

# PARENT/GUARDIAN HANDBOOK AND GUIDE

## A Comprehensive Guide for Families of Boarders

**Lale Girls Academy Ltd**  
**School Boarding Premises**  
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| <b>Approved By</b>         | Academy Board                      |
| <b>Responsible Officer</b> | Academy Director                   |

**Help for non-English speakers:** If you need assistance understanding this document, please contact the Academy office on 03 9077 7066 or email admin@lale.org.au. An interpreter may be arranged. This document is available in alternative formats upon request.

## 1. Welcome from the Academy Director

A warm welcome to the Lale Girls Academy family.

This Handbook and Guide has been prepared to help parents and guardians understand how the Academy operates, the values we live by, the policies that govern our care of your daughter, and the part you play as her family in her boarding journey. It is a single, plain-language reference that draws together the most important information from across our policy suite.

Lale Girls Academy is a Muslim independent boarding-only academy for girls in Years 7 to 12. Boarders attend their own external registered schools during the day and reside with us outside school hours. Our role is to provide a safe, supportive, faith-grounded residential environment that nurtures each girl's character, her academic and life skills, her cultural identity, and her sense of belonging - to her family, to her community, and to the wider Australian society.

Child safety sits at the heart of everything we do. We have zero tolerance for child abuse and are fully committed to the Victorian Child Safe Standards under Ministerial Order 1359. Every decision in this Handbook - and every decision made on a quiet evening in the dorm - must satisfy that one test: is this in the best interests of the boarder?

Please read this Handbook carefully, keep it for reference, and contact us at any time with questions. Your engagement, your feedback, and your trust make this work possible.

**Bunyamin Kara**

*Academy Director*

Lale Girls Academy Ltd

## 2. How to Use this Handbook and Guide

This Handbook is a parent-and-guardian-facing companion to the Academy's full policy suite. Where a section refers to a policy (for example, Child Safety Code of Conduct), the full policy document is held by the Academy and available to families on request, and as relevant published on our website. A complete index of referenced documents is provided at Section 23.

### Plain-language commitments

Throughout this Handbook you will see boxed statements like the one below. These are the Academy's plain-language commitments to families and boarders.

#### **In plain language**

Every boarder at Lale Girls Academy has the right to feel safe and to be safe. We will keep her safe, listen to her, believe her, and act when something is wrong.

### Help in your language

If you need assistance understanding any part of this Handbook, please contact the Academy office on 03 9077 7066 or email [admin@lale.org.au](mailto:admin@lale.org.au). An interpreter can be arranged. This Handbook is available in alternative formats on request, including large print and translated key sections.

### Your engagement matters

Standard 4 of the Victorian Child Safe Standards requires that families and communities are informed and involved in promoting child safety and wellbeing. We invite you to participate actively - through induction, the Parent/Guardian Evaluation Form, the Boarder Welfare Reference Group, and ongoing communication with the Wellbeing Officer and Head of Boarding.

## 3. Quick Contacts

Emergencies always come first. For life-threatening emergencies, call 000.

#### **Emergency: call 000**

If your daughter is in immediate danger, call 000 first, then call the Academy on 03 9077 7066. Outside business hours, the duty number rings the on-call senior staff.

## The Academy

|                                              |                                                                                                  |
|----------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Reception</b>                             | 03 9077 7066   admin@lale.org.au                                                                 |
| <b>Address</b>                               | 44–48 Mason Street, Campbellfield VIC 3061                                                       |
| <b>Website</b>                               | www.lale.org.au                                                                                  |
| <b>Academy Director</b>                      | Bunyamin Kara - overall accountability; Head of Organisation under the Reportable Conduct Scheme |
| <b>Board Chair</b>                           | Lokman Kara                                                                                      |
| <b>Head of Boarding</b>                      | Operational lead; Incidents & Complaints Officer; Chief Fire Warden                              |
| <b>Wellbeing Officer</b>                     | Yunus Utuk - first point of contact for boarder welfare and concerns                             |
| <b>Child Safety &amp; Compliance Officer</b> | Day-to-day child-safety specialist; Risk Register; training; WWC register                        |
| <b>First Aid Officer</b>                     | First aid; medical triage; anaphylaxis lead                                                      |
| <b>Operations Manager</b>                    | Mustafa Ismail Filiz - Buildings, grounds, vehicles, security; emergency-services access         |

## External Authorities

|                                                        |                                            |
|--------------------------------------------------------|--------------------------------------------|
| <b>Victoria Police</b>                                 | 000 (emergency)   131 444 (non-urgent)     |
| <b>Ambulance Victoria</b>                              | 000                                        |
| <b>Fire Rescue Victoria (FRV)</b>                      | 000                                        |
| <b>Commission for Children and Young People (CCYP)</b> | 1300 78 29 78   www.ccyp.vic.gov.au        |
| <b>DFFH Child Protection</b>                           | 13 12 78                                   |
| <b>VRQA</b>                                            | (03) 9637 2806   vrqa@education.vic.gov.au |
| <b>eSafety Commissioner</b>                            | www.esafety.gov.au                         |
| <b>Kids Helpline</b>                                   | 1800 55 1800   www.kidshelpline.com.au     |
| <b>Lifeline</b>                                        | 13 11 14                                   |

## 4. About Lale Girls Academy

### 4.1 Who We Are

Lale Girls Academy is a Muslim independent boarding-only academy for girls in Years 7 to 12. The Academy provides an after-school-hours residential environment that supports a holistic Islamic setting. Boarders attend their own external registered schools during the day and reside at the Academy outside school hours. The Academy is operated by Lale Girls Academy Limited (ACN 660 454 302; ABN 92 660 454 302), a not-for-profit company limited by guarantee.

### 4.2 Vision

#### Our Vision

A generation of confident, capable, and devoted Muslim young women - anchored in Islamic values, equipped with academic and life skills, and contributing meaningfully to their families, communities, and the wider Australian society.

