the identified student population group and to ensure the health and safety of students and staff/volunteers.

- Students who identify as Aboriginal and Torres Strait Islander descent (ATSI).
- Students with English as an Additional Language or Dialect (EALD).
- Students from low socio-economic background.
- Students from rural and remote areas of NSW.
- Students from a refugee background.
- General student population.

## Classroom gender groups

- Girls
- Boys
- Mixed

## Student participation

Each student is to complete their Links to Learning project within one calendar (school) year. **The student cannot repeat the same project either in the same year or another year of the funding cycle.** For example, if a student has been referred to Project X (10-week iteration or delivery period) and there are three iterations of Project X over the school year, the student cannot be referred to any other iteration of Project X again.

The only exception where a student is approved to attend a project across two calendar years is for a Year 6 to Year 7 transition project. In these situations, students in Year 6 who are participating in the project in the second half of one year of the funding cycle can

continue to access the project in the first half of the following year of the funding cycle when they are in Year 7.

## Transition back to school

Transition back to school refers to the planning around the student completing the Links to Learning project and their return to full time attendance and enhanced engagement in learning at their base school. It is not acceptable for a Provider or a participating school to view that the development of a transition plan is not required or relevant because the project was delivered on the school grounds.

## Project parameters

Projects that go outside the project parameters set out in the 2020 Links to Learning Community Grants Program Guidelines and the 2020 Links to Learning Funding Agreement are in breach of their arrangement with the Department. In these circumstances the Department can suspend or terminate arrangements with the Provider.

## Term of funding

The 2020 Funding Agreement covers the period from 1 January 2020 to 31 December 2020. That is the 2020 school/calendar year.

## Duration of projects

- The maximum duration of a project is 35 school weeks over the one school/calendar year.
- Project delivery in schools in the **Eastern Division of NSW** are not authorised to commence before Monday 10 February 2020.
- Project delivery in schools in the **Western Division of NSW** are not authorised to commence before Monday 17 February 2020.
- All projects must conclude on or before Friday 4 December 2020.
- The maximum duration of any project iteration is 2 days (12 hours) per week.

## Minimum and maximum levels of funding

The minimum level of funding for an individual project at the commencement of the funding cycle was \$50,000 per year.

The maximum level of funding for an individual project at the commencement of the funding cycle was \$150,000 per year. One Provider may be funded for more than one project.

It is acknowledged that many Providers and schools may also contribute additional “in kind support” as a sign of commitment to the project. Examples include participating schools transporting students to Links to Learning venues, paying for some equipment, providing support to parents or training students to act as mentors for students participating in a project. This support is not to be funded through the projects budget.

## Group work and individual student support

Breakdown of project time:

- **Group work:** 85% of the total project time
- **Individual work** with student: no more than 15% of the total project time

Individual student support should be dedicated to planning around the student’s engagement with the project, the development and update of the Links to Learning Student Plan in consultation with the student, culminating in their return to school at the completion of the project. It is **not** the responsibility of the school to develop this plan.

Individual student time does not refer to the incidental support that is provided to students during the delivery of the project content.

## Links to Learning student plan

**The Links to Learning Provider is responsible for the development of the Links to Learning Student Plan in consultation with the student.** It is **not** the responsibility of a participating school to develop the Links to Learning Student Plan for their student/s. The Links to Learning Student Plan template is located in the “Document Folder” on all Providers dashboard.

It is a requirement that all students attending a Links to Learning project have a Links to Learning Student Plan. This Plan relates specifically to the students engagement with the Links to Learning project and the goals that the student is seeking to achieve by attending the project. It is **not** the responsibility of the school to develop this plan.

The plan therefore is a dynamic and “living document” that is regularly updated so the student can see how they are moving towards achieving their goals and the projects learning outcomes. It is important that the learning and support team in participating schools are regularly updated on their students’ progress in the project as reflected in the Links to Learning Student Plan. This Plan should contribute to, or be an addendum to the students existing learning and support plan developed by the students base schools learning and support team.

Intensive case management is **not** the role of providers; this remains the responsibility for the student's base school learning and support team.

## Level of service to students

As per the tender specifications for this funding cycle, Providers are required to deliver Services to at least 85% of the agreed number of students (places) as reflected in the 2020 Funding Agreement. A student place means a place in a Links to Learning project for which students are required to attend all sessions (hours in the project).

## Funding reimbursement for not meeting agreed level of service

In situations where a Provider does not provide services to 85% of the agreed number of student places for a project, the Provider may be required to reimburse the Department for the number of student places not serviced.

If there are circumstances outside of the Provider's control, an explanation can be provided to the Department when the reimburse request is raised. However, it is at the Department's discretion of whether this reasoning is upheld and the reimbursement request reduced in any value.

Reimbursements are due to be paid by the Provider within 30 days of receipt of the request from the Department, unless disputed.

## Behaviour of students attending Links to Learning projects

Positive student behaviour is a high priority in all learning environments for public schools in NSW as reflected in the Department's Behaviour Code for Students and the Wellbeing Framework. A copy of these documents located in the "Documents Folder" section of all Providers dashboard.

Collaboration between participating schools and the Links to Learning Provider is essential to provide a consistent approach to the management of student behaviour while students are attending a project.

## Project delivery times

Participating schools and the Provider should select mutually convenient hours during the school day for the operation of projects, based on the needs of the student group and the school.

All Links to Learning projects are to be held during normal school hours.

If there are exceptional circumstances that require students to attend a project out of school hours, the Local Advisory Group is to approve the specific project activity based on a risk assessment developed by the Links to Learning project coordinator in consultation with the participating school/s.

Project delivery time does not include travel time.

## Delivery site for Links to Learning projects

The most appropriate location for the delivery of Links to Learning projects will be decided by participating schools in consultation with Providers through the Local Advisory Group.

This decision will be informed by the nature of the student population including their age and identified learning and support needs. In some situations, especially for younger students, the most appropriate location for project delivery may be on the school site.

