



# Professional Boundaries Policy

## PURPOSE

Ballarat Grammar is committed to ensuring the safety, wellbeing, and welfare of all students by maintaining a child-safe culture in compliance with Ministerial Order 1359 and the Victorian Child Safe Standards. Our policies, practices, and procedures are designed to protect students from harm and promote their overall wellbeing in alignment with VRQA minimum standards and relevant State and Commonwealth laws.

We have a zero tolerance for child abuse and are committed to acting in student's best interests and keeping them safe from harm. The school regards its student safety responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a student safe culture.

Ballarat Grammar staff hold a position of influence, authority, trust and power in relation to students at the School. As such, it is their duty, at all times, to maintain professional boundaries with students. The Crimes Act 1958 (Vic) includes certain offences for persons, including teachers, whose position places them in a position of care, supervision or authority, with a student.

The Professional Boundaries Guidelines are designed to provide strategies for staff, volunteers, and contractors at Ballarat Grammar in maintaining ethical, respectful, and appropriate relationships with students, colleagues, and the school community.

## SCOPE

All adults in the Ballarat Grammar community have a shared responsibility for contributing to the safety, wellbeing and protection of students. Ballarat Grammar, its Principal, and staff owe a non-delegable duty of care to all students which applies onsite and offsite, during and outside school hours, including in school-organised activities such as excursions, camps, student exchanges, and in the boarding house environment.

The school's Professional Boundaries Guidelines applies to the following adults who are employed, volunteers or contractors for Ballarat Grammar, whether or not their work involves direct contact with students, including:

- Staff and Direct Contact Contractors (including External Education Providers) who are "school staff" within the meaning of Ministerial Order 1359
- Other types of contractors
- Volunteers
- Visitors

These guidelines apply in all physical, virtual, and online school environments used by students during or outside of school hours, including all locations provided for a student's use, (for example on-site and off-site school grounds, boarding houses, sporting events, camps, excursions, student exchanges and homestay experiences, extra-curricular activities and environments provided by External Education Providers and other Contractors).

These guidelines should be read in conjunction with all of the School's student safety strategies, policies and procedures and not independently.





## POLICY STATEMENT

Ballarat Grammar is committed to providing a safe, physical, virtual and emotional environment where our students are respected and treated with dignity in an appropriate professional and caring manner where the risk of child abuse is minimised, and a supportive student safe environment is maintained.

As a school it is crucial that:

- Staff and volunteers exercise their responsibilities in a way that always recognises professional boundaries with students, including out of school hours. This includes within the boarding community, camps, extra-curricular activities and at out of hours social events which do not relate to the school
- Staff and volunteers identify, discourage and reject any advances of a sexual nature initiated by a student
- Staff and volunteer interaction with students is always professional, including inside and outside of school hours
- Conflict of interest issues must be reported to the Principal as soon as practicable
- Equal learning opportunities are given to each student without discrimination
- Appropriate consequences will be applied to staff and volunteers who breach professional boundaries.

Due to the position of trust, care, authority and influence staff have with students, there is always an inherent power imbalance between them. It also means that professional boundaries must be established, maintained and respected at all times.

In most cases this power imbalance is clear, however sometimes it may be more difficult to recognise especially for younger staff who may only be a few years older than their students.

The following guidelines are not exhaustive and given that sometimes “grey areas” may occur, it is expected that all staff (no matter their age or experience) use their own good judgment, think very carefully about the implications and potential consequences of engaging in certain behaviours with students, and always err on the side of caution.

When unsure about whether professional boundaries are being, or have been, breached, ask yourself:

- Would I modify my behaviour if a colleague was present?
- How would I feel about explaining my actions at a staff meeting?
- Am I sharing information for the student's benefit, or for my benefit?
- Am I dealing with this student differently from other students in similar circumstances?
- Is my language or demeanour different from normal when dealing with this particular student?

