NSW Department of Education 

# Perfect Presence Program Guidelines

Targeted, early intervention program for students identified at risk of disengaging from school

## Purpose and scope

Guidance to support the delivery of the Perfect Presence Program in NSW public schools.

In line with the departments [Care Continuum,](https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum/applying-the-care-continuum#landing) early intervention programs deal with emerging, low-level behaviours of concern and are aimed at providing early support for students or groups of students who are identified as being at risk of developing behaviours of concern.

The Perfect Presence Program targets students in Years 8 to 10 attending central and secondary public schools in NSW who are at risk of becoming disengaged from school. The program aims to support these students, so that they feel stronger connections to school and learning and are supported to build on personal and social capabilities.

The program contributes to the Department’s Plan for NSW Public Education, connecting students with the support they need for wellbeing and development, so they are better motivated to attend school and are better equipped to learn. The program is also directly linked to outcome 5 of Closing the Gap to increase the proportion of Aboriginal and Torres Strait Islander people attaining year 12 or equivalent qualifications to 96%.

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### Definitions

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| Term | Definition |
| Attendance | The count of days that a student attends school and attends the Perfect Presence program. |
| Contract Manager | A member of the Perfect Presence project team, responsible for the management of the Perfect Presence Program for the department. |
| Head Teacher Wellbeing, Learning Support | The designated teacher who leads the wellbeing and/or learning support of students in the school, responsible for liaising with the in-school coordinator. |
| ICT Platform | The ICT application used by Providers and schools to set up program classes and store relevant student information and planning.  |
| Individual Learning Plan | The plan put in place to support students to meet the SMART goals they set during their time in the Perfect Presence program.  |
| In-School Coordinator | The designated person responsible for the coordination between the school, Program Coordinator (Provider) and Principal. Priority should be given to ensuring staff in this role have the capacity and authority to make administrative decisions, such as the Head Teacher Wellbeing. |
| Outcomes Measurement Framework | The framework by which the outcomes of the Perfect Presence program will be measured. |
| Personal and Social Capability Learning Continuum  | The Personal and Social Capability Learning Continuum outlines the skills and behaviours that all Australian school students can reasonably be expected to develop from Foundation to Year 10. The continuum is organised into four elements: self-awareness; self-management; social awareness; and social management. |
| Prefect Presence Program Agreement | The “Agreement for Provision of Services” under a “Standing Offer Agreement” for the Perfect Presence Pilot Program. Entered between a Provider and the Department. |
| Pre-approved program | The programs approved during the tender process, to meet the department’s objectives and outcomes for the Perfect Presence Program. |
| Principal | The term Principal refers to the substantive, relieving or acting Principal. |
| Program co-design  | Tailoring the pre-approved program model selected by the school to focus on the specific skills and capability needs of the participating students. Schools and providers meet to discuss the school and student context and co-design programs collaboratively. |
| Program Coordinator  | Employee of the Provider who is responsible for the delivery of the program. |
| Program Manager  | A provider staff member that contributes to the overall program set up, delivery and contract management. This role acts as a point of contact between the school and the provider on specific program matters and processes. |
| Provider | The entity who has secured an agreement with the Department. |
| Reasonable adjustments | Reasonable adjustments are adjustments that are made to ensure that students with disability can access and participate in all aspects of school life, on the same basis as students without disability. |
| SMART goals | Students set goals that they would like to achieve during their time in the Perfect Presence Program. Student goals should be Specific, Measurable, Agreed, Realistic and Time-based (SMART). |
| Student engagement | The extent to which students are connected to their learning. This means students value what they are learning and are motivated to actively participate in the learning experiences provided at school. Student engagement has three key components – behavioural, emotional and cognitive. |

## Program Overview

External providers work with participating students in structured programs and activities, that are delivered over one to two terms. Schools work with providers to tailor pre-approved programs and activities to focus on the specific interests, skills and capability needs of the participating students.

### Student eligibility criteria

Students participating in the program must be in years 8, 9 or 10 and have:

* an attendance rate between 70-90%, and/or
* received between 2 and 4 suspensions during their schooling.

These criteria will support the evaluation of the pilot program, as well as the measurement of outcomes and impact.