The selection of any delivery site for all or part of Links to Learning projects must include appropriate shelter for students to protect them from the sun and wet weather. Learning spaces must meet the Department's Health and Safety requirements and should include appropriate desks, chairs, lighting and ventilation. **It is the responsibility of participating schools to ensure that an appropriate location is made available for the delivery of the project if delivery occurs on school grounds.** It is not conducive to learning if the Links to Learning project (staff and students) are required to change rooms every period or a number of times a day.

## Project staff to student ratio

The staff to student ratio for each Links to Learning project class is not to exceed 1 project staff member to 15 students (1:15).

When a participating school or a Links to Learning project coordinator is requesting a variation in the staff to students' ratio, consideration should be given to the nature of the work (activity) being undertaken by students, the age and the learning and support needs of the students. **Classes or groups larger than 15 students must be supported by more than one adult.**

**The Department must be advised if the number of students participating in the project falls below the number of students identified in the Funding Agreement or**

**there are circumstances where the project cannot attract/retain the minimum number of students to keep the project viable.**

**In situations where a participating school provides a staff member to attend project sessions with the Provider, any costs related to this support such as a teacher relief must be discussed and agreed by the Provider.** Participating schools cannot just invoice Providers for costs and expect payment without prior agreement.

## Roles of the Links to Learning Project Coordinator and In-School Coordinator

Providers are to employ a project coordinator to manage the Links to Learning project on the behalf of the Provider. The project coordinator works closely with participating schools and, where appropriate, other agencies to support student engagement and learning in the project.

The in-school coordinator is a staff member in each participating school nominated by their principal.

The same person cannot have the role of an In-School Coordinator and a Links to Learning Project Coordinator.

As the main point of referral for students to any Links to Learning project is via the learning and support team or the welfare team at the school, the identification of an in-school coordinator from these teams is recommended.

A draft role statement for an in-school coordinator is provided at **Appendix B**.

Each participating school would normally have one staff member identified as the in-school coordinator. In some situations, a participating school may decide to share this role between several staff members during the school year. In this situation it is important that each incoming in-school coordinator has a detailed understanding of the processes and procedures relating to the Links to Learning Community Grants Program and the project via a handover from the outgoing coordinator.

## Support for in-school coordination

All projects funded through the Links to Learning Community Grants Program have a small component of their budget identified for school management. The Local Advisory Group is best placed to discuss with the participating schools how these funds will be best used to support participating schools. Providers have the capacity to allocate additional funds from their existing budget to support participating schools if required.

## Principal delegation

The term Principal is used throughout the 2020 Links to Learning Community Grants Program Guidelines document and refers to the substantive, relieving or acting Principal or nominee.

While the Department acknowledges that in some circumstances a Principal may delegate some school decisions to other members of staff as per the Teaching Service Act 1980 this delegation does not apply to all Principal responsibilities in the 2020 Links to Learning Community Grants Program Guidelines.

The Principal of a school is the only person who can endorse the service delivery plan on the Links to Learning website. This responsibility cannot be delegated. When a Principal endorses a service delivery plan and therefore the project, they must also agree to abide by the terms and conditions set out in the 2020 Links to Learning Community Grants Guidelines.

## Participating Schools

A participating school is a primary, secondary or central school that is referring students to a project. Additional schools can become involved with the project following the commencement of the funding cycle as long as the Provider can provide a service to students within their existing funding allocation. It is also acknowledged that during the lifespan of a funding cycle schools may elect to withdraw from a project leaving spaces for additional schools and students. Links to Learning

Participating schools work in partnership with the Provider to discuss students' specific learning and engagement needs, appropriate learning and engagement opportunities and transition planning. Suitable referral and liaison strategies should be negotiated and, where possible, these strategies should be integrated into the functions of the schools' learning and support or welfare team.

## Duty of care - parent/carer consent for their son/daughter to attend a Links to Learning project

The Department has a duty of care to students involved in Links to Learning projects. Duty of care cannot be delegated from the school to parents, caregivers, volunteers or employees of external Providers.

Students must not be released by a participating school to attend a Links to Learning project without the student's parent/carer signing the participating schools parent/carer consent form. There are no exceptions to this requirement.

A sample Links to Learning – parent or caregiver consent form is available on each participating schools' dashboard in the "Document Folder" section for use as a guide.

**Please note:** the sample parent/carer consent form is the minimum information required for a referral. Schools should include more detailed information on the consent form as required. For assistance schools may find the Department's Excursion Policy and Excursion Policy Implementation Procedures may be of assistance.

The completed and current parent/carer consent form is to be uploaded by the participating school as part of the Student Referral process through the Links to Learning dashboard.

Documents can only be uploaded to the Student Referral Form after all fields in the form have been completed and either the Green Save and Exit button or the Blue Submit button has been pressed.

A Provider must not accept a student referral without a signed and current school parent/carer consent form. To do so is a breach of the Funding Agreement with the Department

Providers may also seek additional parent/carer consent for specific project activities on their own consent form however this is in addition to the participating schools parent/carer consent form.

**The Provider has the right to decline a referral if the student does not meet the criteria for access to the project. Providers can also require a student to leave a project due to inappropriate/unsafe behaviour.**

## Mandatory reporting responsibilities

In NSW, all people who provide services to children, young people and their families, or agencies whose staff come into contact with children and young people in the course of their work, have a mandatory reporting responsibility under the Children and Young Persons (Care and Protection) Act 1998. This responsibility is to report behaviour where the person suspects that a child is at risk of significant harm.

Providers engaged to deliver services to students are mandatory reporters and must ensure a report is made to the Child Protection Helpline if they suspect a child is at risk of significant harm.

Any child protection concerns should be conveyed by the Provider directly to the principal of the relevant participating school. If the concerns constitute suspected risk of significant harm the principal must make a report directly to the Child Protection Helpline.

Providers can alternatively report directly to the Child Protection Helpline if the child is at risk of significant harm, and inform the principal of the relevant participating school to ensure that appropriate assistance is provided by the school.

## Child Protection

The Department has policies and procedures to ensure compliance with child protection legislation. Providers are required to comply with these requirements.

Legislation includes:

- Children and Young Persons (Care and Protection) Act 1998;
- Commission for Children and Young People Act 1998; and
- Child Protection (Working with Children) Act 2012
- Child Protection (Working with Children) Regulation 2013.

