WERRIBEE PRIMARY SCHOOL

Volunteer Training

Child Safe Standards · Working with us · Health & Safety induction

Updated Term 4, 2026

Self-paced · about 40 minutes



BEFORE YOU START

How this training works

Go at your own pace

Three parts: volunteering with us, child safety, and health & safety. Take a break whenever you need.

Stop at each Quick check

You'll meet real situations. Decide what you would do before you turn to the answer.

Finish with the quiz

The recap quiz on the last slide is how we record that you've completed your training.

ACKNOWLEDGEMENT OF COUNTRY

Our school is located on the ancestral lands of the Bunurong people, whom we honour as the Traditional Owners.

We extend our deepest respect to Bunurong Elders, both past and present, as well as to the Aboriginal Elders from other communities who may be joining us at our school today.

SUPPORT FOR YOU

It’s okay to take a break

Part 2 talks about child abuse in a general way, which can be upsetting. Step away if you need to, and talk to our **school leadership team** or one of these services.

Service	Who it’s for	Phone
Lifeline	Anyone in personal crisis · 24/7	13 11 14
1800RESPECT	Domestic, family and sexual violence counselling	1800 737 732
Sexual Assault Crisis Line	Past or recent sexual assault · 5pm–9am, 7 days	1800 806 292
Blue Knot	Adult survivors of childhood trauma and abuse	1300 657 380
13YARN	Aboriginal and Torres Strait Islander people · 24/7	13 92 76
Qlife	LGBTIQA+ peer support · 3pm–midnight	1800 184 527
Beyond Blue	Anxiety, depression and wellbeing support	1300 22 46 36

Or speak with your GP or another health professional.

PART 1

Volunteering at Werribee Primary School

1

Our values, how you can help, becoming a volunteer and supporting learning.

PART 1 · OUR VALUES

An inclusive community that strives for excellence

Respect

We care for ourselves, others and the environment

- Keep student information confidential, unless safety is at risk
- Avoid judging or comparing children or staff

Responsibility

We are accountable for our actions and our learning

- Arrange times with the teacher – no drop-ins
- Work within the teacher's guidelines
- Ask the teacher to handle behaviour issues
- Take any concerns to leadership

Resilience

We learn from our challenges and stay positive

- Stay positive when plans change
- Bounce back if your own child would rather you weren't in their classroom

PART 1 · YOUR ROLE

Where you can help

Volunteering is about...

- being there for **all** children in the class
- helping under the teacher's direction and supervision
- being a role model for learning
- sharing your skills, rather than being the 'expert'

Art Room

Displays, resources, skills

Classrooms

Learning support, as needed

Library

Covering, laminating, reshelving

Sport

Swimming, athletics, cross country

Werribee Friends

Events and fundraising

Excursions

When requested

After training you join our volunteer list – staff will contact you when they need help.

PART 1 · GETTING STARTED

Four steps to becoming a volunteer

1

Complete this training

Work through every part and finish the recap quiz.

2

Hold a current WWC Clearance

Give the office your WWC number so we can check and connect you.

3

Choose your roles

Let us know which volunteer roles interest you.

4

Connect with staff

Liaise with the staff member who looks after that role.

NEW IN 2026

Schools now check and connect volunteers through **WWC Connect**. Applying for or renewing a WWC Check? You'll complete a short online child safety course first.

Working with Children Check changes: Social Services Regulator, from 19 October 2026

PART 1 · SUPPORTING LEARNING

Praise the effort, not the answer

In our classrooms, children...

- work as a whole class, in small groups or on their own
- explain their thinking and the strategies they use
- share their learning and get feedback from teachers and peers
- focus on *how* they reached an answer, not just getting it right

FOCUS ON EFFORT

“I like that you put so much effort into that.”

Use the Effort Meter to link effort with achievement.

BE SPECIFIC

“I really liked the way you...”

When you name what went well, the child knows what to do again.

Remember: some children need more encouragement, time and support. One approach doesn’t fit all.

PART 1 · BEHAVIOUR

When behaviour goes off track

The supervising teacher is responsible for the learning environment. If behaviour isn't right, you can:

1. Remind students of our school values
2. Refer to the behaviour matrix
3. Clearly state your expectations
4. Check they understand the task
5. Chat with them about the task
6. Move them away from distractions

Still not working? **Ask the teacher for help** – behaviour issues are always theirs to manage.