### 4.3 Mission

To provide girls in Years 7 to 12 with a safe, supportive, and culturally responsive residential environment that:

- Strengthens their Islamic identity, character and faith-practice
- Supports their academic engagement at their day-school and beyond
- Develops their personal, social, intellectual, and creative capacities
- Prepares them to participate as confident, ethical citizens of the broader community
- Honours their cultural and family heritage while welcoming diversity within the Muslim community

### 4.4 Our Values

| Values               | How it shows up at the Academy                                                         |
|----------------------|----------------------------------------------------------------------------------------|
| Ethical character    | Honesty, trustworthiness, justice, compassion, modesty                                 |
| Knowledge            | Pursuit of knowledge - Islamic and academic - as an act of worship and service         |
| Excellence           | Striving for excellence in all things - to do as if seeing Allah ﷻ                     |
| Respect              | Respect for parents, elders, teachers, peers, and one's own dignity                    |
| Holistic development | Spiritual, intellectual, emotional, social, and physical growth                        |
| Community            | Embracing diversity within the Muslim community and the wider Australian community     |
| Service              | Active service to family, community, and society                                       |
| Safety               | Physical, emotional, cultural, and online safety as the foundation of everything we do |

## 4.5 Strategic Objectives 2026–2031

- Establish and operate a fully VRQA-registered school boarding premises that exceeds the prescribed minimum standards
- Build a culture of child safety that embeds the 11 Victorian Child Safe Standards in every aspect of operations
- Foster academic engagement, Islamic identity, and personal flourishing for every boarder
- Maintain transparent governance, sustainable operations, and strong community partnerships
- Continuously review and improve through evaluation, evidence, and the voices of boarders and families

## 5. Statement of Commitment to Child Safety

Lale Girls Academy Ltd has zero tolerance for child abuse and is committed to acting in the best interests of every boarder in its care. The Academy is a child safe organisation, fully compliant with Ministerial Order 1359 and the Victorian Child Safe Standards

### In plain language

Every boarder at Lale Girls Academy has the right to feel safe and to be safe. We will keep her safe, listen to her, believe her, and act when something is wrong.

### 5.1 What We Believe

- Every boarder is unique, valued, and entitled to safety, dignity, and respect
- Every adult at the Academy holds a sacred trust - to protect those in their care
- Cultural safety, inclusion, and equity are central to keeping boarders safe
- Child safety is the responsibility of every adult, not the role of one person
- We listen to boarders and we believe them

### 5.2 What We Will Do

- Protect: we will provide a safe physical and online environment, with rigorous risk management and active 24-hour supervision
- Empower: we will listen to boarders, take their views seriously, and ensure they know how to speak up
- Respond: we will respond to every concern, disclosure, or allegation promptly, fairly, and in line with the Reportable Conduct Scheme and PROTECT Four Critical Actions
- Recruit: we will engage only suitable adults - current Working with Children Check Clearances, references, and behavioural assessment
- Train: we will train every adult before they start, and at least annually thereafter
- Review: we will continuously review and improve, with annual self-audit and 3-yearly external review
- Speak up: we will create a culture where every adult and every boarder feels safe to speak up - and is heard

## 5.3 Our Particular Commitments

### To Aboriginal and Torres Strait Islanders

We respect, honour, and uphold the cultural identity of Aboriginal and Torres Strait Islander people. We acknowledge the traditional custodians of the lands on which we operate (Wurundjeri Woi-wurrung Country).

### To boarders from culturally and linguistically diverse backgrounds

We celebrate our diversity, provide language support, and ensure our practice reflects the lived experiences of our community.

### To boarders with disability

We make reasonable adjustments, communicate in accessible formats, and ensure that boarders with disability are equally empowered, equally protected, and equally heard.

### To LGBTQIA+ boarders

We commit to a respectful and non-discriminatory environment. We will not tolerate harassment or exclusion, and we will respond to concerns raised by any boarder.

## 6. The 11 Victorian Child Safe Standards

The Academy implements all 11 Standards under Ministerial Order 1359. The table below sets out each Standard in plain language and the principal way the Academy meets it.

| Std. | Standard (plain language)                                                                                     | How the Academy delivers it                                                                                                                              |
|------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Culturally safe environments for Aboriginal children                                                          | Acknowledgement of Country; cultural-competency training as appropriate; complaints pathway addressing racism                                            |
| 2    | Child safety and wellbeing embedded in leadership, governance and culture                                     | Board-approved Statement of Commitment; Child Safety standing item on Board agenda; Child Safety & Compliance Officer reports quarterly; Code of Conduct |
| 3    | Children and young people are empowered about their rights, participate in decisions, and are taken seriously | Speak Up resource; regular boarder forums; Boarder Council; child-friendly complaints process; Plain Language Guide and Summary                          |
| 4    | Families and communities are informed and involved in promoting child safety and wellbeing                    | Parent/Guardian induction; regular communications; Parent/Guardian Evaluation Form; Boarder Welfare Reference Group; this Handbook                       |
| 5    | Equity is upheld and diverse needs are respected                                                              | Inclusion and Diversity Policy; individualised support plans; accessible communications; anti-discrimination commitments; interpreter access             |
| 6    | People working with children and young people are suitable and supported                                      | Robust recruitment; WWC Clearances; reference checks; induction; supervision; ongoing professional development; performance review                       |
| 7    | Processes for complaints and concerns are child-focused                                                       | Multiple reporting pathways; Speak Up; complaints procedure; escalation to CCYP and Victoria Police where required; reportable conduct compliance        |
| 8    | Staff and volunteers are equipped through ongoing education and training                                      | Mandatory induction; annual Child Safe Standards refresher; Reportable Conduct, Cyber Safety, and Safeguarding training                                  |
| 9    | Physical and online environments promote safety and wellbeing while minimising opportunity for harm           | Risk assessments; CCTV in shared areas; secure premises; supervision rosters; Electronic Communications and Mobile Phone Policies                        |
| 10   | Implementation of the Child Safe Standards is regularly reviewed and improved                                 | Annual self-audit; 3-yearly external review; evaluation framework; responsiveness to feedback                                                            |

| Std. | Standard (plain language)                                                                   | How the Academy delivers it                                                                                               |
|------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 11   | Policies and procedures document how the organisation is safe for children and young people | Comprehensive policy suite; board-approved; accessible; reviewed at least every two years; communicated in plain language |

## 7. Governance and Key People

Lale Girls Academy Ltd is a not-for-profit company limited by guarantee. The Board of Directors is the governing body. The Academy Director (Bunyamin Kara) is the head of organisation under the Reportable Conduct Scheme and is accountable for child safety culture, regulatory compliance, and the day-to-day operation of the boarding premises. The full governance suite comprises the following documents: Governance Structure, Governance Organisational Chart, List of Responsible Persons, Outline of Governing Body Structure and Membership, Details of Members, Delegations from the Governing Body and the Governance Charter.