The provider must immediately notify the school principal of any matters that may impact on the safety, welfare and wellbeing of a student.

## Child Protection Awareness Training

The Department of Education requires all employees and volunteers working with students to have completed the Department of Education's Child Protection Awareness Training (CPAT).

The Department has developed Child Protection Awareness Training (CPAT) for external participants and is composed of a self-paced e-learning course that provides initial child protection induction training. The CPAT training is available publicly on the Department's website at [cpat.learnbook.com.au](http://cpat.learnbook.com.au)

All Links to Learning staff and volunteers are required to complete this online course and provide a copy of the **Child Protection Awareness Training Certificate** to participating schools.

The training reinforces staff roles and responsibilities in supporting students, as well as responding to and reporting suspected risk of harm concerns.

Links to Learning staff can register to obtain a User Name and Password to access training on MyPL at [education.nsw.gov.au/mypl/community-members](http://education.nsw.gov.au/mypl/community-members).

Please note: When creating a new account, your username should not contain any spaces. If you include spaces they will automatically be removed. If you included spaces when you created an account, omit the spaces when you login. Also Cookies must be enabled in the browser to access the child protection awareness training

## Child Protection Update for External Providers

Providers are required to complete the departments mandatory Child Protection Training (annual Update) via the departments MyPL website at [mypl.education.nsw.gov.au](http://mypl.education.nsw.gov.au).

Please refer to "Externally funded service providers delivering health, disability and wellbeing services to students – Information to providers and provider checklist" located in the "Document Folder" on each Providers dashboard for more detailed information about the departments mandatory requirements for Providers.

## Working With Children Check Clearance

The Working With Children Check (WWCC) is a prerequisite for paid and unpaid child-related work. Under Part 2, section 6 of the Child Protection (Working With Children) Act 2012, child-related work is defined as work in a specific, child-related role or face-to-face contact with children in a child-related sector.

All paid employees and volunteers of the Links to Learning Provider and any volunteers and employees of other agencies who will have direct contact with students during delivery of the project must have a current Working With Children Check (WWCC) clearance with the Children's Guardian prior to the commencement of the Links to Learning project delivery to students.

Links to Learning Providers are required to complete a statutory declaration indicating that the Provider has met its working with children check requirements as an employer under the Child Protection (Working with Children) Act 2012 and the Child Protection (Working with Children) Regulation 2013. (A sample template is provided to assist Providers).

Please note: The person making the declaration is doing so on behalf of the Provider not as an individual employee of the Provider and must be the Chairman, CEO, Managing Director or equivalent.

## Declaration for child related work- specified volunteer/child related contractor

It is a Departmental requirement that all volunteers and contractors, including Links to Learning project employees and volunteers working directly with children complete **Appendix 11** Declaration for child related work- specified volunteer/child related contractor.

The completed form, a working with children check (WWCC) clearance and 100 points of identification must be provided to the principal of each participating school at least one week prior to the project commencing. This timeframe will enable the principal to complete their role in this process.

A copy of **Appendix 11** Declaration for child related work- specified volunteer/child related contractor is located in the other Document Folder on each Providers dashboard.

All schools have this form.

Links to Learning project staff are required to notify the principal of the relevant participating school of any child protection issues or concerns relating to students attending the project immediately, or as soon as practicable (depending on the nature of the concern).

## Sharing of information about the safety, welfare and wellbeing of students

The NSW Privacy and Personal Information Protection Act 1998 and Health Records Information Privacy Act 2002 apply to the Department, including government schools. Where practicable, consent should be sought before personal or health information (e.g. Health Care Plan, Student Behaviour Management Plan) is shared with an external Provider, though this is not necessary where there is a legal basis to share information without consent (for example under section 16A of the Children and Young Persons (Care and Protection) Act 1998).

Under Chapter 16A in the Children and Young Persons (Care and Protection) Act 1998 it is no longer necessary to obtain consent of parents/carers, children or students to exchange information about the safety, welfare or wellbeing of a child or young person. The provisions apply to all mandatory reporters and non-government organisations (NGOs) and NSW Government agencies that are identified as prescribed bodies. The rules permit authorised staff in prescribed bodies to exchange information.

For the purposes of information exchange, Providers are considered prescribed bodies under Section 248 and Chapter 16A. Generally, prescribed bodies are: Providers that have direct responsibility for, or direct supervision of, the provision of health care, welfare, education, children's services, residential services, or law enforcement, wholly or partly to children.

If principals are uncertain what information can be shared with an external service provider in the absence of consent, advice is available from the "privacy" section of the Legal Services Directorate webpage.

Further information on privacy and information sharing can be found in the following Legal Issues Bulletins:

- Legal Issues Bulletin No 50 – Exchanging information with other organisations concerning the safety, welfare or wellbeing of children or young people
- Legal Issues Bulletin No 40 - Collection, use and disclosure of information about students with a history of violence

## Disability Discrimination Act 1992 and Disability Standards for Education 2005

The Disability Discrimination Act and the Standards is the legislation that underpins education's obligations to students with disability.

Under the Disability Discrimination Act and the Standards, Training Providers in consultation with the student and their parent and carer, are required to make reasonable adjustments to accommodate the needs of students with a disability.

In situations where a student with disability requires adjustments or additional support at school, the school should ensure that this information, in collaboration with students and parents/carers is made available to the Links to Learning Provider so they are able to determine the appropriate adjustment for the student in their particular setting.

## Reporting incidents, accidents and emergencies

All Providers are required to comply with Work Health and Safety Act 2011, Work Health and Safety Regulation 2011 and the WHS Codes of Practice

All Providers and project coordinators are required to notify the principal of the participating school immediately of any work health and safety incidents involving a student, including near misses, to enable the Department of Education to fulfil its Workplace Health and Safety and insurance obligations.

## Privacy

Providers should ensure that students involved in Links to Learning projects are advised that information will be collected about them. Permission by the student must be granted for this to occur. Students should also be advised of the purpose of this information, who may be granted access to that information and whether or not the information is required by law. Providers should document when students have been advised of this and if any young person objects to the collection of data concerning them.