## DEFINITIONS

| Term                           | Definition                                                                                                                                                                                                                                                                                                    |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Professional Boundaries</i> | Professional Boundaries refer to the clear, ethical, and appropriate limits that define safe and respectful relationships between School staff, contractors, volunteers and students. These boundaries ensure that interactions remain professional, supportive, free from favouritism, exploitation or harm. |
| <i>Staff</i>                   | Staff and Direct Contact Contractors (including External Education Providers) who are “school staff” within the meaning of Ministerial Order 1359.                                                                                                                                                            |



## GUIDELINES

### Intimate Relationships

Staff must not initiate or develop a relationship with any student that is or can be misinterpreted as having a romantic or sexual, rather than professional basis. This is regardless of whether the relationship is consensual, non-consensual or condoned by parents/carers.

Such relationships have a negative impact on the teaching and learning of students and colleagues and may carry a serious reputational risk for the staff member and, in turn, the school.

The professional relationship of staff and students may be breached by:

- Flirtatious behaviour or dating
- Development of an intimate personal relationship
- Sexual relations
- The use of sexual innuendo, inappropriate language and/or material with students
- Unwarranted and inappropriate touching
- Unwarranted and inappropriate filming or photography
- Deliberate exposure to sexual behaviour of others (e.g. pornography)
- Having intimate contact without a valid context via written or electronic means (e.g. email, letters, telephone, text messages, social media sites or other digital platforms)
- Going out, whether alone or in company, to social events such as the movies or dinner
- Following or allowing students to follow staff on social media, like posts or comment on personal social media accounts.
- Exchanging gifts of a personal nature that encourages the formation of an intimate relationship.

Staff should also be aware that developing or encouraging romantic or sexual relationships with former students (over 18 years of age) within two (2) years of said student ceasing to be in a student/teacher situation with the staff member violates professional boundaries and could result in disciplinary action by the school and/or external regulatory bodies. To avoid any perception of inappropriate behaviour, staff are prohibited from commencing a sexual or intimate, romantic or personal relationship with a former student within this two-year period.

The imbalance of power and authority that exists in the staff/student relationship does not suddenly disappear after the student finishes their schooling. Staff should not assume that they will be protected from disciplinary action by claiming that a relationship began only after the student left the School as there may be a reasonable belief that the emotional intimacy of the relationship developed while the staff/student relationship existed.

### Personal Relationships

Staff must not initiate or develop a relationship with any student that is or can be perceived or misinterpreted as having a personal rather than professional element. This is regardless of whether the relationship is consensual, non-consensual or condoned by parents or carers.

Where a staff member has an established relationship with a student's family, any interactions between the staff and student (beyond those related to school activities) must occur only with the consent of the parents. These established relationships are known to the school and will be disclosed and recorded in a conflict-of-interest register maintained by Ballarat Grammar.

It is the student's **perception** of staff behaviour and not the intention of the staff member that is important.





An established and expected professional relationship between staff and students may be compromised by staff:

- Attending parties or socialising with students outside of organised school events (without parental/carer permission)
- Sharing personal details about their private lives with students
- Meeting with students outside of school hours without permission from the school
- Having contact and/or making connections with students on social media platforms.

Staff must recognise at all times that their role is **not** to be a “friend” or “parent” to a student.

Where a staff member is required to meet with a student in an office or separate area, they must utilise a space where the door can be left open or has sufficient windows to allow interactions to be seen by other staff and students. This is not applicable for medical care administered at the Health Centre.

#### Fair Learning Opportunities

Teachers are expected to, as far as practicable, support their students with their professional expertise so as to offer them the best education in their individual circumstances. The quality of teaching and learning between teachers and students characterises their relationship. Teachers should demonstrate their commitment to student learning by:

- Maintaining a safe and challenging learning environment that promotes mutual respect
- Recognising and developing each student's abilities, skills and talents by catering to their individual abilities and respecting their individual differences
- Encouraging students to develop and reflect on their own values
- Interacting with students without bias
- Not engaging in preferential treatment
- Not discriminating against any student on the basis of race, sex, sexuality, disability or religious or political conviction
- Always making decisions in students' best interests.