### 7.1 Roles That Affect Your Daughter Most Directly

| Role                              | Who                  | What they do for families and boarders                                                                                                                  |
|-----------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academy Director                  | Bunyamin Kara        | Accountable for child safety; head of organisation under the Reportable Conduct Scheme; signs off all child safety policies; commissions investigations |
| Board Chair                       | Lokman Kara          | Chairs the Board; ensures resources for child safety; commissions external review every 3 years                                                         |
| Head of Boarding                  | Operational lead     | Day-to-day care; Incidents & Complaints Officer; Chief Fire Warden; supervises rosters; chairs the Child Safety Operational Group                       |
| Wellbeing Officer                 | Yunus Utuk           | First point of contact for boarders; runs forums; supports disclosures; pastoral and mental-health follow-up                                            |
| Child Safety & Compliance Officer | Specialist staff     | Maintains the Child Safe Risk Register; coordinates training; manages WWC register; conducts annual self-audit                                          |
| First Aid Officer                 | Health lead          | First aid; medical triage; anaphylaxis lead; liaison with Ambulance Victoria                                                                            |
| Operations Manager                | Mustafa Ismail Filiz | Buildings, grounds, transport, security; access for emergency services; utilities and essential safety measures                                         |
| Residential / Supervisory Staff   | Boarding team        | Direct care; trusted adults across every shift; pastoral check-ins; supervision                                                                         |

### 7.2 How Decisions Are Made

- The Board of Directors approves all child-safety and care policies and reviews them at least every two years
- The Academy Director is responsible for implementation and is the spokesperson for the Academy
- Child Safety is a standing item on the Board's agenda; the Child Safety & Compliance Officer reports to the Board quarterly
- Parents and boarders contribute through the Boarder Welfare Reference Group, evaluation forms, and direct feedback

A visual organisational chart of these reporting lines is available (Governance Organisational Chart).

## 8. Child Safety Code of Conduct (Summary)

Every adult engaged by the Academy in any capacity - employees, Directors, contractors, volunteers, religious advisors, allied health practitioners, mentors, tutors, kitchen and operations staff, drivers, security personnel, and visitors - is required to comply with the Child Safety Code of Conduct.

### In plain language

Every adult at Lale Girls Academy must keep boarders safe, treat them with respect, and report anything that worries them. There are no exceptions.

### 8.1 Adults Must

- Treat every boarder with respect and dignity
- Use language and tone that is calm, courteous, and free from sarcasm, ridicule, or shouting
- Respect boarders' cultural identity, religious practice, family background, and linguistic heritage
- Recognise the right of boarders with disability, neurodivergence, mental health needs, or trauma histories to dignified, individualised support
- Maintain professional boundaries at all times
- Report any concern about a boarder's safety or any breach of this Code without delay
- Hold a current Working with Children Check Clearance and complete required training

### 8.2 Adults Must Never

- Use any form of physical force, threat, or corporal punishment - there is an absolute prohibition (see Section 14)
- Engage in verbal abuse, ridicule, sarcasm, public shaming, or humiliation
- Be alone with a boarder behind a closed door, or in a private space such as a bedroom or bathroom, except as expressly authorised in a documented care plan
- Photograph or film a boarder on a personal device, or send/receive personal messages with a boarder
- Initiate or accept private social media contact with a boarder
- Drive a boarder in a personal vehicle except in a genuine emergency, with prior approval and notification
- Provide gifts to individual boarders that could be perceived as grooming
- Use, possess, or be affected by alcohol or illicit substances on premises
- Discuss inappropriate adult content; engage in sexual conduct, innuendo, or favouritism
- Withhold food, water, sleep, medical care, or contact with family as a punishment

### 8.3 If an Adult Breaches the Code

A breach may result in disciplinary action up to and including termination of employment or removal from the premises, and may trigger reportable conduct, mandatory reporting, or criminal investigation processes. Allegations of reportable conduct against a worker are notified to the Commission for Children and Young People (CCYP) within three business days. Disciplinary outcomes are recorded in the Disciplinary Action Register.

## 9. Boarder Daily Life and Routines

Boarders attend their own external registered schools during the school day. They return to the Academy in the afternoon and remain in residential care overnight. The rhythm of the day is

structured but humane: predictable routines that protect rest, study, prayer, family contact, and friendship.

## 9.1 A Typical Weekday

| Time      | Activity                                  | Notes                                                             |
|-----------|-------------------------------------------|-------------------------------------------------------------------|
| Morning   | Wake, breakfast, day-school transport     | Supervised; transport via Academy bus or approved arrangements    |
| Day       | External school attendance                | Academy is in contact with day-schools as required                |
| Afternoon | Return; snack; rest; tutoring or homework | Tutors are screened, briefed, and supervised                      |
| Evening   | Dinner; structured study; activities      | Phones returned for family-contact window (typically 6:30–8:30pm) |
| Night     | Prep for bed; lights-out                  | Phones secured; supervisory staff on duty overnight               |

## 9.2 Family Contact

- A designated family-contact window each evening (typically 6:30–8:30pm) when boarders may use their phones in shared areas
- Calls outside this window can be arranged through the Wellbeing Officer or duty staff for genuine need
- In an emergency or when a boarder is distressed, family contact is facilitated immediately
- Boarders may use the Academy's residential phone or speak to overnight staff to contact family in an emergency

## 9.3 Mobile Phones

The Academy's Mobile Phone Policy governs phone use to mitigate risks of harmful contact, image-based abuse, and inappropriate use. The Electronic Communications Systems Policy governs all wider electronic and online use.

### Boarder phones

- Boarders may carry phones to and from external schools and during transport, complying with the day-school's policy
- On return to the Academy, phones are signed in and stored in a designated, secure location
- Phones may be returned for the supervised family-contact window in shared areas - not in bedrooms during contact hours
- All boarder personal phones are secured overnight; not permitted in bedrooms
- In emergencies, boarders may use the Academy's residential phone or speak to overnight staff to contact family

### Staff and visitor phones

- Personal phones may not be used to photograph, video, call, text, or message any boarder
- Staff who require a phone for boarder-related contact use the Academy-issued duty phone
- Visitors are reminded of the Mobile Phone Policy on sign-in

## 9.4 Supervision

- Active 24-hour supervision is maintained by trained, screened, and inducted staff
- Supervision rosters are published; duty allocations are clear and documented
- Boarders always have access to a trusted adult on every shift

- CCTV is installed in shared areas (signposted, retained per security protocol, accessed only for safety/incident purposes); CCTV is never installed in bedrooms, bathrooms, or prayer rooms

## 9.5 Bedrooms, Bathrooms, and Prayer Spaces

- Bedrooms, bathrooms, and prayer rooms are private spaces - staff do not enter without notice except to respond to immediate safety concerns
- Staff never photograph or film boarders in private spaces
- Two-staff protocols apply where a boarder is unwell and needs intimate care

## 9.6 Food, Health, and Wellbeing

- Halal meals; dietary requirements and allergies catered for through individual plans
- First Aid Officer and trained first-aid responders on every shift
- Anaphylaxis-trained staff; AAls (EpiPens) accessible and within expiry
- Pastoral check-ins by the Wellbeing Officer; access to external mental-health support where indicated

# 10. Your Role as a Parent or Guardian

Standard 4 of the Child Safe Standards establishes that families and communities are partners in keeping young people safe and well. Your engagement is welcomed, expected, and protected.

