

CONSULTATION DRAFT v3

REPORT OF THE 2015 ASSESSMENT OF THE STEWART HOUSE RESIDENTIAL PROGRAM

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REPORT OF THE 2015 ASSESSMENT OF THE STEWART HOUSE RESIDENTIAL PROGRAM

EXECUTIVE SUMMARY:

Background:

The primary role of the *2015 Stewart House Program Assessment Committee* (SHPAC) is to assist the Stewart House Board of Directors in fulfilling its oversight responsibilities by reviewing the residential provisions for children in the care of Stewart House.

In 2015 an inspection team comprising Mr Tom Croker, a member of the Stewart House Board of Directors and three members of the *Association of Retired Inspectors of Schools and Senior Educational Administrators* Dr Kerrie Ikin, Mr Chris Carroll and Mr Geoff Walton reviewed these provisions. The team assessed and reported on the extent to which the Stewart House Residential Program complies with an agreed set of standards derived from the UK National Minimum Standards for Boarding Schools. The team used the set of protocols and standards adopted for the 2007, 2009 and 2012 assessments so that the ratings and findings published in this report can be compared with those published in the previous reports.

The Stewart House Program in 2015:

Each year 1,800 public school children in need are cared for by Stewart House after being nominated by their own schools because they are in need of a break from their current circumstance. During their twelve-day stay, children are provided with optometric, dental and medical assessment and urgent treatment as well as emotional support. They also participate in school hours and out-of-school hours programs built around constructive learning activities and relevant first-hand experiences:

- promoting healthier life-styles,
- developing personal management skills
- reinforcing social and emotional skills,
- improving personal well-being.

Children in the care of Stewart House attend a specific purpose school onsite for 9 days of their 12-day stay. The NSW Department of Education provides infrastructure and staffing support for this school and an annual grant to Stewart House.

Once the children leave school for the day they are cared for by suitably qualified supervisors overnight and at the weekend. Meals, accommodation costs, transport and entertainment expenses as well as salary costs for supervisors, service staff are all sourced from donations made to Stewart House.

Overall comments:

We acknowledge the high levels of cooperation that we received during the Assessment from all members of the Stewart House Residential Staff, the Stewart House School Staff and the Registered Nurse.

We are grateful for the approach taken by the Chief Executive Officer and senior members of staff who were at pains to ensure that we had easy access to relevant documentation and opportunities to clarify issues and interpretations.

From the evidence collected we are confident of our opinion that children and young people who participate in the *Stewart House Residential Program*:

- have the opportunity to enjoy a well-structured, all-inclusive twelve day away-from-home experience.
- are cared for and accommodated in comfortable, secure, clean, appropriately maintained facilities.
- benefit from working with a team of expert, enthusiastic, committed, caring supervisors.
- are provided with a structured program that encourages them to consolidate and expand their repertoire of effective personal and interpersonal skills.
- are given access to appropriate health services.

Individual and corporate donors are the principal source of the funds required to continue to provide the *Stewart House Residential Program*. In our judgement, donors should draw satisfaction from knowing that each year they are giving 1800 deserving children and young people an opportunity to benefit from a unique and valuable 12 day experience.

Brief description of the Residential component of the Stewart House Program:

- Children participate in a residential program that operates from 3.00 pm to 9.00 am on week days and from 3.00 pm Friday to 9.00 am Monday every second weekend.
- During their twelve days at Stewart House the residential program provides a safe, stable and ordered environment, comfortable accommodation, quality meals and laundry services local transport, venue entry, sensitive supervision, opportunities to develop social and personal skills and a choice of high interest holiday-type activities for city and country children and adolescents.
- A minimum of seven Supervisors actively care for and work with the children.
- Structured weekday “handover” meetings morning and afternoon ensure that residential, school and medical staff have time to exchange relevant information about individual students. As appropriate, this information is documented in the relevant database/s.
- In general, the carefully planned activities that are included in the *residential program* encourage and promote respect for self and others, the development of social skills and behaviour supportive of better health practices.
- Elements of both the school program and residential program are complementary and focus around providing children with opportunities to develop and demonstrate *positive behaviour for learning*.
- Typical residential off-site activities include; Sydney Harbour Bridge Walk, Shelly Beach Rock Hop/Walk, Long Reef Walk/Crab Hunting, City Tour, trip on a Sydney ferry, a visit to one of the city Museums and swimming at local beaches and Aquatic Centres.
- The policies relating to *Student Welfare, Excursions and Play, Discipline, Child Protection* and *Administration of Medications* provide a common base of professional practice, underpinning the operation of both the school and residential programs.
- The school program is delivered by staff at Stewart House School and managed by the School Principal.