#### Electronic Communications between Staff and Students

It is expected that all staff at the school will adhere to the following guidelines:

- All use of technology should be for educational purposes or for the organisation of co-curricular activities
- All email communication between staff and students should be via the school email system and reflect a professional staff/student relationship
- Staff should not communicate with students via text message
- Staff should not give out their personal telephone numbers or social media contact details
- Staff are not to accept or request students as 'friends' on social media or otherwise use social media to communicate in any way that is not condoned or approved by the school
- New staff must not establish or maintain friendships with students upon commencing employment at the school however the school acknowledges that pre-existing relationships (such as family connections, community ties or parental relationships) may exist. In these cases, staff must maintain clear professional boundaries and disclose any potential conflict of interest to school leadership
- Staff should not exchange personal pictures with a student
- Teachers are not expected or encouraged to respond to concerns of parents/carers or students on holidays, weekends or in the evening
- Any student personal contact numbers or other personal contact details made available to the school should only be used for school communications.





### Physical Contact with Students

All staff should be aware that situations may arise that can be perceived in a manner that was not intended. For this reason, all staff at the School should adhere to the following guidelines for contact with students both in and outside of School grounds:

- Staff should avoid unnecessary physical contact with students.
- While physical contact in an early learning environment is required, it should always be appropriate, purposeful, and in the best interests of the child. Staff may engage in necessary and appropriate physical interactions such as comforting a distressed child, assisting with personal care, or ensuring safety. However, all physical contact must be respectful, age appropriate, and guided by professional boundaries, ensuring that students are safe and supported while maintaining their dignity and autonomy.
- Minimal, non-lingering, non-gratuitous physical contact in the context of the situation is acceptable (e.g. congratulatory pat on the back or handshake).
- Contact for sport, drama and dance, design and instrumental music instruction is acceptable in a class situation but not in a 1:1 situation. If physical contact is required for specific technical instructions, it must be brief and only with the consent of the student.
- **Note** that a student may withdraw consent for this contact either verbally or gesturally and staff must remain vigilant whilst engaging in necessary contact situations. Once consent has been withdrawn no further contact can be or should be made.
- Physical contact can occur for the administration of necessary First Aid within the scope of the aid required.

### Boarding Environment

Due to the unique nature of boarding, where staff and students share communal spaces, maintaining clear professional boundaries is essential to ensure student wellbeing, safety and staff integrity:

- *Maintain a clear staff/student relationship* – Interactions should always be professional, respectful, and appropriate, ensuring staff are approachable without becoming a friend or confidant.
- *Respect personal space and privacy* – Only enter student rooms when necessary and in accordance with school policies, always knocking and announcing presence before entering.
- *Appropriate communication* – Use school-approved channels for all communication with students; avoid personal phone numbers, private messaging, or social media connections.
- *Avoid one-on-one situations* – Where possible, engage with students in open, observable spaces or ensure another staff member is aware of the interaction.
- *Set clear boundaries in social settings* – While boarding environments are communal, staff should not engage in informal social activities with students that blur professional lines, such as sharing personal stories.
- *Remain consistent and fair* – Treat all students equally and professionally, avoiding favouritism, special treatment, or forming exclusive relationships.
- *Understand the Duty of Care obligations* – Always act in the best interests of students' safety and wellbeing, being mindful of the power imbalance between staff and students.
- *Report and seek guidance* – If unsure about a boundary issue or if a student attempts to develop an inappropriate relationship, report the concern to school leadership immediately.

### Off-Campus Excursions and Camps

During off-campus excursions or camps, the same physical contact guidelines apply as well as the following:

- Checking of sleeping arrangements, or supervising of students changing should be done, , with another staff member present and always in a manner that respects students' privacy and personal space
- Always knock and advise of presence prior to entering a bedroom or dormitory
- Ensure that while in a bedroom or dormitory a strict staff/student relationship is upheld and that inappropriate behaviour, such as sitting on a student's bed, is not undertaken.





- If at any stage a student is homesick or seeks comfort from a staff member, such comfort must be provided in a communal area with other staff members present and clear consent obtained.

#### Cultural Sensitivities

There may be situations where an individual's cultural practices exacerbate professional boundaries concerns. These circumstances should be managed on a case-by-case basis with the appropriate cultural support structures utilised. A Culturally Safe Support Person may be utilised to assist in such situations.