## 10.1 What We Ask of You

- Read this Handbook and the policies it references; ask questions if anything is unclear
- Provide accurate, current information about your daughter's health, allergies, medications, dietary needs, and cultural/religious practice
- Sign and return consent forms (enrolment, photographing and filming, off-site activities, ASCIA Action Plan if relevant)
- Maintain regular contact with your daughter; support her routines, faith practice, and study
- Engage with the Academy: attend induction; complete the Parent/Guardian Evaluation Form; raise concerns through the complaints process
- Notify the Academy promptly of any change to contact details, family circumstances, custody arrangements, or court orders affecting your daughter
- Comply with the Visitors Policy when on premises and respect supervision protocols
- Support your daughter's right to be heard - encourage her to speak up if anything worries her

## 10.2 What You Can Expect From Us

- Timely, transparent communication about your daughter's wellbeing
- Notification of incidents, illness, or critical events affecting your daughter, in line with our Critical Incidents Policy
- Annual report on the Academy's child-safety practice and Standards compliance, made publicly available
- A child-focused, culturally responsive, and procedurally fair complaints process
- A welcoming, safe environment when you visit
- Respect for your culture, language, faith, and family context
- Confidential and proportionate handling of your daughter's personal and health information, in line with our Privacy Policy

## 10.3 How to Stay Involved

- Boarder Welfare Reference Group - parent representation and direct input on welfare and improvement
- Parent/Guardian Evaluation Form - annual or as invited; your feedback shapes policy review
- Newsletters, family events, and information sessions
- Direct contact with the Wellbeing Officer or Head of Boarding for day-to-day matters

# 11. Visiting the Academy

All visits to the boarding premises are managed under the Visitors Policy. The Policy supports a safe physical environment and meets the requirements of Schedule 4A of the Education and Training Reform Regulations regarding visitor management.

## 11.1 Pre-arranged Family Visits

- Routine family visits are pre-arranged with the Head of Boarding and scheduled outside study, prayer, or sleep periods where possible
- Family visits take place in nominated common or visitor areas - not in bedrooms
- Parents/guardians of the visited boarder are exempt from the Working with Children Check requirement under the Worker Screening Act 2020 - but are supervised throughout the visit and must comply with the Visitors Policy

## 11.2 Sign-in and Identification

- All visitors enter via the front entrance and report to reception
- Photo identification is presented; sign-in to the Visitors Register (name, organisation, purpose, time, signature)
- Visitors are issued a colour-coded badge to be worn at all times
- Visitors sign out and return their badge on departure

## 11.3 Conduct While On Premises

- Comply with the Child Safety Code of Conduct and the Mobile Phone Policy
- Do not photograph or film boarders other than your own daughter, and only in line with the Photographing and Filming Policy
- Respect the privacy of other boarders and the supervision protocols of staff
- Follow staff direction in any emergency or evacuation

## 11.4 Other Visitors and Service Providers

Tutors, mentors, religious advisors, allied health practitioners, contractors, and volunteers must hold a current Working with Children Check Clearance where their role involves contact with boarders, complete a sign-in process, and are supervised under the Volunteers Policy or their authorisation. Unauthorised visitors are refused entry; police are called where necessary.

## 12. Photographing, Filming and Consent

The Photographing and Filming Policy protects boarders' privacy, dignity, and safety, and supports compliance with the Privacy Act 1988 (Cth), the Privacy and Data Protection Act 2014 (Vic), and Standard 9 of MO 1359.

### 12.1 Principles

- Consent: informed, written consent is required for any image of an identifiable boarder
- Privacy: boarders are not photographed in private spaces (bedrooms, bathrooms, prayer rooms)
- Purpose: images are used only for the purpose for which consent was given
- Dignity: boarders are depicted in respectful, dignified ways
- Security: image storage is secure and access is limited

### 12.2 Consent - How It Works

- Written consent is obtained on the Photographing and Filming Consent Form at enrolment
- Separate consent is obtained for: internal use, external publications, social media, regulatory submissions
- Consent may be withdrawn at any time in writing
- Consent is reviewed annually and on any change in circumstances
- Where a boarder objects (regardless of parent consent), her objection is respected

### 12.3 CCTV

CCTV operates in shared areas only - never in bedrooms, bathrooms, or prayer rooms. Signs notify visitors. Footage is retained per the security protocol and accessed only for safety, incident, or investigation purposes.

## 13. Privacy and Information Sharing

The Academy's Privacy Policy, together with Child Protection and Privacy sets out how personal information is collected, used, disclosed, stored, and accessed. The Academy is bound by the Australian Privacy Principles (Privacy Act 1988 (Cth)), the Information Privacy Principles (Privacy and Data Protection Act 2014 (Vic)), and the Health Privacy Principles (Health Records Act 2001 (Vic)).

### 13.1 Information We Collect

- Identifying details - name, address, date of birth, contact information, photograph
- Family and emergency contact details
- Health information - allergies, medications, ASCIA Action Plans, medical certificates
- Educational and pastoral records - day-school details, individualised plans
- Cultural, religious, and dietary information
- Records relating to incidents, complaints, or child-safety matters where applicable

## 13.2 How We Use It

- To provide safe, individualised residential care
- To meet our legal duties - child safety, mandatory reporting, anaphylaxis management, emergency response
- To communicate with families, day-schools, regulators, and authorised health professionals
- For evaluation and improvement (de-identified where possible)

## 13.3 Sharing Information

- We share only what is necessary, with people who need to know, and within the law
- Information may be shared with Victoria Police, DFFH Child Protection, CCYP, VRQA, Ambulance Victoria, or Fire Rescue Victoria where required by law or for the safety of a child
- Information sharing for child safety is governed by the Child Information Sharing Scheme and Family Violence Information Sharing Scheme - see Child Protection and Information Sharing

## 13.4 Access, Correction, Concerns

- Parents/guardians may request access to and correction of their daughter's information, in line with the Privacy Policy
- Privacy concerns can be raised with the Academy Director or Privacy Officer
- If unresolved, complaints may be made to the Office of the Australian Information Commissioner (OAIC) or Office of the Victorian Information Commissioner (OVIC)
- Notifiable Data Breaches are managed in line with Part IIIC of the Privacy Act 1988 (Cth)

# 14. Behaviour, Discipline and Corporal Punishment

The Behaviour Management Policy supports positive behaviour, prevents and responds to behavioural incidents, and ensures procedural fairness in any decision affecting a boarder. It is grounded in restorative, trauma-informed, and developmentally appropriate practice.