### Eligible schools

System level data has been used to identify eligible schools within selected principal networks that have high levels of student disengagement, as determined through limited attendance rates and high rates of suspensions.

There may be occasions where a school sitting outside of the selected principal networks demonstrates a significant need for the program. The inclusion of additional schools may be considered on a case-by-case basis by the department, with approval required from the school’s Director, Educational Leadership and the Director responsible for the Perfect Presence Program. This includes consideration of a range of factors including student cohort, geographical considerations and/or external factors that have significantly impacted their school operations.

### Outcomes and impact

**Perfect Presence has a strong focus on outcomes for students. The program aims to support students showing early signs of disengagement from school, so that they feel stronger connections to school and learning and are supported to build on personal and social capabilities. Increased engagement is expected to lead to increased student level attendance rates and reduce days lost to suspension rate.**

**The program focuses on improving short-, medium- and long-term behavioural and/or emotional outcomes for students. In some cases, students may also experience improved cognitive outcomes as well, such as improved problem-solving skills and critical thinking. Whilst this is a positive benefit, improved cognitive outcomes are not the primary focus of the program.**

**The department uses a range of data sources to evaluate the program’s outcomes and impact, including system level data sets for attendance and suspension, feedback from student, school and provider surveys, and other departmental metrics. The Outcomes Measurement Framework at Appendix A should be used to develop and evaluate Perfect Presence Programs.**

|  |  |  |
| --- | --- | --- |
| Outcome focus | Short term outcomes **Improved outcomes during the program** | Medium-long term outcomes**6 months – 2 years after program completion** |
| Behaviour | 1. Improved attendance and suspension rates during program delivery
2. Increased ability to independently express emotions appropriately (Self-management)
3. Students form and/or maintain positive relationships with others (Social awareness)
 | 1. Improved attendance and suspension rates 6 months after program delivery.
2. An increase in the percentage of students from targeted schools to attend school in line with school attendance improvement measures.
3. A reduction in days lost to individual suspension.
 |
| Emotional | 1. Student reports increased and/or sustained feelings of personal wellbeing.
2. Student reports greater sense of belonging and increased positive social and emotional connections to school, culture and community.
 | 1. Increase the proportion of students reporting a sense of belonging, expectations for success and advocacy at school.
 |
| Cognitive | 1. Student demonstrates deeper engagement with learning.
 | 1. Increase the proportion of recent school leavers from the targeted schools (who left school the previous year) transitioning to higher education, training, or work.
 |

## Roles and responsibilities

### All Stakeholders

* agree to the timing, duration, and delivery location for the program.
* **engage in the co-design process to** tailor a program that will meet the individual needs of the student’s selected to participate and meet the outcomes of the Perfect Presence Program, in line with the [Outcomes Measurement Framework](#_Appendix_B_–).
* **establish plans and procedures prior to the beginning of the program to ensure the health, safety and wellbeing of students and staff.**
* share information on student outcomes, as well as lessons learnt, to support continuous improvement, during and after the program.

### Students

* model expected behaviour as outlined in the [Behaviour Code for Students](https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/behaviourcodestudents.pdf).

### School staff

**Principals:**

* take reasonable care for the safety and welfare of students in the program, in line with [duty of care obligations](https://education.nsw.gov.au/rights-and-accountability/department-of-education-code-of-conduct/employee-responsibility), including decisions regarding supervision during the program.
* manage student behaviour in line with departmental policies and procedures to ensure the health, safety and wellbeing of students and Providers.
* provide authorisation to the Program Coordinator for the delivery of the program.
* make decisions about the student’s participating in the program, in consultation with the In-School Coordinator, Head Teacher and Program Coordinator, including final class numbers.
* share relevant student information with the Program Coordinator before the program commences, to ensure the health, safety and wellbeing of students and staff, throughout the duration of the program, including whether a student requires the provision of reasonable adjustments.
* share the school’s risk assessment for school-based activities with providers, to identify whether it suitably covers the programs activities or if additional risks need to be identified and managed.
* report incidents, where necessary, in line with the department’s Incident Notification and Response Policy.
* promptly address poor conduct, in line with the department's [Code of Conduct](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020).