- Health services are delivered by a range of providers:
 - Northern Sydney Local Health District (NSLHD) nurses provide triage and medical screening
 - NSLHD provides on-site dental screening and where necessary urgent treatment. Children requiring follow-up dental treatment are referred to the relevant Local Health District dentists.
 - Students identifying as Aboriginal or Torres Strait Islander are provided with a culturally sensitive health screening program managed by the Aboriginal Health team of NSLHD
 - Staff and graduate students from the School of Audiology at Macquarie University provide audiology screening and as required access to treatment at the University’s School of Audiology,
 - Staff and graduate students from UNSW School of Optometry provide optometric screening and *Teachers Health* provides prescription spectacles.
 - Local medical centres and hospitals provide urgent medical treatment.

Summary observations about program management:

- In an organisational restructure mid-2015, the Chief Executive Officer (CEO), established positions for a Manager Student Welfare (MSW), Chief Operating Officer (COO), and Student Placement Officer. Two tiers of management operate across the Stewart House site. The Executive Leadership Team (ELT) (CEO, COO, Marketing Manager, Residential Programs Manager, Student Welfare Manager and School Principal) operates at the corporate governance level. The Senior Management Team (Senior Supervisors, Health Liaison Officer, Student Placement Officer, School Liaison Officer together with the ELT manage operational matters across the site. The CEO maintains and nurtures a leadership culture that promotes and supports staff by providing an explicit framework of expectations and delegations. This framework, specifically detailed in employment contracts, reflects and is reflected in established practices.

- Within this framework, staff members are encouraged to use their initiative and take reasonable and reasoned decisions about matters relating to the ongoing operation of the residential program.
- Opportunities to clarify, refine and discuss leadership and organisational management practices were included in 2015 staff development activities.
- The Manager Residential Programs (MRP) is responsible for the organisation, coordination, and monitoring of the after school and weekend recreation program for the children staying at Stewart House.
- The three Senior Supervisors (SS) are accountable for co-ordinating and monitoring the residential and after-school recreation programs for the children staying at Stewart House. In the absence of the MRP, they are the decision-makers for all aspects of the residential program.
- Residential Supervisors' Employment Contracts describe roles and delegated responsibilities, common key competencies and specify accountabilities and expectations about professional conduct.
- The members of the team of Supervisors are appropriately qualified for the positions that they hold and are provided with opportunities for personal and professional development as a condition of their engagement.
- The protocols that are developing around the use of the Stewart House intranet (built and installed during 2015) ensure that all school teaching and administrative staff, senior members of the residential staff and residential children's supervisors have on-line access to:
 - published policies, program outlines and duty rosters.
 - spread sheets providing access to the information about individual children supplied by school principals, families and carers are the vehicle for sharing welfare management programs and medication regimes for specific children,
 - notes and observations entered by staff about the behaviour and responses of children. These notes are used to inform end-of-placement reports for families and schools.
- As published, policies are clearly presented, unambiguous and provide an explicit platform for delivering the Stewart House Residential Program.
- Core policies have been negotiated to provide a common platform for the operation/management of the school and the residential programs. Policies, protocols and management practices incorporate provisions for routine contact with an on-site Registered Nurse and the administration of daily prescription medications overseen by the Health Liaison Officer (HLO).
- Crisis situations involving children were sensitively and expeditiously managed providing a demonstration of the high levels of commitment and cooperation between Supervisors, members of the SMT and, as appropriate, members of the Stewart House School staff.
- The assessment team noted the effective and efficient use of the Stewart House resources

Summary observations about accommodation and catering:

- Cabins (dormitories) provide children with clean, comfortable and secure accommodation.
- Bathroom and toilet facilities are maintained to a high standard.
- On site recreational facilities afford children a limited choice of activities.
- The grounds of Stewart House are attractive and regularly maintained.
- Supervisors indicated that the range of technology in dormitories has been upgraded and affords them opportunities to use "power point" presentations during formal briefings and structure listening to music and viewing DVDs as group activities.
- Children have access to an on-site 50 seat cinema equipped with tiered commercial quality seating, projection and sound equipment and a well-equipped recreation room.
- Children are provided with varied and nutritious meals and snacks.
- The kitchen and dining room are functional and appropriately equipped.
- Kitchen staff members actively contribute to maintaining a positive and caring environment for visiting children.

Summary observations about program delivery and content:

- In addition to managing, supporting and supervising the work of the Supervisors, the MRP coordinates and monitors the implementation of the program of weekend activities.
- The recently introduced re-structure of the weekend program, (one day of on-site activities and one day of off-site activities with children organised in school class groups) calls for Senior Supervisors and Supervisors to maintain and supervise a structured, program of age appropriate activities.
- Recommendations 3, 4, 5 and 6 focus around strategies that could well provide the basis for a formative/developmental evaluation of the re-structured program and its potential to make a positive contribution to reinforcing and developing the personal management skills of children.
- Children are adequately briefed about the Stewart House Rules, dormitory evacuation procedures and general expectations for behaviour and cooperation.
- Children are adequately briefed about specific activities and relevant personal and group safety considerations, e.g. travelling by bus and using public swimming pools.
- Activities are planned on the basis of a rigorous risk assessment.
- The program of activities for particular dormitory groups reflects the individual skills and interests of the dormitory supervisor/s.
- As observed, activities appear to be appropriate and enjoyed by participating children.
- Generally, Supervisors were of the opinion that adequate resources have been allocated to support the implementation of specific activities.
- While the intended content (activities and experiences) and related implementation strategies of the out of school hours program are consistent with Stewart House policies, there does not appear to be a systematic approach to collecting formative evaluation data relating to the efficacy of specific activities.
- The use of information technology hardware and software facilitates the storage and retrieval of data relating to individual children and the

generation of a comprehensive three part report that is sent to the relevant carers and schools. While the report incorporates aspects common across the three interlocking program areas (the school program, the residential program and the health screening program), it also contains unique information related to each program area.

Recommendations:

1. Relating to the assessment process:

- 1.1 Indicators:** Assessments in 2007, 2009 and 2012 were made against an agreed set of standards derived from the UK National Minimum Standards for Boarding Schools. With minor amendments this set of standards has again been used as the basis for the *Terms of Reference* for the 2015 assessment. It is our opinion that while in general Standards, as amended, are relevant, the wording of the standards relating to policy should be amended to clearly indicate that "Stewart House has a policy" and that "the policy is implemented in practice".
- 1.2** The indicators that the assessors/inspectors are using should be reviewed. Specifically so that:
 - the scope of the indicators be amended to include other aspects of the organisation of the residential program.
 - standards and indicators to more directly relate to the *Stewart House Company Objects* that are now used as the basis for public reporting.
- 1.3 Timing of future Assessments:** In the interests of continuing to provide the Board of Directors of Stewart House with balanced observations and ratings across the full year operation of the program we recommend that consideration be given to formulating an ongoing assessment schedule that would call for the next assessment to be conducted in Term 1, 2018.

2. Summary Table Standards, Ratings and Recommendations:

STANDARD		2007 RATING	2009 RATING	2012 RATING	2015 RATING	RECOMMENDATIONS
9.1	Children are protected from abuse	3	3	3	4	
9.2	Use of discipline with children is fair and appropriate	3	3	3	3	<p>Recommendation 1: That supervisory and school staff work collaboratively to develop a shared set of understandings about what each policy looks like in practice.</p> <p>Recommendation 2: That supervisory and school staff be provided with opportunities to workshop the types of verbal responses to situations that provide opportunities to develop and reinforce children's capacity to reflect on and self-manage their behaviour for example:</p> <ul style="list-style-type: none"> • Ask the boy clambering over rocks coming up the Lions Trail "is that being safe?" rather than saying something like "you've been told not to do that". • Create and structure opportunities for older children working in groups to suggest appropriate responses to crisis situation scenarios.
9.3	Safeguarding and promoting children's health and welfare are supported by appropriate records	3	4	4	4	<p>Recommendation 3: While the implementation of the system of online records is to be commended we recommend that consideration be given to developing or acquiring a relational database solution to increase the efficiency of having to search 9 separate data base files to get a comprehensive "picture" of individual children's needs, and responses to aspects of her/his Stewart House experience.</p>
9.4	There is clear leadership of the out of school hours program	3	4	3	3	
9.5	Crises affecting children's welfare are effectively managed	3	2	3	4	
9.6	The organisation of the out of school hours program contributes to children's welfare	4	4	4	4	