## 14.1 Our Principles

- Best interests of the boarder: every decision is made in the boarder's best interests
- Procedural fairness: she is told what is alleged, given a chance to respond, and decisions are made by an unbiased decision-maker on relevant evidence
- Proportionality: consequences are proportionate to conduct and circumstances
- Restorative approach: we focus on repair, learning, and relationship - not punishment
- Trauma-informed: we recognise the influence of trauma, mental health, neurodivergence, and cultural background
- Cultural and religious safety: inclusion; Islamic values
- Transparency: decisions, reasons, and outcomes are documented in the Disciplinary Action Register

## 14.2 Building Positive Behaviour

- Boarder Code of Conduct shared at intake; signed by every boarder
- House Rules in plain language displayed in shared areas
- Predictable daily and weekly routines; visual schedules where helpful
- Trusted adults available across every shift; pastoral check-ins; buddy program for new boarders
- Skill-building, restorative conversations, and clear, calm communication

## 14.3 If Things Go Wrong

- Speak with the boarder; understand the context and contributing factors
- Apply proportionate, restorative responses; involve family where appropriate
- Document the incident, response, and outcome
- Suspension and expulsion are last-resort measures, governed by the Boarder Suspension Policy and the Boarder Expulsion Policy, with procedural fairness, written reasons, and a right of review

## 14.4 Absolute Prohibition of Corporal Punishment

### **Absolute prohibition (C.5.32)**

Corporal punishment is unequivocally and absolutely prohibited at Lale Girls Academy. No employee, contractor, volunteer, religious advisor, mentor, family member, or other adult associated with the Academy may use corporal punishment, or any other form of physical force or threat of physical force, against any boarder, under any circumstance. There are no exceptions.

This prohibition gives effect to section 4.3.1(6) of the Education and Training Reform Act 2006 (Vic) and to the Academy's duty of care, the Code of Conduct, and the Child Safe Standards.

### **Prohibited behaviours include (without limitation)**

- Hitting, slapping, smacking, punching, kicking; shaking, pushing, shoving, throwing
- Pulling hair, twisting ears, pinching
- Forcing painful or humiliating body postures
- Throwing objects at or near a boarder
- Withholding food, water, sleep, medical care, or contact with family as punishment
- Threats of any of the above, or threats made through gesture or intimidation
- Cultural or religiously framed punishments involving force

### **Limited exception**

There is a single, narrow exception: reasonable physical intervention to prevent imminent and serious harm to the boarder herself or to another person - and only to the minimum extent necessary, for the shortest possible time, and using the least restrictive method. Any such intervention is documented and reviewed.

## 15. Health, Anaphylaxis, Accidents and Incidents

The Academy's duty of care includes prevention, identification, and emergency management of medical needs and incidents. Key policies include the Anaphylaxis Policy and the supporting documents, the Accident & Incident Policy and Procedure and the Critical Incidents Policy.

### 15.1 Day-to-Day Health Care

- First Aid Officer and trained first-aid responders on every shift
- Health information held confidentially; access only on a need-to-know basis
- Medications administered under Authority to Administer Medication and the boarder's plan
- Halal-compliant kitchen with full allergen awareness
- Pastoral support coordinated by the Wellbeing Officer; access to external mental-health professionals where indicated

### 15.2 Anaphylaxis

#### Plain language

Some boarders have severe allergies that can be life-threatening. We do everything we can to keep them safe - and we are ready to give an EpiPen and call an ambulance immediately if a reaction happens.

- Each boarder with diagnosed anaphylaxis has an ASCIA Action Plan signed by her medical practitioner (Individual Action Plan)
- Adrenaline auto-injectors (EpiPens) are accessible, within expiry, and located per the boarder's plan
- Anaphylaxis training is mandatory for relevant staff; emergency procedures are practised and checked annually (Anaphylaxis Annual Checklist)
- Risk minimisation strategies cover food, transport, off-site activities and visitor allergens
- Annual Anaphylaxis Risk Management review plus checks on AAI expiry, plans, and training

### 15.3 Accidents and Incidents

- All accidents and incidents are recorded on the Incident Report Form
- Parents/guardians are notified promptly in line with the Communication Process and Critical Incidents Policy
- Where an injury or illness requires urgent medical care, 000 is called and the family is notified at the earliest safe opportunity
- Lessons learned are reviewed by the Child Safety Operational Group and inform continuous improvement

### 15.4 Critical Incidents

A critical incident is an event that poses serious risk to the safety, health, or wellbeing of a boarder or other person. The Critical Incidents Policy and Procedure ensures an immediate, coordinated response; clear roles; communication with families, VRQA, emergency services, and other agencies as required; staff support and pastoral care after the event; and comprehensive review and improvement.

## 16. Emergency Management

The Academy's emergency arrangements are documented across:

- Care Safety & Welfare Plan
- Policy and Procedure for Supervision of Students When Engaged in Offsite Activities
- Essential Safety Measures Policy
- Essential Safety Risk Register
- Essential Safety Risk Minimisation Strategy
- Emergency Management Plan
- Site-Specific Emergency Management Plan
- Schedule for Monitoring and Removal of Ignitable Materials
- Procedures to Ensure the Safe Storage of Flammable Materials
- Fire Extinguisher Repair Report
- Schedule for Monitoring Emergency Access
- Emergency Evacuation Diagrams
- Essential Safety Measures Register and the Maintenance Schedule

### Plain language

When something goes wrong, every adult at the Academy knows what to do, the boarders are kept safe, and families are told quickly and clearly. These plans are the playbook.

## 16.1 Site Information

|                         |                                                                          |
|-------------------------|--------------------------------------------------------------------------|
| <b>Premises</b>         | Lale Girls Academy - School Boarding Premises                            |
| <b>Address</b>          | 44–48 Mason Street, Campbellfield VIC 3061                               |
| <b>Municipality</b>     | Hume City Council                                                        |
| <b>Building classes</b> | 9b (Education Centre), 3c (Dormitory, max 47), 4 (Caretakers Residence)  |
| <b>Storeys / Height</b> | 3 storeys; 7 m effective height; Type A construction                     |
| <b>Boarder capacity</b> | 50 boarders maximum (per occupancy permit)                               |
| <b>Fire service</b>     | Fire Rescue Victoria (FRV)                                               |
| <b>Assembly point</b>   | Mason Street nature strip, front of premises (clear of overhead hazards) |