## Code of Conduct

Providers must be aware of the Department's Code of Conduct and act in line with the conduct described in it. While Providers are not subject to disciplinary action, conduct that would be assessed as being a serious breach of the Code of Conduct may result in the Department terminating the Funding Agreement with the Provider and/or a decision being made to place the Provider on the Department's not to be employed list, thereby denying access to any school sites in the future.

It is the Principal of the participating school's responsibility to take the necessary action to address any concerns about conduct. Further advice can be sought from the Employee Performance and Conduct area of the Department.

## Risk Management

Principals of NSW Public Schools have a responsibility to ensure the health and safety of their students, staff and external visitors and volunteers.

Links to Learning projects must have clearly defined risk management processes in place for the identification of hazards, assessments of risks, consultation with participating schools and the implementation of appropriate control measures to ensure the safety of staff and students involved in all aspects of Links to Learning projects.

## Risk Assessment

A risk assessment is a methodical and systematic examination of what may potentially cause harm or damage to staff/students and/or property during the delivery of Links to Learning activities including any excursions.

The Local Advisory Group and/or participating schools can provide an electronic copy of the Department's support materials to assist and guide the completion of a risk assessment by the Provider if required.

Links to Learning activities including excursions are to be risk assessed by the Links to Learning project coordinator. Principals or nominees of participating schools should provide assistance to their Links to Learning project coordinator in undertaking the risk assessment required for student participation in this context.

The Project risk assessment is to be provided to the Local Advisory Group to facilitate the sharing of information between all participating schools. Based on the nature of the activities (and the identified risks and proposed controls) included in the risk assessment, principals of each participating school may develop a Safety Risk Assessment and Management Plan, specific to their student cohort taking into consideration all the documentation provided by the Links to Learning project coordinator. All Safety Risk Assessment and Management Plans must be signed off by the principal of each participating school and provided to the Links to Learning Project Coordinator.

The Links to Learning Project Coordinator must upload the completed Project Risk Assessment and the Safety Risk Assessment and Management Plans (if developed) onto the Links to Learning dashboard and share the documents with the participating schools. These risk assessments and Safety Risk Assessment and Management Plans should then be reviewed regularly and updated after any incident.

## Project description

Links to Learning projects operate across NSW Government Primary, Central and Secondary schools. All projects must reflect the aims of the Links to Learning Community Grants Program.

Project models will vary according to the needs of schools, the age and developmental level of students. Successful project models must suite the cohort of students identified by participating schools, support community partnerships and can be managed within the Provider's resources.

Links to Learning projects are not to include the delivery of AQF Qualifications or AQF Statements of Attainment.

When including Year 6 students in Links to Learning projects participating schools are to ensure that Providers can cater for younger students and are aware of the differing educational and supports needs of this student target group.

## Project Activities

Education and employment skills have been identified as important skills for students to develop the ability for independent learning and to engage in lifelong learning.

Students who are at risk of disengaging from learning and/or at risk of leaving school early, often require further assistance with these skills so that they remain in or return to education

## Education and employment skills

Skills in education and employment may include, but are not limited to:

Communication	Planning and organising
Decision making	Acting with integrity
Team work	Self-management
Problem solving	Learning
Initiative and enterprise	Technology
Work safety	Valuing diversity

Education, employment and living skills may be developed through a range of creative and innovative activities. For example: multi-media/video production, food preparation, fashion design, music, performance or recreational activities.

## Living skills

Living skills activities aim to enhance a student's personal wellbeing. This enhanced personal wellbeing can support the student to overcome challenges and reach their full potential.

Living skills activities that enhance the well-being of at risk students may include, but are not limited to:

Building self-esteem and self-efficacy	Health and nutrition
Managing peer pressure	Respect
Personal presentation	Anger management
Budgeting, literacy and numeracy	Personal safety
Coping mechanisms and resilience	Hygiene
Building and sustaining healthy relationships	Honesty and integrity

## Soft skills

Soft skills are personal qualities and attributes that can support a student to work well with others and make a positive contribution to their lives and the community. Soft skills can be divided into professional competencies and personal traits.

Professional Competencies	Personal Traits
Communication skills (listening, verbal, and written)	Professionalism (includes grooming and self-respect)
Planning and organisational skills	Honesty and integrity
Teamwork	Positive attitude, motivation, and ability to learn
Interpersonal skills	Dependability and responsibility
Critical thinking and problem solving	Adaptability and flexibility
Investigation and research skills	Ability to take constructive feedback
Creative thinking	Hard work and ethics
Decision-making skills	
Multicultural sensitivity/awareness	

## Foundation skills

Foundation skills can be defined as the underpinning communication skills required for participation in the workplace, the community and in further education. Language, literacy and numeracy are the traditional way of referring to the ability to speak, listen read and write in English and to use mathematical concepts.

Every learner has to face language, literacy and numeracy skills challenges that are particular to the vocational area they are seeking to undertake further training or employment in post school. It is well known that without adequate skills in these areas, individuals often struggle to demonstrate their competence either during further training or employment.

Related programs and activities that are funded and delivered by other community based organisations may also be appropriate to include in a Links to Learning project to reinforce and contextualise the above skills including the Royal Fire Service Cadet program, coaching clinics, cultural programs, LandCare activities, reading programs with younger students and other more locally specific activities.

Participation in Links to Learning projects is provided free to students and parents/carers.

## Project Delivery

**The service delivery plan is current for the duration of the funding cycle.**

The maximum duration of a project is 35 school weeks over the one school/calendar year. The maximum duration that a project can run per week is two days (12 hours).

- Projects partnering with schools in the **Eastern Division of NSW** are not to start delivery before **Monday 10 February 2020**.
- Projects partnering with schools in the **Western Division of NSW** are not to commence delivery before **Monday 17 February 2020**.
- All projects must conclude before **Friday 4 December 2020**.

Students are not to participate in a Links to Learning project until the participating school has entered all student referral information and uploaded the school's parent/carer consent form (signed) on the schools dashboard.

