Student Disability Discrimination Policy

SILVER LINING FOUNDATION
AUSTRALIA

SILVER LINING FOUNDATION AUSTRALIA (SLFA)
VERSION 1, OCTOBER 2025

Student Disability Discrimination Policy

Purpose:	The purpose of this policy is to protect students with disability, and students who have an associate with a disability, from unlawful discrimination on the basis of that disability.		
Scope (policy applies to):	Persons who are bound by this policy are students (including prospective students) and SLFA employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements in the School. This policy does not apply to the enrolment of students with a general or specific impairment, in a school that operates wholly or mainly for students who have that general or specific impairment. Discrimination of SLFA employees with disabilities is not addressed in this policy. The SLFA Anti-Discrimination Policy addresses SLFA employees with disabilities and discrimination on other grounds.		
Accreditation and Governance Requirements of the school:	To attain and maintain accreditation a school must have and implement written processes about how it will protect students with a disability, from unlawful discrimination, harassment and victimisation on the basis of that disability.[1] SLFA and its School have a legal obligation under State and Federal laws to provide a workplace and environment that is free from discrimination, sexual harassment, vilification and victimisation. Schools need to take reasonable steps to prevent or minimise unlawful conduct in the workplace and school environment. The legislation also establishes a legal responsibility to provide fair and safe teaching and learning environments where all staff and students have equal opportunities, subject to specific exemptions. The Student Disability Discrimination Policy is a mandatory policy required for accreditation and legal purposes. Mandatory policies are those that the board is responsible for overseeing as part of their governance responsibilities and should be reviewed annually.		
Policy Status:	Version 1 - Approved	**Supersedes:**	n/a – This is Version 1
Authorised by:	SLFA School's Governing Body – SLFA Board of Directors	**Date of Authorisation:**	October 2025
References and Related Policies:	**Legislation:** ▪ Anti-Discrimination Act 1991(Qld) ▪ Australian Education Act 2013 (Cth) ▪ Australian Human Rights Commission Act 1986 (Cth) ▪ Disability Discrimination Act 1992 (Cth) ▪ Disability Services Act 2006 (Qld) ▪ Disability Standards for Education 2005 (Cth), including Guidance Notes ▪ Education (Accreditation of Non-State Schools) Act 2017 (Qld) ▪ Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) ▪ Education (General Provisions) Act 2006 (Qld) ▪ Privacy Act 1988 (Cth) SLFA Policy and Procedure: ▪ NCCD Guidelines 2024 ▪ Complaints Handling Policy ▪ SLFA Staff Code of Conduct Policy ▪ Child Protection Policy ▪ SLFA Anti-Discrimination Policy		
Review Date:	Biennially – every two years.	**Next Review Date:**	October 2027
Policy Owner:	SLFA School Governing Body (the SLFA Board of Directors).		

[1] Education (Accreditation of Non-State Schools) Regulation 2017 (Qld).

Policy Review Records

Version Number	Date of Authorisation	Next Review Date	Date Reviewed	Review Outcome
1	October 2025	October 2027		

Table of Contents

POLICY REVIEW RECORDS 3

POLICY STATEMENT 5

COMPLAINTS 6

DEFINITIONS 6

RESPONSIBILITIES 10

SLFA SCHOOLS 10
SENIOR EDUCATION OFFICER, CURRICULUM TEAM AND SCHOOL PRINCIPALS 11
TEACHERS 12
EDUCATION SUPPORT WORKERS 12
PARENTS / CARERS 12
STUDENTS AND EMPLOYEES 12

NCCD DATA COLLECTION 13

IMPLEMENTATION 13

AWARENESS 13

TRAINING 13

RECORD KEEPING 14

RESOURCES 14

SLFA NCCD GUIDELINES 14
DISABILITY STANDARDS FOR EDUCATION 2005 PLUS GUIDANCE NOTES 14
PROFESSIONAL LEARNING RESOURCES 14
NCCD GUIDELINES (AUSTRALIAN GOVERNMENT) 14

EMPLOYEE DECLARATION 15

STUDENT DISABILITY DISCRIMINATION POLICY DECLARATION FORM 15

Policy Statement

In Queensland, both the *Anti-Discrimination Act 1991* (Qld) and the *Disability Discrimination Act 1992* (Cth) regulate disability discrimination in schools. A disability discrimination claim may be brought by a student against a school in either jurisdiction.