**In-School Coordinators:**

* support school staff to identify students who meet the requiredeligibility criteria for referral to the Perfect Presence Program.
* complete ICT activities, including setting up classes, selecting the provider, adding students to the class and recording principal consent within the platform.
* ensure parent/carer consent has been obtained prior to the beginning of programs.
* enter all students into the ICT Platform after parent/carer consent has been obtained.
* student attendance in the Perfect Presence Program is recorded on the school attendance register as code ‘B’.
* advise students of the school’s requirements for participation in Perfect Presence, including behavioural expectations, commitment to catching up on work that they missed while attending the program, and other relevant school matters.
* support the development of Individual Learning Plans (ILPs), including support around the provision of reasonable adjustments for students with disability, and transition planning.
* establish processes for monitoring student participation in the Perfect Presence program so that any issues or support needs are identified, reported and addressed as soon as possible.
* communicate with the Program Coordinator regarding the day-to-day management of the project (e.g. internet access, room bookings, progress meetings).
* coordinate relevant meetings between the Principal, Head Teacher, Program Coordinator and any staff, student or family where appropriate.
* immediately report work, health and safety incidents to the Principal and Program Coordinator as required.

### Provider staff

**Program Managers:**

* **maintain liability, insurances, WWCC, and other documentation required for program delivery.**
* ensure staff have undertaken training and professional learning relevant to their role, including health and safety training.
* identify if additional training is required to ensure their staff can safely and effectively support the student’s participating in the program, following the co-design meeting with the school.
* ensure provider staff understand the procedures for reporting work, health and safety incidents, and any child protection concerns.
* **manage all Program Staff and resources for the program.**
* **ensure all program coordinators have entered the required data relating to attendance, outcomes and Individual Learning Plans into the ICT platform.**
* **regularly meet with the department’s Contract Managers to go through program details and information sharing.**
* **coordinate and collaborate on programs within available schools.**
* **report any identified program issues to the department’s Contract Managers promptly.**
* **submit a Service Order Form to the department’s Contract Managers with a program delivery quote.**
* **ensure Program Coordinators do not access school platforms outside of their authorisation (e.g. Sentral, Compass and School Bytes).**
* contributes to the overall program set-up, delivery, and contract management.
* act as a point of contact between the school and the provider on specific program matters and processes.

**Program Coordinators:**

* comply with mandatory departmental requirements, policies, and procedures.
* inform the principal or workplace manager if a child protection concern arises from or during their work.
* tailor programs to align with the requirements of the students within the cohort, in line with the [Outcomes Measurement Framework](#_Appendix_B_–).
* document the risk management strategies and controls that can be implemented to support student safety throughout the program.
* identify the strategies that will be used to address the individual needs of each student in the class, including those who identify as Aboriginal and Torres Strait Islander and students with disability.
* ensure confidentiality and privacy of students and schools is always maintained.
* develop, monitor, and assess Individual Learning Plans (ILPs) for each student in the class, using the [Personal and Social Capability learning continuum](https://www.australiancurriculum.edu.au/media/1078/general-capabilities-personal-and-social-capability-learning-continuum.pdf), in consultation with the In-School Coordinator.
* assess and evaluate the success of programs using the [Outcomes Measurement Framework.](#_Appendix_B_–)
* prepare and submit evidence at milestones for payment.
* regularly update the ICT platform with relevant student and program information, including student goals, outcomes, activities, resources, evaluations, modifications, and assessments.
* ensure student and coordinator surveys are completed to gather program insights.
* immediately report work, health and safety incidents to the Principal and the Department’s Contract Manager.
* advise the Principal and department’s Contract Manager if there is a change to the number of student’s participant in the program, below what is outlined in the Service Order Form.
* notify the In-School Coordinator, Head Teacher, or Principal if a student does not attend the program.
* advise students that information will be collected about them and seek permission.
* not undertake their own research without the approval of the NSW Department of Education.
* not market other services to that school during the performance of the services for the Prefect Presence Program.