#### Managing Conflicts of Interest

Where personal relationships with students such as family relationships and close friendship networks exist, questions of conflicts of interest may arise. In these circumstances, staff need to be far more diligent in developing and maintaining these boundaries. Staff are required to inform leadership and record their conflict of interest within the conflict of interest register maintained by the school.

Where a staff member feels that a conflict of interest may exist, they should notify the Principal, or the Chair of the Board if the conflict involves the Principal, and arrangements should be implemented to avoid the conflict situation if possible. For example, the teaching of students by a staff member with a conflict should be avoided.

Any significant decisions relating to these students in the school (such as the appointment of classes or selection in sports teams) should be referred to another staff member and endorsed by a supervisor.

#### Disclosure of Staff/Student Interactions

All staff must declare relevant relationships or interactions with students that occur outside normal school duties, hours or premises. The declaration must be made through Nexus using either the Conflict of Interest Form or the Staff-Student Disclosure Form, depending on the nature of the relationship, interaction or potential risk. The purpose of disclosure is to ensure transparency, support appropriate professional boundaries, and allow the School to assess whether any management actions are required.

- Use the Staff-Student Disclosure Form where there is a legitimate or unavoidable connection with a student outside school that does not necessarily create a conflict of interest but should be known to the School for transparency and safeguarding purposes.
- Use the Conflict-of-Interest Form where the relationship, connection or circumstance may influence, or be perceived to influence, a staff member's professional judgement, decision-making, supervision, assessment, selection, discipline or access to student information.

Examples of matters that may require a Staff-Student Disclosure include, but are not limited to:

- A staff member's child is friends with a student, and the student may attend family or social gatherings outside school.
- A staff member is a neighbour of a student or regularly sees a student through a local sporting club, church, community group or activity.
- A staff member has a pre-existing family friendship with a student's parents or carers.
- A student attends a supervised activity outside school where the staff member is also involved in a community, coaching, volunteering or leadership role.
- A staff member has parent/carer approval to provide limited academic or wellbeing support outside normal school arrangements and has notified the School.

Examples of matters that may require a Conflict-of-Interest declaration include, but are not limited to:

- A staff member teaches, assesses, supervises, coaches, disciplines, mentors or has pastoral responsibility for a student with whom they have a family, personal or close community connection.
- A staff member is involved in decisions about class placement, leadership positions, awards, scholarships, sport selection, performance opportunities or disciplinary matters involving a student known to them outside school.





- A staff member has access to confidential student information where there is a personal relationship with the student or the student's family.
- A staff member provides private tutoring, coaching, music lessons, supervision, transport or paid services to a student or their family outside school.
- A staff member's personal relationship with a student's family could reasonably be perceived as affecting impartiality, fairness or professional judgement.

Ballarat Grammar maintains records of all declarations made by staff related to their interactions with students, or relationships with students, that exist outside of school hours or School premises. These records are kept for a period of seven (7) years as per the School's *Document Retention* procedures and the Public Record Office Victoria (PROV) Retention and Disposal Authority for School Records.

## **BREACH**

All staff, volunteers and those engaged by Ballarat Grammar are expected to enact this *Professional Boundaries Policy* in support of student and community learning, health, safety and wellbeing. Any breach of a Student Safety policy document is a student safety incident that must be reported internally. Any breach that meets the threshold for external reporting must also be reported to the relevant external authority. To maintain compliance, all staff will be required to undertake annual professional boundaries training.

## **REVIEW**

Ballarat Grammar is committed to the continuous review and improvement of all its operations, including this *Guideline*. It is the responsibility of the Head of Student Safety and Wellbeing to regularly monitor and review the effectiveness of the Student Safety policies to ensure they are working in practice and revise the policy and program when required and after any significant student safety incident. It is the responsibility of the Head of Student Safety and Wellbeing along with the Health and Safety Advisor to engage with students, parents and the broader community in relation to the review of the School's Student Safety policies.

The Student Safety Program is the name given to the full collection of policies, procedures and documents that assist the School to provide a safe environment for students and to meet the requirements of the Victorian Child Safe Standards and Ministerial Order 1359. It includes policies and procedures for:

- Responding to and reporting student safety incidents and concerns
- Student safe human resources management (including WWC clearances)
- Participation and empowerment of students
- Informing and involving families and relevant communities in student safeguarding issues
- Equity and diversity
- Student safeguarding risk management strategies
- Strategies for embedding a culture of student safety at the School; and
- Regular reviews and continuous improvement of student safety policies, procedures, and practices.