The Provider cannot accept a student referral without the signed parent/carer consent form being uploaded onto the website by the participating school.

## Implementation

Providers must commence delivery of the Links to Learning project within three months of the receipt of funding or any part of that funding. Written permission from the Department must be obtained if this condition will not be met.

The Local Advisory Group leads the implementation and monitoring of Links to Learning projects however this group does not replace or impact on the Providers governance structures.

Participating schools and/or the Providers must notify the Department immediately if a project becomes inactive due to a decline in the number of students being referred. If there are insufficient students for the project to be effective, a review of the anticipated project outcomes may be required to better meet the needs of referred students.

## Additional participating schools and students

Additional schools and students Links to Learning can join a Links to Learning project as long as the students can be supported within the Providers existing funding allocation.

The project coordinator (or other approved project user) can add additional schools to the participating school section of the Provider's project dashboard.

## Reporting

The Reports will be made available to Providers and in some instances participating schools via the Links to Learning website approximately one month before the published submission date.

A timeline outlining due dates for reports and plans to be submitted will be published each year.

The following reports must be submitted:

- Two milestone reports
- One final report
- Audited Financial Statement (AFS) for each Links to Learning project

The two Milestone Reports are linked to the drawdown of the second and final payment for 2020. In situations where Milestone Reports are not finalised and submitted on the published due date, Providers may forfeit payment until this commitment has been met.

Input by participating schools may also form part of the Milestone Reporting process to gauge the engagement of schools in Links to Learning projects and to provide an opportunity for schools to identify successes and challenges.

The aim of the Milestone Reports is to collect meaningful and indicative data that illustrates the results achieved by students. Project outcomes may include but are not be limited to:

- student referrals and the background of students accessing projects
- changes in student's attendance, participation or engagement in learning
- soft skills/foundation skills development
- development and/or consolidation of literacy and numeracy, as well as social skills
- value for money.

## Dispute and conflict resolution procedures

In situations where there is a dispute between a Provider and a participating school/s it is agreed that all parties will use their best endeavours to resolve any dispute between them relating to the 2020 Funding Agreement through mediation. The costs of the mediation will be the borne by both parties.

## Data collection

Student related data including student attendance at each session of a project is an important aspect of the Links to Learning Community Grants Program providing valuable information to the Department about individual projects and projects on a state wide basis. The Department relies on the Links to Learning Website to collect specific information about individual projects and may aggregate this data at a state level.

## The Links to Learning website

The website [linkstolearning.com.au](http://linkstolearning.com.au) provides public information about the Links to Learning Community Grants Program, funded projects, and participating schools for the current funding cycle.

The funded projects area of the website has been enhanced to provide greater detail for Providers and participating schools regarding projects.

The website provides specific project information including project duration, the number of hours the project is being delivered each week and the number of funded students.

Project information and relevant student related data is entered into a secure area of the Links to Learning website, known as the dashboard, by Providers and participating schools. This is not public information.

Providers are responsible for keeping all Provider and project information up to date, current and secure. This includes the contact details for the Provider and information about individual projects so it is important that information should be regularly checked and updated to reflect any changes. When the department

It is essential that Providers have processes in place to ensure student attendance is updated on the project dashboard on a sessional/daily basis to ensure that participating schools can follow up any student absences as expediently as possible. Updating attendance once a term is not appropriate.

Student attendance cannot be entered on the dashboard until student referrals have been accepted by the Provider.

It should be noted that student's attendance cannot be backdated on the Links to Learning project attendance record (roll). Attendance for all students needs to be entered at the same time.

## Links to Learning Dashboard

The Links to Learning Dashboard is a secure area within the Links to Learning Website. It provides schools and Providers with a supported administrative tool to record student data and project information

To access the Links to Learning website you will need an up to date web browser such as Google Chrome, Mozilla Firefox, Microsoft Edge or Apple's Safari. Internet Explorer version 11 (only) is also supported.

The Links to Learning website and each participating school's dashboard can be accessed through tablets, (both iOS and Android) Windows and Mac OS X computers.

**Please note:** accessing the website and dashboard using a mobile phone can be problematic and is not recommended.

Participating schools are responsible for the management of the online student referral process. This responsibility includes entering all student referral information into the Project Students section of the Links to Learning website.

In situations where a Provider has additional information regarding a student being referred, this information can be added to the student record in the Project Students section of the Links to Learning website by the Provider however they do not enter the actual student referral information.

## Recording student attendance

Students accessing a Links to a Learning project for part of a school day or part of the school week are **not** eligible for exemption from attendance at school.

All Links to Learning projects target students at risk of disengaging from learning and/or at risk of leaving school early. **The Links to Learning Community Grants Program does not target students who have disengaged from school and are non-attenders. It is important that participating schools are aware of the student cohort and their responsibility in referring appropriate students to projects.**

To support the safety, welfare and wellbeing of all students involved in Links to Learning projects, procedures must be in place for the communication of daily (or sessional, if the project does not run a full school day) attendance information from the Links to Learning project to the student's school. It is not appropriate for Providers to enter student attendance data at the end of each school term.

All student attendance is to be managed electronically through the online digital Project attendance record. The Provider's project coordinator or project staff can enter the data directly onto the online digital project attendance record. Each participating school can then check the project attendance record for students from their school via their dashboard.

**Please note:** the Links to Learning website can be accessed by a range of technologies including mobile devices such as phones and iPads and tablets. This flexibility supports the timely notification of student attendance data to participating schools.

Students' attendance at Links to Learning projects should be recorded by the participating school on the attendance register as code 'B' as they are deemed to be on school business when attending Links to Learning projects. The transfer of attendance information from the Links to Learning online digital attendance record to the Attendance Register (roll) should be done in a timely manner so that any absences can be followed up promptly by the school to ensure the school's duty of care obligations are met and appropriate supports and/or interventions for students are identified as soon as possible.

Procedures should be established to ensure on-going monitoring of students' **progress** and adjustments and strategies for the transition of students on return to full daily attendance at school.