This policy outlines written processes for how SLFA Schools will identify students with a disability, and how the Schools will devise educational programs specific to the educational needs of students with a disability. These processes comply with the *Anti-Discrimination Act 1991* (Qld) and the *Disability Standards for Education 2005* (Cth) (the Disability Standards) under the *Disability Discrimination Act 1992* (Cth).[2]

Discrimination of students and SLFA employees on the grounds of disability and on certain other specific grounds is also addressed in *SLFA's Anti-Discrimination Policy*.

All students enrolled in a SLFA School have the right to learn in an environment free from unlawful discrimination and all students with disability have a right to the same educational opportunities as students without a disability.

SLFA Schools will provide a fair, inclusive, supportive and safe learning environment where all students are treated with dignity and are educated in an environment that values and encourages participation by all students. In particular, SLFA Schools will ensure that students with a disability are provided with opportunities to realise their potential through participating in education and training **on the same basis** as other students.

The discrimination laws also protect the rights of students who have an associate with a disability. Where this policy refers to discrimination of students, it should also be read to include discrimination of a student who has an associate with a disability.

Provided that **adjustments** do not cause **unjustifiable hardship** for a SLFA School, the School will make **reasonable adjustments** to ensure equality of access and participation by students with a disability.

In accordance with relevant law, SLFA Schools are committed to protecting students with a disability (and students associated with a person where that person has a disability), from both **direct and indirect** discrimination on the basis of disability while engaging in their education, including but not limited to, the areas of:

- enrolment;
- participation in curricular and co-curricular activities and use of facilities and services;
- curriculum development, accreditation and delivery;
- student support services; and
- elimination of harassment and victimisation.[3]

SLFA Schools may at times still be required to directly comply with other specific laws which may mean that SLFA Sschols are exempt from having contravened a discrimination law in some circumstances. In limited circumstances, there are also certain public health requirements which schools must comply with which may require a school to isolate, or discriminate against, a student with a disability to protect the health and welfare of the student with the disability or others.

[2] Education (Accreditation of Non-State Schools) Regulation 2017 (Qld), reg. 11.
[3] Disability Standards for Education 2005 (Cth).

SLFA Schools are committed to responding appropriately to allegations of discrimination, including promptly investigating and bringing disciplinary action, where warranted, against individual SLFA employees. SLFA Schools are also committed to eliminating harassment and victimisation of students who have a disability.

Complaints

Complaints concerning a breach of this policy should be raised under the School's Complaints Handling Policy in the first instance. A breach of this policy may lead to an investigation and potentially disciplinary action against both students and individual SLFA employees.

A disability discrimination claim can be made by a student or their parent/carer against SLFA or the School or an individual SLFA employee who is alleged to have unlawfully discriminated against the student. The claim can be made to an external entity such as the Queensland Human Rights Commission (QHRC) in the state jurisdiction or the Australian Human Rights Commission (AHRC) in the Commonwealth jurisdiction.

Definitions

Adjustment

Each of the following is an ***adjustment*** under the Disability Standards for Education 2005 (Cth):

a) a measure or action (or a group of measures or actions) taken by a SLFA School that has the effect of assisting a student with a disability:
   i) in relation to an admission or enrolment — to apply for the admission or enrolment; and
   ii) in relation to a course or program — to participate in the course or program; and
   iii) in relation to facilities or services — to use the facilities or services;

   on the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of their disability;

b) the provision of access to and facilitation by a SLFA School to specialised support services necessary for the student with a disability to be able to participate in activities for which they are enrolled;[4]

c) if a change is made to an adjustment mentioned in paragraph (a) or (b) — the adjustment is affected by the change.[5]

Associate

Associate, in relation to a student, includes:

a) a spouse of the student;
b) another person who is living with the student on a genuine domestic basis;
c) a relative of the student;
d) a carer of the student; or
e) another person who is in a business, sporting or recreational relationship with the student.[6]

The *Anti-Discrimination Act 1991* (Qld) makes it unlawful to discriminate against a student because of their association with, or relation to, another person who is identified as having an impairment.

[4] Disability Standards for Education 2005 standards 3.3, 7.2(4).
[5] Disability Standards for Education 2005 standard 3.3.
[6] Disability Discrimination Act 1992 (Cth) s 4.

Direct Discrimination
A SLFA School directly discriminates against a student (or their associate) on the ground of their disability, if because of the disability, the student is treated, or is proposed to be treated, less favourably than they would be treated without the disability in circumstances that are not materially different.