## 16.2 Roles in an Emergency

| Role                                 | Responsibility                                                                                        | Examples                                                      |
|--------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Academy Director                     | Overall accountability; authorises decisions; lead spokesperson                                       | Liaison with VRQA, Hume City Council, FRV, Police             |
| Head of Boarding (Chief Fire Warden) | Operational lead; conducts rollcall; coordinates evacuation/lockdown/shelter-in-place; family liaison | Activates the Plan; manages on-scene coordination             |
| First Aid Officer (Deputy Warden)    | First aid; medical triage; AAI/asthma response; liaison with Ambulance Victoria                       | Triages injuries; administers AAI; supports paramedics        |
| Operations Manager                   | Buildings, grounds, vehicles; access for emergency services; utilities shutdown                       | Opens gates; isolates gas/electrics if required               |
| Child Safety & Compliance Officer    | Records; CCYP/VRQA notifications; lessons-learned                                                     | Documents the event; oversees post-incident review            |
| Student Wellbeing Officer            | Pastoral support; mental-health follow-up; family welfare communication                               | Supports affected boarders and families                       |
| Residential / Supervisory Staff      | Direct care of boarders; assist warden; keep boarders calm and present                                | Roll-call; shepherd boarders; reassurance                     |
| Day / Night Security Guard           | Front-gate access for emergency services; intrusion monitoring                                        | 24/7 controlled access; assists evacuation traffic management |

## 16.3 Types of Emergencies Covered

- Structure fire and bushfire (FRV-led)
- Severe weather, storms, and power outages
- Medical events, including anaphylaxis, asthma, and mental-health crises
- Lockdown and intruder events
- Missing or injured boarder
- Pandemic / infectious disease (COVID Safe Plan)
- Off-site activity emergencies (Supervision of Students When Engaged in Offsite Activities)

## 16.4 Communication With Families

- Families are notified promptly when an incident affects their daughter - by phone where possible, in line with the Communication Process and the Critical Incidents Policy
- In a major incident, the Academy provides timely written updates and arranges an information point for families
- Where reunification is required, the Academy coordinates with emergency services and provides clear instructions
- Information shared respects privacy obligations and the rights of all boarders involved

## 17. Disputes, Concerns and Complaints

The Academy welcomes feedback and treats every concern seriously. The Disputes and Conflict Resolution Policy and Process provides a fair, transparent, and culturally sensitive framework for raising and resolving concerns. Complaints about child safety are also governed by the Child Safety Responding and Reporting Obligations Policy, the Reportable Conduct Policy with its supporting Flow Chart and Information for Young People and the Action Plan for Dealing with Actual or Alleged Abuse. The Academy's Whistleblower Policy protects those raising concerns about wrongdoing.

**In plain language**

If something is not right, please tell us. We will listen carefully, treat you fairly, take your concern seriously, and act.

**17.1 How to Raise a Concern**

1. Speak first to the staff member directly involved (where appropriate and safe to do so), or to the Wellbeing Officer.
2. If unresolved, escalate to the Head of Boarding (Incidents & Complaints Officer).
3. If still unresolved, write to the Academy Director.
4. Where a concern relates to the Director or to the Board, write to the Board Chair.
5. Concerns about reportable conduct, child safety, or criminal matters can be made directly to the relevant external authority at any stage (CCYP, Victoria Police, DFFH Child Protection, VRQA).

**17.2 Our Commitments to You**

- We acknowledge receipt of complaints in writing within five business days
- We treat all parties with respect and procedural fairness
- We protect privacy and disclose only on a need-to-know basis
- We do not tolerate retaliation against anyone who raises a concern in good faith
- We provide interpreters and accessible formats on request
- We document outcomes and inform the complainant of decisions and reasons

**17.3 If a Concern Involves Child Safety**

- Concerns about the safety of a child are escalated immediately under our child-safety procedures
- Where there is a risk of harm, we take protective action without delay
- Allegations against a worker are managed under the Reportable Conduct Scheme - notification to CCYP within three business days, full investigation, and outcomes notified
- Mandatory reporting obligations to DFFH Child Protection and Victoria Police are followed where applicable

**17.4 External Avenues**

- Commission for Children and Young People (CCYP): 1300 78 29 78
- Victoria Police: 000 (emergency) or 131 444 (non-urgent)
- DFFH Child Protection: 13 12 78
- VRQA: [vrqa@education.vic.gov.au](mailto:vrqa@education.vic.gov.au)
- Worker Screening Unit (WSU) - for matters relating to a worker's WWC clearance
- OAIC / OVIC for privacy complaints

## 18. Child Protection - Responding and Reporting

The Academy follows the Victorian PROTECT Four Critical Actions for any incident, disclosure, or suspicion of child abuse.

### 18.1 PROTECT - The Four Critical Actions

6. Respond to an emergency - if a child is in immediate danger, ensure safety and call 000.
7. Report to authorities - Victoria Police, DFFH Child Protection, the Academy Director, and CCYP as applicable; reportable conduct allegations are notified to CCYP within 3 business days.
8. Contact parents/carers - unless contact is contrary to the child's best interests or the safety of any person.
9. Provide ongoing support - pastoral care for the boarder, family, witnesses, and staff; documented and reviewed.

### 18.2 Reportable Conduct Scheme

The Academy is bound by Part 5A of the Child Wellbeing and Safety Act 2005 (Vic). The Academy Director is the head of organisation under the Scheme and notifies CCYP of every allegation of reportable conduct against a worker. Reportable conduct includes a sexual offence, sexual misconduct, physical violence, behaviour causing significant emotional or psychological harm, or significant neglect - whether the conduct happened at work or elsewhere, and whether the allegation relates to a current or historical event. The Reportable Conduct Flow Chart sets out the decision pathway and is the boarder-facing version.

### 18.3 Mandatory Reporting

- All Academy staff are required to be familiar with their mandatory reporting obligations
- Any reasonable belief that a child has been or is at risk of physical injury or sexual abuse, where parents are unable or unwilling to protect, is reported to DFFH Child Protection
- Failure-to-disclose and failure-to-protect offences under the Crimes Act 1958 (Vic) are taken extremely seriously

### 18.4 If You Need to Report Without Going Through the Academy

- Victoria Police: 000 (emergency) or 131 444 (non-urgent)
- DFFH Child Protection: 13 12 78
- CCYP (Reportable Conduct and Child Safe Standards): 1300 78 29 78
- Kids Helpline (for boarders): 1800 55 1800

## 19. Speak Up - A Resource for Your Daughter

The Academy publishes a plain language Speak Up resource for boarders, supported by the Plain Language Guide and Plain Language Summary of the Child Safe Standards, and the Student Empowerment and Participation Guide. The Boarder Handbook and Guide gives your daughter her own copy of the key messages.

### Three things to remember

(1) You have the right to be safe. (2) You will be listened to. (3) You will be believed.