### Department of Education support staff

**Contract Managers:**

* coordinate Perfect Presence Programs across selected principal networks in NSW public schools.
* providing ongoing advice and support during the program and oversee maintenance of program documentation.
* analyse attendance data, survey responses and ILP data to obtain program insights.
* manage risk referrals and escalate as appropriate.
* manage payment of providers and evaluation of the programs.
* finalise Service Order Forms for the engagement of Providers to deliver services to schools and managing the payment processes.
* ensure providers are delivering services in accordance with the agreement and order form.
* manage contract variations, extensions, contractual disputes, provider performance and reporting processes.
* support schools in meeting their commitments.
* ensure providers’ resource requirements and qualifications are maintained.
* track progress towards achieving program outcomes overall.
* contact participating school Principals or nominees during the school year to gather data on project performance or as part of satisfaction survey/s.

## General program delivery guidance

### Student participation in the program

Decisions around student participation in the program should be made at the discretion of the Principal, in consultation with the Provider, including which students are selected to participate in the program or if a student is no longer able to continue participating in the program.

### Program timing and duration

Perfect Presence Programs must be held during normal school hours, with consideration of the [school](https://education.nsw.gov.au/public-schools/going-to-a-public-school/calendars) terms [start and end dates](https://education.nsw.gov.au/public-schools/going-to-a-public-school/calendars). Participating schools and the Provider should select mutually convenient hours during the school day for the operation of projects, based on the needs of the student group and the school.

The aim of the program is for each student to reach the intended outcomes within 1-2 school terms, depending on the length of the program. Program delivery to students should be no shorter than 1 school term.

The hours of delivery may be spread across any number of days, to be negotiated between Principals and Providers, to suit the needs of the students.

### Delivery mode and location

The preferred mode of delivery is face-to-face within a school setting. There may be circumstances in which a mix of online and face-to-face delivery is necessary or preferred by the school, and the Provider should work with the school to ensure the program is delivered in a way that suits the students’ needs and can best meet the outcomes of the program.

Delivery of the program on the school site is preferable. The final outcomes of the program are to ensure students feel connected to their school community and improve their engagement in school life.

Some Providers may need to engage with students from different schools due to the location or size of the cohort. In these instances, the Provider and schools should work together to use a suitable location that is most supportive of the needs of the student cohort.

### Staff to student ratio

The staff to student ratio for each Perfect Presence project class should not exceed 1 Program Coordinator to 7-10 students (1:7-10), wherever possible.

However, consideration should be given to the [nature of the work (activity) being undertaken by students,](https://app.education.nsw.gov.au/sport/Page/1114) the age, and the learning and support needs of the students.

The school and the Contract Manager must be advised if the number of students participating in the project fall below the number of students identified in the Service Order for the project.

Providers must also advise the Contract Manager in circumstances where the program cannot retain the minimum number of five (5) students to keep the program viable.

### Student attendance

Student attendance records are critical to the management and evaluation of the program. Providers and schools should discuss the processes in place to ensure student attendance is updated on the ICT Platform on a sessional/daily basis.

Schools can check the program attendance record in the ICT Platform for students from their school, however this should not be used as a replacement for the normal school roll process.

Students’ attendance at the Perfect Presence Program should be recorded on the school attendance register as code ‘B’, as students are on school business. Partial Attendance should be identified and the school informed.

### Student behaviour

Students are expected to follow the Behaviour Code for Students while on approved activities and during the program. Schools must ensure reasonable measures are taken to protect students, including ensuring adequate student supervision, health, safety, and student wellbeing, during the program.

Schools must intervene in cases where it is necessary to maintain good order and conduct. For behaviour that is unacceptable or where there are risks to health and safety, schools may make appropriate disciplinary decisions.

Providers can recommend the dismissal of a student from the program where there are significant behavioural and safety concerns, providing evidence and justification of the request for dismissal.

### Program supervision

The Program Coordinator can run the program without a classroom teacher being present, however the duty of care for each student in the program remains with the department. Teacher supervision should be considered on a case-by-case basis by the school.

The school should always closely monitor programs and assess risk factors including whether additional supervision or other steps are needed to properly manage safety and wellbeing considerations.

### Sharing information about students

The sharing of information about the safety, welfare and wellbeing of students is protected. Principals can share information relating to safety, welfare or wellbeing concerns for children and young people from local agencies that have contact with the child, young person or family under Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998.