## **GOVERNANCE DOCUMENT RESPONSIBILITIES AND COMMUNICATIONS**

All documentation within the Governance Framework will be communicated throughout the School including, but not limited to, internal communications such as Nexus posts, staff emails, staff inductions and documentation distribution.

Document Owners are responsible for identifying and managing information-related risks and issues for their assigned information entities and for escalating these to Approval Authorities accordingly. Owners of Governance Documents are accountable for their respective procedures, manuals and work instructions in alignment with their position descriptions.





## Office Use Only

| Document Control / History           |                                                                                                                                                                                                     |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Document Code                        | SSS-008 Professional Boundaries Policy                                                                                                                                                              |
| Approval Authority                   | Board of Directors                                                                                                                                                                                  |
| Document Owner / Responsible Officer | Head of Student Safety and Wellbeing                                                                                                                                                                |
| Original Approval Date               | August 2025                                                                                                                                                                                         |
| Current Version Date                 | August 2026                                                                                                                                                                                         |
| Review Cycle                         | Annual (1)                                                                                                                                                                                          |
| Scheduled Review Date                | August 2027                                                                                                                                                                                         |
| History                              | <p>March 2025 – Review – addition of Boarding section and Early Childhood physical contact</p> <p>August 2026 – Annual review completed, with alignment to new disclosures processes for staff.</p> |

| Supporting Documents                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>Betrayal of Trust Report - <a href="#">Betrayal of Trust</a></li> <li>Child Safe Standards - <a href="#">CCYP   The 11 Child Safe Standards</a></li> <li>IDG-003 Privacy Policy</li> <li>IDG-002 ICT Acceptable Use</li> <li>SSS-001 Pastoral Care and Student Wellbeing Support Policy</li> <li>SSS-003 Student Safety Definitions and Additional References</li> <li>SSS-004 Student Safety and Wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>SSS-005 Code of Conduct Student Safety</li> <li>SSS-006 Student Duty of Care</li> <li>SSS-007 Student Safety and Risk Management Procedure</li> <li>SSS-025 Restraint Guidelines</li> <li>SSS-026 Behaviour Management Policy</li> </ul> |

| Student Lifecycle / Pillars / Values / IDEALS / IB PYP Attributes                                                                                 |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                            |                                                                                                                                                                         |                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Lifecycle                                                                                                                                 | Student Lifecycle Subsection                                                                                                                                                                                                                                                                       | Pillars                                                                                                                                                                                                                                                                                            | Values                                                                                                                                                     | IDEALS                                                                                                                                                                  | IB PYP Attributes                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Student Recruitment</li> <li>Delivery of Education Programs</li> <li>Graduation &amp; Community</li> </ul> | <ul style="list-style-type: none"> <li>Marketing &amp; Advertising</li> <li>Enrolments &amp; Offers</li> <li>Finance</li> <li>Teaching &amp; Learning</li> <li>Assessment</li> <li>Experiences</li> <li>Careers / Work Experience</li> <li>Graduation</li> <li>Old Grammarians / Alumni</li> </ul> | <ul style="list-style-type: none"> <li>Governance &amp; Leadership</li> <li>Legislative &amp; Regulatory Compliance</li> <li>Complaints &amp; Compliments</li> <li>People &amp; Culture</li> <li>Finance</li> <li>Community Engagement / Foundation</li> <li>Property &amp; Maintenance</li> </ul> | <ul style="list-style-type: none"> <li>Integrity</li> <li>Aspiration</li> <li>Courage</li> <li>Compassion</li> <li>Responsibility</li> <li>Hope</li> </ul> | <ul style="list-style-type: none"> <li>Internationalism</li> <li>Democracy</li> <li>Environmentalism</li> <li>Adventure</li> <li>Leadership</li> <li>Service</li> </ul> | <ul style="list-style-type: none"> <li>Inquirers</li> <li>Knowledgeable</li> <li>Thinkers</li> <li>Communicators</li> <li>Principled</li> <li>Open Minded</li> <li>Caring</li> <li>Risk Takers</li> <li>Balanced</li> <li>Reflective</li> </ul> |