Sharing of relevant information about students including risk assessments and health care plans is essential and Providers should be familiar with a range of Department of Education policies and procedures including but not limited to:

Regular and effective communication between participating schools and the Links to Learning project coordinator is a key to developing a close relationship required for successful project implementation.

## Complementary services

Providers' relationships with other complementary services in their area are a significant contributing factor to the success of projects.

To facilitate ongoing support of students it is important that students are provided with school or community contacts and referral services, relevant to their support needs. Complementary services may include, but are not limited to:

- in-school support from school counsellors, welfare and learning and support teams
- in-school buddy system
- support services provided through youth or community Providers
- counselling services, either through the student's base school or community
- community based welfare Providers and agencies
- health services
- accommodation services
- Mentors – community or school based.

Monitoring of students by participating schools after they return after completing a Links to Learning project is desirable to ascertain their progress for a reasonable length of time (which may extend for 3 – 6 months).

Providers are not funded for, nor do they have the authority to follow up on students after they have completed the Links to Learning Project.

## The Local Advisory Group

The Local Advisory Group will operate alongside the Providers existing governance processes and provide strategic direction and leadership for Links to Learning projects. The Links to Learning Local Advisory Group is not an alternative governance process for not for profit, community based organisations and local government authorities.

The Local Advisory Group ensures all projects assists targeted students of compulsory school age enrolled in government schools to remain engaged in education. Local principals steer the direction and focus of the Links to Learning project.

The first point of contact with a school by a Provider will usually be the Principal. Following this contact, the Principal will determine how involvement in the Links to Learning project, including the Local Advisory Group is best managed locally by their school.

Ideally Principals should attend the Local Advisory Group. However, Principals may nominate another senior staff member who will represent their school and has the authority to make decisions on their behalf at Local Advisory Group meetings.

The Links to Learning Local Advisory Group sets out to achieve:

- a collaborative partnership between schools and the Provider
- a coordinated approach to the support of students referred to projects
- an improvement in compulsory aged students' engagement with learning as an outcome of participation in Links to Learning projects.

## Terms of Reference

### Membership

The Links to Learning Advisory Group membership will include:

- principal(s) and/or the principal's nominee from each participating school(s)
- not for profit community based organisations and/or local government authorities
- other agencies, groups or individuals as agreed by participating schools and the Providers representative/s and project coordinator for the Links to Learning project.

## Role/Purpose

The Links to Learning Advisory Group is accountable for:

- fostering a partnership between participating schools and Providers in the development and management of projects to support youth at risk of compulsory school age who at risk of disengaging from learning and/or at risk of leaving school early
- monitoring and evaluating the Links to Learning project
- meeting annual and Milestone reporting requirements as per the 2020 Funding Agreement including the preparation of minutes of all meetings, regular financial and Milestone Reports as outlined in the 2020 Links to Learning Community Grants Program Guidelines.

## The members of the Local Advisory Group commit to:

- attending all scheduled advisory group meetings
- co-operating with each other and other stakeholders
- sharing all relevant information between members
- notifying members of the Local Advisory Group, as soon as practicable, of any issue or concern that may affect the partnership
- share relevant information concerning the safety, welfare and wellbeing of young people involved in projects
- Principals may provide another nominee (senior staff member) who will represent their school and make decisions on their behalf, as appropriate

## Meetings

All Local Advisory Group meetings:

- will be chaired by a principal or senior staff member such as a Deputy Principal of a participating school, nominated by participating principals and/ or their nominee
- will make decisions through collaborative agreement
- will be held at least once a school term

Sub-committees can be established to meet outside of Local Advisory Group meeting times to progress decisions agreed at the Local Advisory Group meeting.

The sub-committees may be set up so that a small group of advisory group members (and sometimes co-opted experts) can focus in detail on a particular issue that has been identified by the Local Advisory Group as requiring further work. This allows the Local Advisory Group to ensure that sufficient attention is being paid to the detail of specific issues without one topic dominating the committee agenda at every meeting

# 2020 Funding

## Payment of Funding

Payment of funding is made in three instalments in the calendar year, by electronic funds transfer:

- 40% of the approved funding (First Payment) on receipt of the signed 2020 Funding Agreement and the receipt of an invoice
- 30% of the approved funding (Second Payment) on receipt of a Milestone 1 Report and the receipt of an invoice
- 30% of the approved funding (Third Payment) on receipt of a Milestone 2 Report and the receipt of an invoice

Demonstrated acquittal of project funding will require Providers to submit a Statement of Income and Expenditure (Audited financial Statement) every year prior to the release of each subsequent grant payment.

The Provider is to upload a tax invoice for each of the three payments onto the Links to Learning website. This process replaces the need for Providers to email the invoice to the Department.

Providers can upload a tax invoice on the Links to Learning website for the first payment of 40%, the second payment (30%) and the third payment (30%) at the beginning of the year although payment will not be generated until the dates identified in the 2020 Funding Agreement.

## Indexation

Indexation is a discretionary payment determined by the Department of Education. The decision on paying indexation is informed by the availability of funding and the wider government policy context. Indexation is not paid during the first year of a Funding Agreement.

In 2020 an escalation factor of 5% has been added to the funding allocation of each project.

## Unexpended Funds or over payments

Unexpended project funds or overpayments are not a gift or a bonus. The process for the return of these funds is through individual negotiation with the Department and the Audited Financial Statement process.

# Audited Financial Statement

Providers are required to submit an Audited Financial Statement for each project's income and expenditure by the due date specified in the Funding Agreement. The cost for the preparation of such a statement should be included as part of the project's budget.

**Please note:** General Audited Financial Statements will not be accepted, nor will Audited Financial Statements where a Provider has been funded for more than one project and all projects have been combined into one Audited Financial Statement. In situations where a Provider has been funded to deliver more than one Project – each project has been funded separately based on the Providers tender application and must be reported separately.

## Social and Community Services (SACs) and the Equal Remuneration Order (ERO)

When the Equal Remuneration Order (ERO) was announced by Fair Work Australia in 2012, the State Government made a commitment to provide supplementation to Providers receiving funding for service provision through the Department of Health and Human Services. This supplementation is a contribution towards the salary increases that Providers will need to pass onto their social and community services (SACs) employees.