Where practical, consent should be sought before personal or health information (e.g., Health Care Plan, Student Behaviour Support Plan) is shared with an external provider. For more information regarding information sharing principals should visit Child Protection webpage – Exchanging Information.

### Dispute and conflict resolution procedures

Regular and effective communication between participating schools and the Program Coordinator is key to developing a close relationship required for successful program implementation.

Principals should manage any issues in line with the departments [Code of Conduct](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020) and departmental procedures. Providers should work with Principals to understand their procedures for managing any conflict, in line with their protocols, and provide a copy of this within the Risk Management Plan.

The Prefect Presence Program Agreement should also be consulted to ensure the requirements for the program are being followed. Any disputes or conflicts of interest should be brought to the attention of the department's Perfect Presence team, as soon as possible.

## Program delivery

### Co-Design

Providers must only deliver the programs approved during the tender process, to meet the department’s objectives and outcomes for the Perfect Presence Program.

During the co-design, Principals, Program Coordinators, and In-School Coordinators collaborate on tailoring the pre-approved program selected by the school, to focus on the specific skills and capability needs of the participating students. This should be informed by the [Outcomes Measurement Framework](#_Appendix_B_–).

### Program approval

The In-School Coordinator will need to have Principal approval for the delivery of the program and select this within the ICT portal.

### Risk Assessment and Management Plans

Principals will be required to work with Program Coordinators to identify and manage work, health and safety hazards and risks, in accordance with WHS legislation and the department’s work, health and safety policy and [procedures.](https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/whs-risk-management-procedure#Mandatory3)

Providers will ensure appropriate risk management plans are in place for all programs they run.

### Parent/carer consent

Parents/carers need to provide informed consent before a student can attend the Perfect Presence Program. Informed consent means that parents/carers have been provided with all the relevant information they need about the Program, in a format they can understand, so they can make an informed decision to allow their child to participate. Parent/carer consent needs to be recorded by the school. Whilst it is considered best practice that the parent and/or carer sign the Perfect Presence consent form, verbal consent may also be given.

### End of program

As part of the design of the program, schools and providers may choose to include an end of program celebration to recognise the achievements of the participating students, for example, holding a graduation ceremony.

Schools should also consider what post program supports should be put in place to give students an opportunity to check-in with relevant staff and access ongoing support as they transition back into the classroom fulltime.

## Program and record keeping requirements

### The Perfect Presence ICT platform

The Perfect Presence ICT Platform is a secure application for Provider, school, and departmental staff. It provides schools and Provider staff with a supported administrative tool to record student data, including Individual Learning Plans, and project information. The data stored on this platform is not public information. Refer to the relevant handbook for more information.

### Individual Learning Plans

The program develops an Individual Learning Plan (ILP) with each student that attends the program. An ILP outlines student’s strengths and interests; SMART goals; and the strategies to support them with the identified goals. The student’s ILP is uploaded into the ICT Platform.

Goals are reviewed throughout several stages of the program to identify the achievement or adjustments of goals. The Program Coordinator will assess the attainment of goals with the student and develop a set of outcomes using [Australian Curriculum Assessment and Reporting Authority (ACARA) Framework](http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https%3A/www.australiancurriculum.edu.au/media/1078/general-capabilities-personal-and-social-capability-learning-continuum.pdf). If a student is at risk of not achieving their goals, the In-school Coordinator must be notified.

Transitioning students back to fulltime attendance is key to the successful engagement of students. Student will also have a transition goal/s included in their Individual Learning Plan, developed with, and monitored by the school.

### Student attendance

Providers mark attendance of each student and will advise school if a student does not attend any scheduled days within the program. This will ensure that participating schools can follow up on any student absences promptly.

### Incident reporting

All Providers and In-School Coordinators are required to notify the Principal immediately of any work health and safety incidents involving a student, including near misses, to enable the Department of Education to fulfil its [Workplace Health and Safety Policy](https://policies.education.nsw.gov.au/policy-library/policies/work-health-and-safety-whs-policy) obligations.

### Ongoing communication with schools and providers

Regular meetings should occur as needed, to review participant feedback, identify blockers and mitigate risks, throughout the delivery of the program. Student data should be stored securely, and access to the data should be in line with the department’s policy (refer [Sharing Information about Students](#_Sharing_Information_about)).