PART 2

Child Safe Standards

Our policies, the signs to look out for, and exactly what to do if you’re worried about a child.

PART 2 · UPDATED FOR 2026

What's changed since last time

New Four Critical Actions

Identify, Report, Support, Refer. The order now depends on where the concern comes from – but your part is always the same: notice it and tell us.

WWC Connect

Schools check and connect every volunteer's clearance online, and are told automatically if a clearance status changes.

Concerns about adults

A concern about any adult at school – staff, contractor or volunteer – may be **reportable conduct**. Tell the principal straight away.

Sources: Department of Education PROTECT guidance (2026); WWC Check changes from 19 October 2026

PART 2 · KEY TERMS

What we mean by...

Child safety

- protecting all children from abuse
- managing the risk of abuse
- supporting a child at risk
- responding to suspicions, incidents, disclosures or allegations

Harm

- damage to a child's health, safety or wellbeing
- caused by abuse from adults, or by other children
- physical, emotional, sexual or psychological
- from one event, or many over time

Child abuse

- any sexual offence against a child, including grooming
- physical violence
- serious emotional or psychological harm
- serious neglect

Remember: abuse doesn't have to involve physical contact, and children can be harmed by other children as well as adults.

Sources: Ministerial Order 1359; Child Wellbeing and Safety Act 2005; Commission for Children and Young People

WHY IT MATTERS

Child safety is everyone's responsibility.

All children are vulnerable. We want every child here to be safe, happy and respected.

We can never assume abuse doesn't – or can't – happen in our school community.

As a volunteer you are in a position of trust, and may be the adult who notices.

PART 2 · THE STANDARDS

Victoria’s 11 Child Safe Standards

1 · Aboriginal cultural safety
Aboriginal children feel safe and are safe

2 · Leadership & culture
Safety is built into how we lead

3 · Children’s voices
Children are heard and taken seriously

4 · Families & community
Families are informed and involved

5 · Equity & diversity
Diverse needs are respected

6 · Suitable people
Adults are suitable and supported

7 · Complaints
Concerns processes are child focused

8 · Training – that’s this!
Staff and volunteers are equipped

9 · Safe places
Physical and online spaces are safe

10 · Review
We regularly review and improve

11 · Policies
We document how we keep children safe

Standard 1 is unique to Victoria and applies to every school.

Ministerial Order 1359 sets out how the Standards apply in Victorian schools.

PART 2 · YOUR RESPONSIBILITIES

Four documents every volunteer follows

Volunteers Policy

How we check, induct, train and supervise volunteers – including WWC Clearances.

Child Safety and Wellbeing Policy

Our commitment to child safety and how we meet all 11 Standards.

Child Safety Code of Conduct

The behaviour expected of every adult – in person, on camps and online.

Child Safety Responding and Reporting Obligations

What to do if you're worried about a child, or a child tells you something.

Read them on our website under the **SCHOOL POLICIES** tab: werribeeps.vic.edu.au

Volunteers must follow any reasonable direction from the principal or school leaders, including these policies.

PART 2 · OUR COMMITMENT

Every child is welcome and safe to be themselves

STANDARD 1

Aboriginal cultural safety

Aboriginal children should feel comfortable being themselves and expressing their culture. Every school promotes cultural safety – even if no students have identified as Aboriginal.

STANDARD 5

Respecting diverse needs

Pay particular attention to students with disability, from culturally diverse backgrounds, unable to live at home, international students, LGBTIQA+ students and Aboriginal students.

> “We have no tolerance for child abuse and take proactive steps to identify and manage any risk of harm to students.”

From our Child Safety and Wellbeing Policy commitment statement

PART 2 · CHILD SAFETY CODE OF CONDUCT

Clear boundaries keep everyone safe

Always

- treat students and families with respect
- listen and respond to students' views and concerns
- promote the cultural safety of Aboriginal students
- avoid being alone with a student, as far as possible
- report any allegation of abuse or other safety concern
- if you suspect abuse, make sure the child is safe – quickly

Never

- ignore a concern, suspicion or disclosure of abuse
- single out a student for favours, gifts or special attention
- behave in ways your volunteer role doesn't require
- ignore another adult's overly familiar behaviour with a student
- contact a student by phone, text, email or social media
- meet with students outside school activities

The Code applies to all adults, everywhere: classrooms, camps, excursions, sport and online.

QUICK CHECK 1

You help in a Year 5 class each week. A student asks for your mobile number so they can message you about their project – and says they'll follow you on Instagram.