A SLFA School also directly discriminates against a student on the ground of their disability if:

a) the School does not make, or proposes not to make, a reasonable adjustment for the student; and
b) the failure to make a reasonable adjustment has, or would have, the effect that the student, because of their disability, is treated less favourably than a person without the disability would be treated in circumstances that are not materially different.

For the purposes of direct discrimination, circumstances are not *materially different* because of the fact that, because of the disability, the student requires adjustments.[7]

Disability
The term disability in relation to a student, includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities, and is use to encompass both the legal meanings of 'disability' and 'impairment', being differently defined in State and Commonwealth legislation as follows:

***Disability Discrimination Act 1992* (Cth) - 'disability'** in relation to a person, means:

a) total or partial loss of the person's bodily or mental functions; or
b) total or partial loss of a part of the body; or
c) the presence in the body of organisms causing disease or illness; or
d) the presence in the body of organisms capable of causing disease or illness; or
e) the malfunction, malformation or disfigurement of a part of the person's body; or
f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

A 'disability' includes past, present and future disabilities as well as imputed disabilities. A disability otherwise covered by the definition includes behaviour that is a symptom or manifestation of the disability.[8]

***Anti-discrimination Act 1991* (Qld)** - The term **'disability** is not used in this Act. The term **'impairment'** is used, being an attribute for which discrimination is prohibited. Under this Act, 'impairment' in relation to a person is defined to mean:

(a) the total or partial loss of the person's bodily functions, including the loss of a part of the person's body; or
(b) the malfunction, malformation or disfigurement of a part of the person's body; or
(c) a condition or malfunction that results in the person learning more slowly than a person without the condition or malfunction; or
(d) a condition, illness or disease that impairs a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; or
(e) the presence in the body of organisms capable of causing illness or disease; or

[7] Disability Discrimination Act 1992 (Cth) s 5(1)-(3).
[8] Disability Discrimination Act 1992 (Cth), s4

(f) reliance on a guide, hearing or assistance dog, wheelchair or other remedial device;

whether or not arising from an illness, disease or injury or from a condition subsisting at birth, and includes an **impairment** that—

(g) presently exists; or

(h) previously existed but no longer exists.[9]

Harassment

It is unlawful for a SLFA employee to harass a student in relation to their disability who:

a) is a student at a SLFA School or is seeking admission to a SLFA School as a student; and

b) has a disability.[10]

Under the *Disability Standards for Education 2005* (Cth), harassment means an action taken in relation to a student with disability that is reasonably likely to humiliate, offend, intimidate or distress the student.[11]

Harassment of students with disability by SLFA employees is unlawful under the *Disability Discrimination Act (1992)* (Cth). The *Anti-Discrimination Act 1991* (Qld) only prescribes sexual harassment as unlawful and does not address harassment based on a disability.

Indirect Discrimination

A SLFA School indirectly discriminates against a student on the ground of their disability if:

a) the School requires, or proposes to require, the student to comply with a requirement or condition; and

b) because of the disability, the student does not or would not comply, or is not able or would not be able to comply, with the requirement or condition; and

c) the requirement or condition has, or is likely to have, the effect of disadvantaging the student with the disability.

A SLFA School also indirectly discriminates against a student on the ground of their disability if:

a) the School requires, or proposes to require, the student to comply with a requirement or condition; and

b) because of the disability, the student would comply, or would be able to comply, with the requirement or condition only if the School made reasonable adjustments for the student, but the School does not do so or proposes not to do so; and

c) the failure to make reasonable adjustments has, or is likely to have, the effect of disadvantaging a student with the disability.[12]

[9] Anti-Discrimination Act 1991 (Qld), Schedule 1

[10] Disability Discrimination Act 1992 (Cth) s 37.

[11] Disability Standards for Education 2005 standard 8.1.

[12] Disability Discrimination Act 1992 (Cth) s 6(1)-(2).

Unjustifiable Hardship

The term unjustifiable hardship is defined differently in the Commonwealth and State legislation as follows -

***Anti-Discrimination Act 1991* (Qld) -** It can be lawful to discriminate on the basis of impairment where special services or facilities are needed for a student with an impairment and, supplying these special services or facilities would impose an unjustifiable hardship on the School.