### 19.1 Your Daughter's Rights

- To feel safe and to be safe - physically, emotionally, online, and culturally
- To be respected - her faith, language, family, body, and feelings
- To privacy - in her bedroom, in the bathroom, when she prays, when she calls family
- To be heard - her opinions matter; she can give feedback; she can make complaints
- To ask for help - and to get it
- To be different - to have her beliefs, identity, and background respected
- To say NO - to anything that feels wrong

### 19.2 Who Can She Talk To?

#### Inside the Academy

- Wellbeing Officer (Yunus Utuk) - first port of call for anything
- Head of Boarding - operational head of the Academy who looks after her welfare every day
- Any trusted adult on duty

#### Outside the Academy

- Her parents/guardians and family
- Kids Helpline: 1800 55 1800
- Victoria Police: 000 or 131 444
- Commission for Children and Young People: 1300 78 29 78

## 20. Cyber Safety and Electronic Communications

The Electronic Communications Systems Policy and Mobile Phone Policy govern the safe use of devices, networks, and services at the Academy. Staff complete Cyber Safety training. Boarders are supported to use technology in ways that protect their dignity and privacy.

### 20.1 Our Approach

- Boarders are educated about online safety, cyberbullying, image-based abuse, and protective behaviours
- Wi-Fi is filtered; high-risk content categories are blocked
- Personal devices are signed in and out per the Mobile Phone Policy
- Staff never communicate with boarders on personal accounts or services; Academy-approved channels only
- Concerns about online behaviour or content are raised with the Wellbeing Officer or the Academy Director
- Image-based abuse and serious online harm are reported to the eSafety Commissioner and police as required

### 20.2 What You Can Do at Home

- Talk to your daughter about online safety; keep the conversation open and non-judgmental
- Encourage her to come to you, or to the Wellbeing Officer, with anything that worries her online
- Set realistic expectations for time and content; model healthy use of technology
- Familiarise yourself with eSafety resources at [esafety.gov.au](https://esafety.gov.au)

## 21. Inclusion, Diversity and Cultural Safety

The Inclusion and Diversity Policy and the Safeguarding Policy commit the Academy to an environment in which every boarder is welcomed, valued, and safe - regardless of background, ability, or family context.

### 21.1 Aboriginal and Torres Strait Islander Cultural Safety (Standard 1)

- We acknowledge that the Academy operates on Wurundjeri Woi-wurrung Country and pay respect to Elders past and present
- We welcome Aboriginal and Torres Strait Islander learning opportunities, as appropriate, and ensure cultural identity is supported, expressed, and celebrated
- We provide cultural-competency training to all staff
- We maintain a clear, child-friendly process for reporting racism, exclusion, or cultural harm

### 21.2 Culturally and Linguistically Diverse Boarders

- We provide interpreter support and translated key documents on request
- We affirm each boarder's cultural identity, language, and family background
- We confront and address discrimination, racism, or cultural exclusion immediately

## 21.3 Boarders With Disability or Additional Needs

- Reasonable adjustments under the Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education 2005
- Individualised support plans developed with families and external professionals as needed
- Accessible communications and inclusive practice
- Documentation Demonstrating Reasonable Adjustments (C.6.7) maintained

## 21.4 LGBTQIA+ Boarders

- A respectful and non-discriminatory environment
- No tolerance of harassment or exclusion
- Concerns raised by any boarder are responded to seriously and confidentially

## 21.5 Faith, Family, and Community

- The Academy is grounded in Islamic values and welcomes diversity within the Muslim community
- Family heritage and cultural practice are honoured in routine and ritual
- Boarders are supported to engage with the wider Australian community as confident, ethical citizens

# 22. Off-Site Activities, Transport, Health and Pandemic

## 22.1 Off-Site Activities

The Policy and Procedure for Supervision of Students When Engaged in Offsite Activities governs excursions, community events, and external programs. Risk assessments are completed for each activity, including transport, supervision ratios, allergens (per Risk Management for Offsite Activities), and emergency response. Written consent is obtained from parents/guardians where required, and contact details are confirmed before departure.

## 22.2 Transport

- Academy-approved transport is provided where required; vehicles meet relevant safety and licensing standards
- Drivers and bus supervisors hold required Working with Children Check Clearances and complete induction and child-safety training
- Boarders are supervised at pick-up and drop-off
- In a transport incident, the Critical Incidents Policy and Emergency Management Plan apply

## 22.3 Pandemic and Infectious Disease (COVID Safe)

- The COVID Safe Plan and COVID Safe Policy and Procedure set out our approach
- We follow Department of Health and Department of Education advice and adjust as conditions change
- Hand hygiene, ventilation, cleaning, vaccination guidance, and isolation pathways are managed as required
- Families are kept informed of relevant changes through the Communication Process

## 23. Document Reference Index

This Handbook draws on the Academy's full policy and governance suite. The full documents are held by the Academy and available on request. The reference numbers below match the codes used in the Academy's compliance map.

### 23.1 Child Safety Suite

| Title                                                    | Topic                                |
|----------------------------------------------------------|--------------------------------------|
| Child Safety Code of Conduct                             | How adults must behave               |
| Child Safe Policy                                        | Overarching child safety policy      |
| Child Safe Risk Register                                 | Risk identification and controls     |
| Training Schedule                                        | Mandatory training tracking          |
| Communication Process                                    | How we communicate with families     |
| Child Protection and Information Sharing                 | Information sharing schemes          |
| Electronic Communications Systems Policy                 | Devices, networks, online safety     |
| Child Protection and Privacy                             | Privacy in child-protection contexts |
| Mobile Phone Policy                                      | Use of phones at the Academy         |
| Record Keeping Procedural Guidelines                     | Records management                   |
| Photographing and Filming Policy                         | Images, dignity, consent             |
| Statement of Commitment to Child Safety                  | Public statement                     |
| Photographing and Filming Consent Form                   | Consent collection                   |
| Student Empowerment and Participation Guide              | Voice and participation              |
| Visitors Policy                                          | Visitor management                   |
| Inclusion and Diversity Policy                           | Inclusion and equity                 |
| Volunteers Policy                                        | Volunteer engagement                 |
| Parent/Guardian Evaluation Form                          | Parent feedback                      |
| Child Safety and the Child Safe Standards                | Standards explainer                  |
| Safeguarding Policy                                      | Safeguarding framework               |
| Privacy Policy                                           | Privacy framework                    |
| Child Safe Standards Training Policy and Procedure       | Training framework                   |
| Student Engagement and Wellbeing Policy                  | Engagement and wellbeing             |
| Speak Up! It's Your Right! Resource                      | Boarder rights resource              |
| Child Safe Standards Plain Language Guide                | Plain-language guide                 |
| Disputes and Conflict Resolution Policy and Process      | Complaints framework                 |
| Child Safe Standards Plain Language Summary              | Plain-language summary               |
| Child Safety Responding and Reporting Obligations Policy | Reporting obligations                |
| Parent/Guardian Handbook and Guide                       | This document                        |
| Boarder Handbook and Guide                               | Boarder-facing companion             |