What would you do?

A Give your number – it's only for schoolwork

B Accept the follow, but don't message back

C Kindly say no, and let the teacher know

Decide on your answer, then turn to the next slide.

QUICK CHECK 1 · ANSWER

C – Kindly say no, and let the teacher know.

It’s in the Code

Adults must not contact students through personal channels – phone, text, email or social media.

It protects you both

Clear boundaries keep the student safe and keep you clear of any misunderstanding.

The teacher can help

They can answer the project question the right way, through school channels.

Try saying: “I can’t swap numbers or follow students, but let’s ask your teacher together.”

PART 2 · WHAT TO LOOK OUT FOR

Common signs a child may be at risk

Physical

- unexplained bruises, cuts, welts or burns
- clothes unsuited to the weather, hiding injuries
- pain or injury in the genital area
- often dirty, hungry or very tired
- health problems left untreated

Behavioural

- a disclosure, or drawings or writing showing violence or abuse
- sudden changes in behaviour, or going backwards
- unlikely explanations for an injury
- reluctance to go home, or fear of a parent or carer
- unusual fear of physical contact with adults
- sexual behaviour not expected for their age
- withdrawal, excessive secrecy or frequent absences

Watch the Department's 6-minute video: Signs of abuse to look out for

One sign doesn't prove abuse – but if something doesn't feel right, speak up.

PART 2 · GROOMING

When trust is used to cause harm

Grooming is when an adult builds a relationship with a child – and often their family – to prepare them for sexual abuse.

- It can happen in person or online.
- Those who groom are usually known and trusted by the child, family or school.
- It can look like caring behaviour, so it's hard to spot.
- Children who are isolated or have disability are at greater risk.

Warning signs in an adult

- gives one child special attention, gifts or favours
- looks for time alone with a child
- encourages secrets
- contacts a child privately, by phone or online
- pushes physical or personal boundaries
- becomes unusually close to the child's family

Report any concern about grooming – whoever the adult is, and whatever their reputation.

PART 2 · RESPONDING

If a child tells you something

Do

- stay calm and listen
- let them use their own words
- tell them they did the right thing by telling you
- explain you need to tell someone who can help keep them safe
- note down what they said, in their words, as soon as you can

Don't

- promise to keep it a secret
- ask leading questions or investigate
- confront the person involved
- discuss it with other parents or online
- wait until you're sure – that isn't your job

Then tell the **principal or a school leader straight away** – the same day, before you leave school.

You may be the only adult the child has chosen to trust. Hearing them is the most important thing you can do.

PART 2 · UPDATED 2026

The Four Critical Actions

AT ALL TIMES **Respond to an emergency** – call 000 and keep children safe · **Adapt** as things change · **Document** what you did

YOUR PART

Identify

Notice signs, a disclosure or a concern – and tell the principal or a school leader straight away.

LEADERSHIP

Report

To Victoria Police, Child Protection or the Department, depending on the concern.

LEADERSHIP

Support

Support the child at school and contact parents or carers when it's safe to.

LEADERSHIP

Refer

Connect the child and family with the right community services.

The order of the leadership steps depends on where the concern comes from – an adult at school, another student, family or the community. **Your step never changes.**

Source: Department of Education PROTECT – Four Critical Actions reference sheets (2026)

QUICK CHECK 2

On an excursion, another parent volunteer – a friend of yours – keeps sitting with the same Year 3 student, slips them lollies, and you hear them say, “This is our little secret.”

What would you do?

A Have a quiet word with your friend first

B Leave it – they’re kind and well known

C Tell the teacher in charge, then the principal

Decide on your answer, then turn to the next slide.

QUICK CHECK 2 · ANSWER

C – Tell the teacher in charge, then the principal, as soon as you can.

These are warning signs

Special attention, gifts and secrets are common grooming behaviours.

Don’t investigate

Speaking to your friend could put the child at risk. The principal handles concerns about adults.

Friendship isn’t a reason

You don’t need to be sure. A child’s safety always comes before anyone’s reputation.

Concerns about any adult engaged by the school, including volunteers, may be reportable conduct.

PART 2 · PRIVACY AND RECORDS

What you see and hear stays at school

Keep it confidential

Handle student information sensitively, following our Privacy and Volunteers policies. Don’t discuss students with other parents or online.

Share it with staff

Tell a teacher or school leader what they need to know to support a student’s learning, wellbeing or safety. Sometimes the law may also require sharing with authorities such as Victoria Police.