Factors that are relevant in determining whether a hardship that would be imposed on a School would be an ***unjustifiable hardship***, include the nature of the special service or facility, cost of supplying it, the number of people to benefit, the financial circumstances of the organisation, the disruption that the supplying of those services or facilities might cause and the nature of any benefit or detriment to all people concerned.

Disability Discrimination Act 1992* (Cth) -** In determining whether a hardship that would be imposed on a School would be an ***unjustifiable hardship, all relevant circumstances of the particular case must be taken into account, including the following:

(a) the nature of the benefit or detriment likely to accrue to, or to be suffered by, any person concerned, including the community; and

(b) the effect of the disability of any person concerned; and

(c) the financial circumstances, and the estimated amount of expenditure required to be made, by the School; and

(d) the availability of financial and other assistance to the School.

Victimisation

Under the *Disability Discrimination Act 1992* (Cth), it is unlawful for a person to commit an act of victimisation against another person. The offence is made out in various circumstances where a person subjects, or threatens to subject, another person to detriment on the ground of various matters, for example, that they have made an allegation, raised a complaint or brought proceedings for disability discrimination. The offence differs under the *Anti-Discrimination Act 1991* (Qld).[13]

'On the same basis' means:

a) A person with a disability is able to seek admission to, or apply for enrolment in, an SLFA School *on the same basis* as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective students without disabilities.

b) A SLFA School, as the education provider, treats a prospective student with a disability *on the same basis* as a prospective student without a disability, if the SLFA School makes any decisions about admission or enrolment on the basis that reasonable adjustments will be made so that a prospective student with a disability can participate in school programs and activities and use school facilities and services.

c) A person with a disability is able to participate in courses or programs provided by an SLFA School, and use the facilities and services provided by it, *on the same basis* as a student without a disability if the person has opportunities and choices in the courses or programs and in the use of the facilities and services that are comparable with those offered to other students without disabilities.[14]

[13] Disability Discrimination Act 1992 (Cth) s 42.

[14] Disability Standards for Education 2005 standards 2.2, 4.2, 5.2, 6.2 and 7.1.

RESPONSIBILITIES

The Disability Standards for Education (the 'Disability Standards') are formulated under the *Disability Discrimination Act 1992* (Cth) (the 'DDA'). The Disability Standards provide a framework for SLFA and its Schools to ensure that students with a disability are able to access and participate in education and learning *on the same basis* as students who do not have a disability. The primary purpose of the Disability Standards is to clarify, and make more explicit, the obligations of education and training providers under the DDA and the rights of people with disabilities in relation to education and training.[15]

SLFA Schools

SLFA Schools will implement the following for students with disabilities who are enrolled or are seeking to enrol, to ensure that they are provided with opportunities to realise their individual potential through their participation in education and learning on the same basis as students without disabilities, at that they are not subject to discrimination:[16]

- **Enrolment** – take reasonable steps to ensure that a student with a disability is able to seek admission to, or apply for enrolment in, an SLFA School *on the same basis* as a prospective student without a disability, and without experiencing discrimination.[17]
- **Participation** – take reasonable steps to ensure that a student with a disability is able to participate in the courses or programs provided by an SLFA School, and use the facilities and services provided by an SLFA School, *on the same basis* as a student without a disability, and without experiencing discrimination.[18]
- **Curriculum development, accreditation and delivery** – take reasonable steps to ensure that courses and programs are designed in such a way that a student with a disability is able to participate in the learning experiences (including the assessment and certification requirements) of the course and program *on the same basis* a student without a disability, and without experiencing discrimination.[19]
- **Student support services** – take reasonable steps to ensure that a student with a disability is able to use support services used by other students at an SLFA School in general *on the same basis* as a student without a disability, and without experiencing discrimination.[20]
- **Harassment and victimisation** – develop and implement strategies and programs to prevent harassment or victimisation of a student with a disability, or a student who has an associate with a disability, in relation to the disability.[21]

The reasonable steps that SLFA Schools may take in relation to each student's admission, enrolment, participation in a course or program or their use of facilities and services, will depend upon the specific circumstances surrounding a student at the time of making a decision. Reasonable steps by SLFA Schools may include not making a reasonable adjustment, where that adjustment would impose an unjustifiable hardship on the School.[22]

[15] Disability Standards for Education 2005 plus Guidance Notes, point 1.
[16] Disability Standards for Education 2005, Guidance Notes, point 4.
[17] Disability Standards for Education 2005 standard 4.2.
[18] Disability Standards for Education 2005 standard 5.2.
[19] Disability Standards for Education 2005 standard 6.2.
[20] Disability Standards for Education 2005 standard 7.2.
[21] Disability Standards for Education 2005 standard 8.3.
[22] Disability Standards for Education 2005 Guidance Notes, point 4.2.