## Mandatory requirements for providers

Providers must act in line with:

* the department’s [Code of Conduct Policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020) [and Professional and Ethical Standards](https://education.nsw.gov.au/epac).
* [mandatory reporting responsibilities](https://education.nsw.gov.au/student-wellbeing/child-protection/mandatory-reporting) under the [Children and Young Persons (Care and Protection) Act 1998.](https://www.legislation.nsw.gov.au/view/html/inforce/current/act-1998-157) This responsibility is to report behaviour where the person suspects that a child is at risk of significant harm.
* the department’s [Child Protection policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0067) and notify the Principal immediately of any child protection concerns.

### Professional learning and training

Providers need to be aware of the department’s processes of centralised reporting. All concerns regarding the safety, welfare or wellbeing of student’s should be reported to the school’s principal.

Whilst Providers may have their own requirements and training around child protection, in some cases, it may also be necessary to complete the NSW Department of Education’s [Child Protection Awareness Training](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fstudent-wellbeing%2Fchild-protection%2Fchild-protection-training&data=05%7C02%7Cjessie.kingston4%40det.nsw.edu.au%7Cbea092892e1a48a1216f08dc0036f708%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638385483271372622%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Z9wH7jfJ90wrCDm%2FSh9KesqPi4Oah1lyo7fMR1Ad%2FB0%3D&reserved=0) and annual [Child Protection Update,](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmypl.education.nsw.gov.au%2Fauth%2Flogin&data=05%7C02%7Cjessie.kingston4%40det.nsw.edu.au%7Cbea092892e1a48a1216f08dc0036f708%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638385483271372622%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=OFNdcK5RbruUX8rmxTdLOGA2WLD%2FDkYxwjcKtnkgvIo%3D&reserved=0) to ensure department processes are followed.

All Providers staff need to have undertaken training and professional learning relevant to their role, including health and safety training.

## Program support and wrap around services

### Perfect Presence team

The Perfect Presence team will provide program support to both Providers and schools. This support may be in the form of visits. This may include visits to delivery sites, meeting sites and partnered schools. Further detailed support is outlined in the Contract Manager roles and responsibilities section of this document. Contact the Perfect Presence team if additional support is needed, via perfectpresence@det.nsw.edu.au.

### Wrap-around supports and services

Providers are often aware of the external services or supports that are available in the local community that students in their Perfect Presence classes may be interested in. This may include community counselling or mentoring services or community-based welfare providers.

Whilst Providers cannot refer students to these external services or supports, they can share information with the school during the co-design phase.

If Providers become aware of any issues or concerns relating to the health, safety and/or wellbeing of the student throughout the Program, they should immediately advise the Principal or In-School Coordinator who can organise access to the relevant services, including in-school support from school counsellors or the learning and support team, or cross-agency supports.

## Appendix A – Outcomes Measurement Framework

The Outcomes Measurement Framework should be used to develop and evaluate the Perfect Presence Program.

### Evaluation of short-term outcomes

Program Coordinators use a range of sources to evaluate the program and its impact against the short-term outcomes listed in the table below, including:

* student progress and achievement of goals set out in Individual Learning Plan (ILP)
* student progress and achievement of Personal and Social Capabilities
* pre and post program student survey feedback
* data from student behaviour referrals, if available

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome focus | Short term outcomes | Success Criteria | Improvement Measures |
| Behavioural outcomes | 1. Students show improved attendance and suspension rates before, during and after program delivery.
 | Students:* improve their school attendance.
* maintain positive behaviours in a variety of school settings.
 | * Improvements in student behaviour referrals
* Improved student attendance rates and/or levels.
 |
| 1. Increased ability to independently express emotions appropriately.
 | Students:* recognise their emotions.
* appropriately adjusts emotions and responses.
* actively use supports and tools to aid the emotional adjustment.
* recognise the shift in ability to manage emotion and responses.
* practice resilience, empathy, and respect
 | * Improvements in student behaviour referrals.
* Increased willingness to positively engage in school functions e.g., assemblies, carnivals.
 |
| 1. Student forms and/or maintains positive relationships with others.