The ERO decision provides a percentage increase to the modern award classification to be provided in nine instalments over the period 1 December 2012 to 1 December 2021.

The ERO only applies to people employed on the Social, Community, Home Care and Disability Services Industry Award 2010 (SACS Modern Award). Specifically, the decision affects those workers classified under the following Schedules:

- Schedule B- Classification Definitions – Social and Community Services Employees
- Schedule C- Classification Definitions – Crisis Accommodation Employees.

The SACS ERO does not apply to people employed on the other two classification of the SACS Modern Award:

- Schedule D- Classification Definitions- Family Day care Employees
- Schedule E- Classification Definitions- Home Care Employees.

To find out whether you or your staff are covered, please refer to the [Social, Community, Home Care and support c Services \(SACS Modern Award\) 2010 \(PDF\)](#) via the [Fair Work Commission's website](#).

Providers will be asked to complete a survey every 6 months to ascertain the level of payment.

## Administration

Providers are required to:

- Meet all terms and conditions set out in the 2020 Funding Agreement and the 2020 Links to Learning Community Grants Guidelines.
- Have policies and procedures that outline effective operation of the Provider and project including staff training, supervision, sharing of relevant information with participating schools, emergency care including child protection, health and safety procedures including having staff trained in the administration of prescribed medication and first aid
- Have effective management strategies that support the operation of the Provider, the project coordinator and project
- Ensure no undeclared conflicts of interest exist

## Accountability

Providers and projects are accountable for Links to Learning funding, achieving program outcomes and compliance with the 2020 Funding Agreement and 2020 Links to Learning Community Grants Program Guidelines.

## Insurance

Providers are required to have insurance including:

- Public liability of \$20million per claim
- Professional indemnity

Providers are required to upload current Insurance documents onto the Links to Learning website [linkstolearning.com.au](http://linkstolearning.com.au) website

## Monitoring

Projects will be monitored annually or as required.

Providers are required to maintain records to monitor attendance, student progress and learning outcomes of students participating in the project. Data regarding key performance measures and indicators should be kept. Records should contain, at a minimum, information relating to student referrals, parent/carer permission, registration, project activities, and anticipated student learning outcomes. This information is used in monitoring to illustrate how projects have developed and supported students at risk to achieve identified outcomes.

Project coordinators are to ensure that information including student participation lists, project delivery information and other areas relating to student outcomes are updated on the Links to Learning website at least every two weeks. This time frame will ensure that information on the website is current.

Project reports are required at various stages throughout the year. Providers, participating schools and Local Advisory Group Chairs will be notified when reports and statements are due. This may include:

- Project service delivery plan
- Milestone Reports
- Participation data information (ongoing)
- Final project report
- Audited Financial Statement.

Visits conducted by Departmental staff from the Links to Learning team (Secondary Education) may form part of the monitoring process. This may include visits to delivery sites, meeting sites and to partner schools.

Participating school principals or nominees may also be contacted by the Department during the school year to gather data on project performance or as part of a satisfaction survey.

Monitoring and reporting is essential to ensure that outcomes are being achieved. Templates for reporting will be available online from Links to Learning.

## Financial

Providers are required to comply with the 2020 Links to Learning Funding Agreement and maintain appropriate financial, operational records and registers required by the legislation relevant to the legal structure of the not for profit, non-government organisation or local government authority.

## Communication

The Department will communicate directly with the project coordinator for matters relating to project operation.

The Department will communicate with the nominated Provider contact for funding, policy, legal or Recipient Created Tax Invoice matters. For any significant performance, funding or 2020 Funding Agreement breach, the Department will liaise directly with the head of the Provider, Management Committee or Board of Directors.

Therefore it is important that the Organisation Details section of the website is updated whenever there is a change in personnel. The key contact and the CEO/General Manager or Board of Management

## Double funding

Students who are being provided with similar development and support services from a community organisation or receiving public funding **MUST NOT** participate in Links to Learning projects at the same time.

Providers may not use participation in a Links to Learning project as an outcome for another program for which they receive public funding.

## Including students from non-government schools in Links to Learning projects

The Department of Education provides funding to Providers to deliver targeted projects to students enrolled in government primary, secondary and central schools. **Non-government schools are not eligible to refer students to the Links to Learning Community Grants Program projects.**

Providers who accept students from non-government schools into Links to Learning projects (on a fee for service basis or at no cost) are breaching of the terms and conditions of funding. This is a serious breach and will be dealt with accordingly.

## Research

The Links to Learning Community Grants Program is not an avenue for Providers to undertake their own research without the appropriate approval. Nor will the requirements of the Program be varied so that a Provider can undertake their own research.

## Research conducted in government schools in NSW

Research cannot be conducted in NSW government schools without the approval of the NSW Department of Education.

This requirement includes situations where a Provider is seeking to conduct research involving students in government schools who are participating in a project funded by the Links to Learning Community Grants Program.

Providers should also not assume that they can extend an existing State Education Research Application Process (SERAP) approval to include research involving the Links to Learning Community Grants Program.

In situations where the Department becomes aware of research being undertaken without the necessary approval the Provider may place their funding at risk.

Any Provider seeking to conduct research in government schools in NSW must be approved using the State Education Research Application Process (SERAP).

Providers are encouraged to participate in research projects and evaluations conducted by the Department of Education as part of the Links to Learning Community Grants Program.

## Dress code and footwear guidelines

The Department of Education's Dress Code for Employees and Footwear Guidelines were developed for employees of the Department. Providers should discuss with participating schools their expectations of appropriate clothing and footwear for Links to Learning staff and volunteers or employees of other Providers delivering activities.

This is of particular relevance if the delivery site for projects is a high, central or primary school. Providers may also provide participating schools with a copy of their dress and footwear code so there is a shared understanding of appropriate dress.

## Project Support

The Department's Links to Learning Community Grants Program team will provide support to Providers and Links to Learning projects as necessary to achieve stated outcomes for students at risk in government primary, secondary or central schools.