SLFA Schools will take the following steps for students with a disability when they are seeking or applying for enrolment or during the course of a student's enrolment:

- Consult with the student (and their family/carers) about whether the disability affects the student's ability to seek or apply for enrolment;
- Consider, based on the information provided, whether an adjustment is necessary for the student;
- If an adjustment is necessary, identify an adjustment that is reasonable;
- Consult with the student (and their family/carers) about whether the adjustment is reasonable, and the extent to which the adjustment would achieve the desired aims for the student;[23]
- Consider whether the reasonable adjustment would impose an unjustifiable hardship on the SLFA School; and
- Ensure that any adjustment required for the student is made within a reasonable time.[24]

Any confidential information provided to SLFA, or its Schools for the purpose of making an adjustment will not be disclosed except for the purposes of the adjustment or in accordance with a lawful requirement.[25]

Senior Education Officer, Curriculum Team and School Principals

These roles are responsible for overseeing:

- the development, ongoing monitoring and review of Individual Support Plans (ISPs)
- that during the enrolment process prospective students presenting with a disability are adequately identified and relevant support is provided
- the collection of records of reasonable adjustments being made by teachers for individual students
- ensuring teachers and teacher aides have appropriate professional development during induction and on an ongoing basis
- the process followed during the enrolment process and throughout enrolment, before any adjustment is made for a student, including:
  - Consultation with the student (and/or their associates)
  - Consultation with other relevant specialists
  - Consideration of whether an adjustment is necessary
  - Consideration of whether the adjustment may need to be changed over the period of a student's enrolment
  - Consideration of the need to ensure that the School maintains the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature;
  - If an adjustment is necessary, identification of the particular, reasonable adjustment
  - Consideration of whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student
  - Identification of situations where an adjustment may impose an unjustifiable hardship on the school and referral to the Executive Leadership Team for consideration.

[23] Disability Standards for Education 2005 standard 3.4 – 3.6.
[24] Disability Standards for Education 2005 standard 3.7; point 4 of the Guidance Notes.
[25] Disability Standards for Education 2005 Guidance Notes, point 4.3.

Teachers

Teachers at SLFA Schools are responsible for:

- Identifying students who may need adjustments to access the educational program
- Recording differentiation for students in the class for which they are responsible
- Working with the Senior Education Officer, Curriculum Team and School Principal to develop and implement Individual Support Plans (ISPs)
- Planning for the effective use of Teacher Aides to support the implementation of reasonable adjustments
- Participating in a practice of review, reflection and evaluation of the success of adjustments in achieving individualised educational goals.

Education Support Workers

Education Support Workers at SLFA Schools are responsible for:

- Implementing adjustments by assisting teachers and other leadership staff
- Providing timely feedback to the teacher or leadership staff on the implementation of adjustments.

Parents / Carers

Parents and Carers (or other associates) of students enrolled at a SLFA School should:

- Provide the School with all relevant information about their child's learning needs during the enrolment process
- Provide the student's classroom teacher with up-to-date relevant information about their students learning needs including current reports and assessments from medical and other allied health professionals
- Raise any concerns about their students learning or behaviour with the classroom teacher in a timely manner
- Participate in consultation with the School Principal around the development and review of ISPs or other support plans.

Students and Employees

All students and employees at a SLFA School have a responsibility not to engage in unlawful discriminatory conduct and to uphold SLFA's and School policies.

If students, parents/carers or employees consider that discriminatory conduct is occurring in the School, they are able to make a complaint under the *Complaints Handling Policy.*

NCCD DATA COLLECTION

The *Nationally Consistent Collection of Data on School Students with Disability* ('NCCD') collects information (data) about Australian school students with a disability on an annual basis and the data is report to the Australian Government in accordance with the *Australian Education Regulation 2023* (Cth). The purpose of the data collection is to enable schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.

Under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, Australian students with disability must be able to access and participate in education on the same basis as their peers. To ensure this, students with disability may receive adjustments to access education, based on the professional judgement of teachers, in consultation with the student and/or their parents, guardians or carers.