  | Students:* form and maintain positive relationships with peers and staff.
* act in a way that benefits others.
* work through difference of opinion and develop solutions with others.
* understand the levels and types of positive relationships available to them.
* understand their level of responsibility in developing and maintaining positive relationships with others.
 | * Increased levels of self-reported improvement in the number of positive relationships developed and maintained over the course of the program.
* Improvements in student behaviour referrals.
 |
| Emotional outcomes | 1. Student reports sustained feelings of personal wellbeing
 | Students:* understand levels and types of wellbeing.
* recognise changes to levels of their own wellbeing.
* actively engages with supports/tools that support improving wellbeing
 | * Increased levels of self-reported improvement in well being.
* Improvements in student behaviour referrals
* Improved student attendance rates and/or levels.
 |
| 1. Student reports greater sense of belonging and improved connections to school, culture, and community
 | Students:* understand that a positive connection to school, culture and community leads to an improved sense of belonging.
* recognise changes to levels in their sense of belonging.
* actively engage with supports/tools that support their sense of belonging and positive connections
 | * Students report increased positive and respectful relationships (Wellbeing Framework – Connect).
* Students report an improved sense of belonging to their school and community (Wellbeing Framework – Connect).
* Students feel respected, valued, encouraged, supported, and empowered to succeed (Wellbeing Framework – Succeed).
 |
| Cognitive outcomes | 1. Student demonstrates deeper engagement with learning
 | Students can:* articulate learning growth and work towards their educational goals
* articulate and work towards their career and life pathways such as continuing school, higher education, apprenticeships, workforce
* engage with and adjust their ILP
* use supports & tools to reach their learning goals
* develop a sense of pride in their achievements
 | * Increased levels of self-reported improvement in engagement with a range of school activities.
* Achievement of personal learning goals.
* Identification of career and life goals.
* Self-reported increase in enthusiasm towards expectations of success and advocacy.
 |

### Evaluation of medium-long term outcomes

The department will use a range of sources to evaluate the program and its impact against the medium-long term outcomes listed in the table below, including:

* pre and post program attendance and suspension data
* data from student behaviour referrals, if available
* relevant departmental data on wellbeing and post-school transitions

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome focus | Medium-long term outcomes | Success Criteria | Improvement Measures |
| Behavioural outcomes | 1. Improved attendance and suspension rates 6 months after program delivery.
2. Improved attendance and suspension rates 12-24 months after program delivery.
 | * An increase in the percentage of students from targeted schools to attend school in line with school targets.
* A reduction in days lost to individual suspension.
 | * Improved student attendance rates and/or levels over the course of the program (Plan for NSW Public Education)
* Minimum increase of 5% increase for individual student.
* Decrease in suspension rates over the course of the program and at 6 months from end of delivery: 2 suspensions reduced to 1 or 0 suspensions.
 |
| Emotional outcomes | 1. Improved sense of belonging, expectations, and success for secondary students.
 | * Increased levels of self-reported improvement in wellbeing.
* Improvements in student behaviour referrals.
* Improved student attendance rates and/or levels.
 | * Increasing the proportion of students reporting a sense of belonging (Plan for NSW Public Education)
 |
| Cognitive outcomes | 1. Improved rates of recent school leavers transitioning to higher education, training, or work.
 | * An increase in the proportion of students who take up university, training or work in the year after school.
 | * Increasing the proportion of students who take up university, training or work in the year after school (Plan for NSW Public Education)
 |

## Changes since previous update

|  |  |  |
| --- | --- | --- |
| Last updated | Description of changes | Approved by |
| 12/02/2024 | [Student eligibility criteria](#_Student_eligibility_criteria)[Eligible schools](#_Eligible_schools)[Outcomes and impact](#_Outcomes_and_impact)[School Staff](#_School_staff)[Provider Staff](#_Provider_staff)[Department of Education support staff](#_Department_of_Education)[Parent/carer consent](#_Parent/carer_consent) [Individual Learning Plans](#_Individual_Learning_Plans)[Outcomes measurement framework](#_Appendix_A_–)  | Executive Director, Inclusion and Wellbeing |