| Legislative Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Betrayal of Trust Report - <a href="#">Betrayal of Trust</a></li> <li>Child Safe Standards <a href="#">CCYP   The 11 Child Safe Standards</a></li> <li>Children Youth &amp; Families Act 2005 (Vic) <a href="#">Children, Youth and Families Act 2005   legislation.vic.gov.au</a></li> <li>Child Wellbeing &amp; Safety Act 2005 (Vic) <a href="#">Child Wellbeing and Safety Act 2005   legislation.vic.gov.au</a></li> <li>Crimes Act 1958 (Vic) <a href="#">Crimes Act 1958   legislation.vic.gov.au</a></li> <li>Education &amp; Training Reform Act 2006 (Vic) <a href="#">Education and Training Reform Act 2006   legislation.vic.gov.au</a></li> <li>Education &amp; Training Reform Regulations 2017 (Vic) <a href="#">Education and Training Reform Regulations 2017   legislation.vic.gov.au</a></li> <li>Education Services for Overseas Students (ESOS) Act 2000 <a href="#">Federal Register of Legislation - Education Services for Overseas Students Act 2000</a></li> <li>Education &amp; Care Service National Law Act 2010 <a href="#">Education and Care Services National Law Act 2010   legislation.vic.gov.au</a></li> <li>Family Violence Protection Act 2008 <a href="#">Family Violence Protection Act 2008   legislation.vic.gov.au</a></li> <li>Ministerial Order 1359 <a href="#">ministerial-order-1359-975</a></li> <li>National Code of Practice for Providers of Education &amp; Training to Overseas Students 2018 (National Code 2018) <a href="#">Federal Register of Legislation - National Code of Practice for Providers of Education and Training to Overseas Students 2018</a></li> <li>National Quality Standard (NQS) <a href="#">National Quality Standard   ACECQA</a></li> <li>Notifiable Data Breaches Scheme <a href="#">About the Notifiable Data Breaches scheme   OAIC</a></li> <li>Privacy Act 1988 (Cth) <a href="#">Federal Register of Legislation - Privacy Act 1988</a></li> <li>Worker Screening Act 2020 <a href="#">Worker Screening Act 2020   legislation.vic.gov.au</a></li> </ul> |

| Regulatory Context |
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| VRQA                                                                                                                                                                                                                                                                                                                                                                                             | CRICOS / National Code / ESOS Act                                                                                                                                                                                                                           | ACECQA / Department of Education                                                                                                                                                                                                                                          | International Baccalaureate                                                                                    | Other                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Ministerial Order No 1359</li> <li>Victorian Child Safe Standards</li> <li>Child, Youth &amp; Families Act 2005 (Vic)</li> <li>Education &amp; Training Reform Act 2006 (Vic)</li> <li>Education &amp; Training reform regulations 2017 (Vic)</li> <li>Worker Screening Act 2020 (Vic)</li> <li>VRQA Minimum Standards for School Registration</li> </ul> | <ul style="list-style-type: none"> <li>Education Services for Overseas Students (ESOS) Act 2000</li> <li>National Code of Practice for Providers of Education &amp; Training to Overseas Students 2018 (National Code 2018) – Standards 5, 6, 11</li> </ul> | <ul style="list-style-type: none"> <li>National Quality Framework (NQF)</li> <li>Education &amp; Care Service National Law Act 2010</li> <li>Education &amp; Care Services National Regulations 2011</li> <li>National Quality Standard (NQS) – Quality Area 2</li> </ul> | <ul style="list-style-type: none"> <li>International Baccalaureate Programme Standards – Standard A</li> </ul> | <ul style="list-style-type: none"> <li>Child Wellbeing &amp; Safety Act 2005 (Vic)</li> <li>Crimes Act 1958 (Vic) – Section 49M</li> <li>Privacy Act 1988 (Cth)</li> <li>Notifiable Data Breaches Scheme</li> <li>Family Violence Protection Act 2008 (Vic)</li> </ul> |