Hand back records

You’re unlikely to hold school records. If you do, give them to the staff member named in our Volunteers Policy.

We follow the Department’s Privacy and Information Sharing and School Records policies.

PART 2 · KEY THINGS TO REMEMBER

If you remember nothing else...

1. Follow our policies and the Child Safety Code of Conduct.
2. Take children seriously when they share a worry.
3. If something doesn't feel right, **tell the principal or a school leader straight away**.
4. Keep boundaries: no private contact, and avoid being alone with a student.
5. Respect the diversity of every child and family in our community.

PART 3

Health & Safety induction

3

Arriving and signing in, first aid, emergencies and reporting hazards.

PART 3 · OCCUPATIONAL HEALTH & SAFETY

A safe workplace is a shared job

Our school will

- tell you about our safety procedures
- reduce risks wherever we can
- support you in your volunteer role
- consult you on decisions that affect your safety
- keep you informed about OHS matters

You will

- take reasonable care of your own safety
- not put others at risk
- spot, report and help reduce hazards
- cooperate on OHS matters and share feedback
- take part in induction (like this one)

See the OHS Notice Board in the staff room for policies, flowcharts, procedures and evacuation plans.

PART 3 · SECURITY

Arriving, signing in and leaving

Gate times

Time	What happens
Before 8:30am	Main gate and General Office only
8:30am	Gates open, yard duty starts
8:50am	Gates locked – main gate only
3:00pm	Gates unlocked
3:20pm	Gates relocked

You can always leave through the main entry.

Every visit, use XUNO

1. Report to the office and sign in at the XUNO kiosk, with your WWC number.
2. Wear your visitor pass on a lanyard, with your WWC card, the whole time.
3. Returning? Scan an old pass and your details fill in.
4. Sign out on XUNO when you leave.

Signing in and out gives us an accurate record of every adult on site.

PART 3 · GETTING AROUND

First aid, facilities and traffic

First aid

In a medical emergency, contact our First Aid Officer, **Di Smith**, or any staff member immediately.

Our Sick Bay can move during the year, so please **check with the front office** for its current location when you sign in.

Toilets

Use the adult unisex toilets – ask the front office if you're unsure where they are.

Adults must never use student toilets.

Traffic

- Supervised crossings on Deutgam, Wedge and Pyke Streets, 8–9am and 2:40–3:40pm
- Follow speed signs; keep disabled bays clear
- Deliveries: front of school or the dumpster area

The First Aid Summary Sheet lists all our First Aid Officers.

PART 3 · EMERGENCIES

Evacuation or lockdown?

Evacuation

For threats **inside** the school – like fire or a hazardous spill. Use the exits shown on the summary charts around the school.

Lockdown

For threats **outside** the school. Stay inside with students and follow staff instructions.

Look for the wardens' hats

- **White** – Chief Warden, leads the response
- **Red** – Wardens, carry out allocated tasks
- **Green** – Communications Officer, headcount and updates

Safety of life always comes before property. The Emergency Evacuation Plan is on the OHS Notice Board.

PART 3 · HAZARDS

Spot it, report it

Hazards

Report them to the General Office, to be recorded in the Maintenance Book.

Accidents

Get first aid, then report it to the General Office so it can be lodged with WorkSafe.

Chemicals

The Chemical Register and Safety Data Sheets are in the Main Office and Garden Shed.

Asbestos

Signs mark affected areas. Materials are sealed and inspected four times a year. No building work without approval.

Our Asbestos Management Plan is updated every year.

POLICIES

Where to find our policies

On our website, click the **SCHOOL POLICIES** tab in the top menu: werribeeps.vic.edu.au

Volunteers

Child Safety and Wellbeing

Child Safety Code of Conduct

Child Safety Responding and Reporting Obligations Policy and Procedures

Statement of Values & School Philosophy

Visitors

Suitability Checks for School Volunteers and Visitors

Photographing, Filming and Recording Students

Privacy and Information Sharing

Camps and Excursions

Health Care Needs

Administration of Medication

Anaphylaxis

Asthma

First Aid

Outlined policies are the four every volunteer must read and follow.

THANK YOU

One last step: the recap quiz

Completing the quiz is how we record your training. Once it’s done, you’ll be added to our volunteer list.

Start the Volunteer Training Recap Quiz →

Questions? Ask at the General Office or speak with a member of our leadership team.