| Title                                                                 | Topic                           |
|-----------------------------------------------------------------------|---------------------------------|
| Evaluation Framework for Policy and Guidelines                        | Evaluation methodology          |
| COVID Safe Plan / Incident Report Form                                | COVID safe / incident reporting |
| Critical Incidents Policy / COVID Safe Policy and Procedure           | Critical incidents / COVID      |
| Staff Recruitment Policy                                              | Recruitment and screening       |
| Accident & Incident Policy and Procedure                              | Accidents and incidents         |
| Action Plan for Dealing with Actual or Alleged Abuse                  | Abuse response                  |
| Child Safe Officer Roles and Responsibilities                         | Officer roles                   |
| Training presentations (CSS, Reportable Conduct, Cyber, Safeguarding) | Training materials              |
| Self-Audit                                                            | Annual self-audit               |

## 23.2 Reportable Conduct, Anaphylaxis, Care, Safety and Welfare

| Title                                                        | Topic                       |
|--------------------------------------------------------------|-----------------------------|
| Reportable Conduct Policy                                    | Reportable Conduct Scheme   |
| Reportable Conduct Flow Chart                                | Decision flow               |
| Reportable Conduct Scheme - Information for Young People     | Boarder-facing              |
| Anaphylaxis Policy                                           | Anaphylaxis management      |
| Individual Action Plan for Anaphylaxis                       | Per-boarder action plan     |
| Emergency Response to Anaphylactic Reaction                  | Emergency procedure         |
| Anaphylaxis Annual Checklist                                 | Annual review               |
| Annual Anaphylaxis Risk Management                           | Risk management             |
| Risk Management for Offsite Activities                       | Off-site allergen control   |
| Risk Minimisation Strategies                                 | Minimisation strategies     |
| Care Safety & Welfare Plan                                   | Master care plan            |
| Supervision of Students When Engaged in Offsite Activities   | Off-site supervision        |
| Essential Safety Measures Policy                             | Building safety             |
| Essential Safety Risk Register                               | Building risks              |
| Essential Safety Risk Minimisation Strategy                  | Building risk controls      |
| Emergency Management Plan                                    | Master EMP                  |
| Site-Specific Emergency Management Plan                      | Site emergencies            |
| Schedule for Monitoring and Removal of Ignitable Materials   | Ignitable materials         |
| Procedures to Ensure the Safe Storage of Flammable Materials | Flammable storage           |
| Fire Extinguisher Repair Report                              | Extinguisher service record |
| Schedule for Monitoring Emergency Access                     | Emergency access            |

| Title                                                            | Topic                          |
|------------------------------------------------------------------|--------------------------------|
| Emergency Evacuation Diagrams                                    | AS 3745 diagrams               |
| Prohibition of Corporal Punishment Policy                        | Absolute prohibition           |
| Behaviour Management Policy and Procedures                       | Behaviour management           |
| Boarder Suspension Policy                                        | Suspension                     |
| Boarder Expulsion Policy                                         | Expulsion                      |
| Communication and Upholding of Care, Safety and Welfare Policies | Communication of care          |
| Disciplinary Action Register                                     | Disciplinary outcomes register |

### 23.3 Buildings, Facilities, OH&S

| Title                                                       | Topic                      |
|-------------------------------------------------------------|----------------------------|
| Essential Safety Measures Register                          | ESM register               |
| Maintenance Schedule for Buildings, Facilities, and Grounds | Maintenance                |
| Occupational Health and Safety Policy and Procedures        | OH&S                       |
| Documentation Demonstrating Reasonable Adjustments          | Accessibility / disability |

### 23.4 Governance

| Title                                                          | Topic                                         |
|----------------------------------------------------------------|-----------------------------------------------|
| Governance Structure of the Provider                           | Governance overview                           |
| Governance Organisational Chart                                | Visual org chart                              |
| List of Responsible Persons                                    | Responsible persons under ETR Reg 2017 Sch 4A |
| Outline of Governing Body Structure and Membership             | Board composition and expertise               |
| Details of Members (Register of Members)                       | Members register                              |
| Delegations from the Governing Body                            | Financial and non-financial delegations       |
| Debtor Management Policy                                       | Fees and debtor management                    |
| Conflict of Interest Register and Management Plan              | COI                                           |
| Fraud and Prevention Policy                                    | Fraud prevention                              |
| Gifts and Entertainment Policy                                 | Gifts and entertainment                       |
| Whistleblower Policy                                           | Whistleblower protection                      |
| Governance Charter                                             | Governance charter                            |
| List of Responsible Persons with Qualifications and Experience | Responsible persons + quals                   |

### 23.5 Philosophy, Reporting, Compliance

| Title                   | Topic                   |
|-------------------------|-------------------------|
| Statement of Philosophy | Vision, mission, values |

| Title                                                           | Topic                      |
|-----------------------------------------------------------------|----------------------------|
| How the Provider Enacts its Philosophy                          | Philosophy in practice     |
| Where the Philosophy is Published                               | Publication channels       |
| Annual Community Performance Report                             | Annual reporting framework |
| Compliance with the ETR Act and Regulations                     | Statutory compliance       |
| Compliance with Conditions                                      | Conditions compliance      |
| Evidence of Policies and Procedures for Conditions Compliance   | Mapping evidence           |
| Suitable arrangements / internal governance for VRQA Guidelines | VRQA compliance            |
| Primary Location Evidence                                       | Primary location           |

## 24. Acknowledgement of Receipt

Please sign below to confirm that you have received and read the Parent/Guardian Handbook and Guide of Lale Girls Academy. Return one signed copy to the Academy office; keep one copy for your records.

|                                |  |
|--------------------------------|--|
| <b>Boarder's name</b>          |  |
| <b>Year level</b>              |  |
| <b>Parent / Guardian name</b>  |  |
| <b>Relationship to boarder</b> |  |
| <b>Contact phone</b>           |  |
| <b>Contact email</b>           |  |
| <b>Preferred language</b>      |  |
| <b>Interpreter required?</b>   |  |

I confirm that I have received the Parent/Guardian Handbook and Guide (Version 2.0, April 2026) and have read its key sections, including the Statement of Commitment to Child Safety, the Child Safety Code of Conduct (summary), the Behaviour Management and Prohibition of Corporal Punishment Policies, the Disputes and Complaints Process, and the Photographing and Filming Policy. I understand that the full policy suite is available from the Academy on request.

|                  |  |
|------------------|--|
| <b>Signature</b> |  |
| <b>Date</b>      |  |