## Support for the school liaison for Links to Learning Projects

A draft role statement of this position is provided at **Appendix B**

The Links to Learning Community Grants Program Team in Secondary Education manages the Links to Learning website. The Links to Learning website publishes general information about projects, locations and participating schools and a range of support information including frequently asked questions.

Information developed for the use of existing Links to Learning Providers are located in the "Document Folder" section of each Provider and participating schools dashboard.

The URL for the Links to Learning website is: [linkstolearning.com.au](http://linkstolearning.com.au)

## Website support

The Links to Learning Website is an online, project support system designed to assist Providers, project coordinators and participating schools to access and update project contact details, student referral and background information as well as to monitor student progress and performance and attendance data.

Providers have a dashboard for each Links to Learning project. The dashboard enables the project coordinators and approved personnel to upload documents and share them with participating schools if appropriate and to enter project related information directly onto the system. The dashboard is also the area of the website where documents can be uploaded by the Links to Learning team that have been specifically developed for use by Providers such as the Milestone 1 Report, roll marking procedures and the student referral form.

Each participating school also has a dashboard for each project that involves their school. It is this area of the website that the principal can access to endorse the service delivery plan, the in-school coordinator can check the student attendance for each session of the project. Schools will only see attendance information relating to students from their own school and not the whole class.

Participating schools will be responsible for the entry of all student referral information onto the Project Student section of the dashboard. Project personnel will have the capacity to add any additional information to the student referral form, but not delete information entered by participating schools.

## Contacts

- **Email:** [youthassist@det.nsw.edu.au](mailto:youthassist@det.nsw.edu.au)
- **Phone:** 1800 009 129
- **Website:** [linkstolearning.com.au](http://linkstolearning.com.au)
- **Mail:** Level 3, 105 Phillip Street PARRAMATTA NSW 2150
- **Location:** Level 3, 105 Phillip Street, PARRAMATTA NSW 2150

It is essential that participating schools establish a mechanism to provide advice and support to the Links to Learning Provider/projects in accessing relevant Department of Education documents and to ensure that the Provider is following Departmental requirements, including risk assessment procedures for excursions, Health and Safety and incident reporting. This is a monitoring role that ensures that reasonable care is being taken by the participating schools and by the Provider.

# Appendix A

## Draft sample milestone report questions

Background data	Year 6	Years 7-8	Years 9-11
<b>Attendance data</b>	No. of participants by gender and age, activity	No. of participants by gender, age activity	No. of participants by gender, age, activity
<b>Activity data</b>	No. of activities by type, length, where the intervention took place	No. of activities by type, length, where the intervention took place	No. of activities by type, length, where the intervention took place
<b>Engagement</b> Priority group representation	No./ proportion of participants from identified target group(s)	Number/proportion of participants from identified target group(s)	Number/proportion of participants from identified target group(s)
<b>Engagement</b> Efficiency/ effectiveness	Number of projects or proportion of project activities directly related to the development of foundation, employment or soft skills Number of project activities implemented as planned	Number of projects or proportion of project activity directly related to the development of foundation, employment or soft skills Number of project activities implemented as planned	No. of projects or proportion of project activity directly related to the development of foundation, employment or soft skills Number of project activities implemented as planned
<b>Engagement</b> Alignment with strategic directions for learning	Project provides a flexible/ innovative use of learning and engagement strategies to improve engagement with learning Project provides students an opportunity to identify strengths Projects involve students in contextualized learning opportunities	Projects provide a flexible learning and engagement opportunities leading to a re-engagement with learning Projects provide students an opportunity to identify strengths and explore career pathways Projects involve students in contextualized learning opportunities	Projects provide a flexible learning and engagement <b>opportunities</b> leading to a re- engagement with learning at the base school Projects assist students to develop and implement an individualised learning and transition plan Projects involve students in contextualized learning opportunities

Background data	Year 6	Years 7-8	Years 9-11
<b>Outcomes</b> Attendance	No. of students showing improved school attendance	No. of students showing improved school attendance	No. of students showing improved school attendance
<b>Outcomes</b> Engagement	No. of students showing improved engagement participation, control, confidence, emotional condition and peer connections	No. of students showing improved engagement: participation, control, confidence, emotional condition and peer connections	No. of students showing improved engagement: participation, control, confidence, emotional condition and peer connections
<b>Outcomes</b> Coping capacity	No of students who show improved coping capacity at their base school	No of students who show improved coping capacity at their base school	No of students who show improved coping capacity in base school or as they transition to employment
<b>Outcomes</b> Student Achievement	Student achievements against identified project outcomes	Student achievements against identified project outcomes	Student achievements against identified project outcomes

Please note: Additional milestone reporting requirements may be added, or existing milestone reporting requirements adjusted in the future. In these circumstances further advice will be provided to Providers and project coordinators.

# Appendix B

## Draft role statement for Links to Learning in-School Coordinator

- Thorough knowledge of the 2020 Links to Learning Community Grants Program Guidelines
- Well developed technology and computer skills
- Key point of contact for the Links to Learning project coordinator regarding the day to day management of the project
- Assisting in the identification of students who meet all eligibility criteria for referral to a Links to Learning project in consultation with key school staff (e.g. HT welfare, Year Advisers).
- Advising students of the school's requirements for their participation in the Links to Learning project including behavioural expectations, dress code, commitment to catching up on missed work that they missed while attending the Links to Learning project etc.
- Distributing and collecting the school's parent/care consent form for each student as pre-requisite to their referral to the Links to Learning project.
- Verifying that the online student referral form is completed and all mandatory information has been uploaded including the school's parent/care consent form, health care plans, risk assessments etc.
- Establishing processes for monitoring student participation in Links to Learning projects so that any issues or support needs are identified and addresses as soon as possible
- Liaising with the Links to Learning project coordinator to ensure that student's Links to Learning plan is integrated with the schools learning and support plan
- Liaising with the Links to Learning project coordinator in the development of appropriate strategies to support the transition of the student from the project back to full time attendance at school
- Supporting the completion of the Links to Learning reporting requirements including the Milestone and Final Reports (as appropriate)
- Ensuring that the principal or executive are aware of any issues relating to the Links to Learning projects so that they can be raised at Local Advisory Group meetings