In accordance with the *Australian Education Regulations 2023* (Cth), SLFA Schools have a legal obligation to report the following information for each student with disability – and all information submitted is deidentified (i.e. does not identify any students).

Each student's:

- category of disability;
- level of adjustment;
- year of schooling; and
- if not full-time, the fraction of their full-time study load they are undertaking (i.e. part-time);
- any other information instructed by the NCCD Guidelines; and
- any other information determined by any legislation as being necessary for the purposes of this data collection. [26]

The SLFA NCCD Guidelines set out how SLFA Schools will facilitate and manage the collection of data for students identified with a disability.

IMPLEMENTATION

SLFA Schools will implement procedures and take all necessary steps to prevent discrimination against students on the basis of disability. SLFA and its Schools will follow the Disability Standards to ensure that students with disability are provided with opportunities to realise their potential through participating in education and training *on the same basis* as other students.

AWARENESS

SLFA will inform staff, students and parents/carers of this policy through avenues such as staff inductions, staff meetings, and the publication of policy SLFA website – https://www.silverlining.org.au

TRAINING

SLFA will ensure ongoing training for staff about this policy, and related procedures and guidelines, as well as Disability Standards, and will discuss policy and procedure on a regular basis at staff meetings.

[26] Regulation 58A.

RECORD KEEPING

SLFA will maintain confidential records of all matters arising under this policy. SLFA's student Enrolment Application and *Privacy Policy* each set out how SLFA and its Schools manage personal information provided to or collected by SLFA, as required under the *Privacy Act 1988* (Cth).

RESOURCES

SLFA NCCD Guidelines

The SLFA NCCD Guidelines aim to ensure consistency and integrity in the types of evidence that SLFA and its Schools collect for NCCD reporting and they explain how data is managed and stored for audit purposes. SLFA Schools must work within these guidelines when developing their school-based processes for the collection of NCCD evidence.

SLFA NCCD Guidelines are updated on a regular basis – generally on an annual basis to ensure that these internal guidelines incorporate any changes to legislation, regulations, standards, codes, etc.

Disability Standards for Education 2005 plus Guidance Notes

https://www.education.gov.au/swd/resources/disability-standards-education-2005-plus-guidance-notes

Professional Learning Resources

https://www.nccd.edu.au/resources-and-tools/professional-learning/format/e-learning-5

NCCD Guidelines (Australian Government)

https://www.nccd.edu.au/tools/nccd-guidelines-1

(Note: guidelines may change from year to year; the most current version should be used at any given time. Access or request the most current guidelines version at https://www.nccd.edu.au).

EMPLOYEE DECLARATION

Student Disability Discrimination Policy Declaration Form

I acknowledge that:

1. I have read the SLFA **STUDENT DISABILITY DISCRIMINATION POLICY**,
2. I understand its content, and
3. Any questions I may have had about the policy I have had clarified by my supervisor / manager of another SLFA Executive staff member such as the SLFA Executive Officer, the Governance & Compliance Officer or the Senior Education Officer.

I understand that:

1. It is my responsibility to perform any obligations and responsibilities under this policy, any related policies and any relevant legislation, to the best of my ability,
2. I should continue to seek clarification or ask questions about the policy, procedures and any of my obligations under it, whenever I need to, and
4. I can seek guidance or assistance from my supervisor / manager or another SLFA Executive staff member such as the SLFA Executive Officer, the Governance & Compliance Officer or the Senior Education Officer whenever I need to.

EMPLOYEE SIGNATURE

Name:	
Job Title:	**Signature:**
Work Location: (e.g. school name, Central Office, Saddler Springs, etc)	**Date:** dd / mm / yyyy

EXECUTIVE OFFICER* OR SCHOOL PRINCIPAL SIGNATURE

Name:	**Signature:**
Job Title:	**Date:** dd / mm / yyyy

*Note: Governance & Compliance Officer may sign as Executive Officer's delegate.

RECORD KEEPING PROCEDURE:

1. **Employee:** **SCAN** fully signed and completed form to admin@slfa.edu.au and cc your supervisor (e.g. Principal, Executive Officer) into the email.
2. **Supervisor:** **FILE** scanned form in employee's hardcopy HR folder at work site.
3. **Central Office:** **SAVE** scanned form to employee's digital Staff PD & Training folder in 365 and update the Policy Training Register.
4. **Employee:** keep a hard or digital copy of the signed form for your own personal records (you can email a copy to your personal email if you wish to).