STANDARD		2007 RATING	2009 RATING	2012 RATING	2015 RATING	RECOMMENDATIONS
9.7	Children have access to a range of activities	4	4	4	4	<p>Recommendation 4: That consideration be given to providing small groups of older children with a structured opportunity to workshop answers to the question “Now you have had a chance to learn about Stewart House what (on-site) other activities would you suggest we try to include in our program?” This could be done in the afternoon of the second Thursday.</p> <p>Recommendation 5: That a formative evaluation of the current weekend program be undertaken by the MRP, COO, MSW and two Supervisors nominated by the Residential Care team to answer:</p> <ul style="list-style-type: none"> • Does the current program allow children to get the best value out of their week end experiences? • Can children be given opportunities to make choices according to their interest and demonstrate that they can stick with their decisions? • Do children see that being in a class group classified A to E for 10 days straight is a reflection on their ability or behaviour? • Do residential staff members, the catering officer and volunteers delivering and supporting the weekend program have untapped skills/enthusiasms/talents that could enrich the opportunities provided for children? • Is having to find places for class groups of children to chill out a problem? Is it feasible to take the class to a cabin? • With the benefit of the experience of delivering/supporting the current weekend program what challenges have you faced and what solutions have you devised/found to address these?

STANDARD		2007 RATING	2009 RATING	2012 RATING	2015 RATING	RECOMMENDATION
		4	4	4	4	<p>Recommendation 6: Given that the benefits that an individual child gains from a Stewart House experience is the product of the comprehensive program, it is not significant whether the experience is delivered as part of the school or residential program. It is recommended that the ELT should consider a strategy that:</p> <ul style="list-style-type: none"> • will enable supervisory staff and school staff to observe and work with each other across classroom and cabin based activities, and • provides time for school staff and residential care staff to review the intent, content and outcomes for children from each other's programs, including <i>Behaviour for Productive Learning, Four Rooms of Change, Social Skills, Social and Emotional Development</i>. The focus for this review should be to identify an overarching Stewart House Program framework based on an accepted/common theoretical underpinning
9.8	Children enjoy a meaningful out of school program of activities	3	3	3	4	<p>Recommendation 7: That staff continue to seek and act on the opinions of children about interesting and enjoyable events and trips. (Monitor Exit Survey ratings and modify the program appropriately)</p>
9.9	Children receive first aid and health care as necessary	4	3	3	4	
9.10	Children are adequately supervised and looked after when ill	3	3	4	4	
9.11	Children are supported in relation to any health or personal problems	3	3	3	4	
9.12	Children do not experience inappropriate discrimination	3	4	4	4	
9.13	Children are introduced to Stewart House procedures / operations and are enabled to settle in	4	4	4	4	

STANDARD		2007 RATING	2009 RATING	2012 RATING	2015 RATING	RECOMMENDATIONS
9.14	Children receive good quality catering provision	3	3	3	4	
9.15	Children have access to food and drinking water in addition to main meals	3	3	4	4	
9.16	Children are protected from risk of fire					
9.17	Children are adequately supervised by staff	3	3	3	3	<p>Recommendation 8: That the MRP and Supervisors explore and evaluate options for viable beach activities as a component of the weekend on-site program. This evaluation should include an assessment of risk.</p> <p>Recommendation 9: That posters be prepared with photographs and names of all residential care staff (including casual staff). These posters should be displayed in each Cabin.</p>
9.18	Staff exercise appropriate supervision of children leaving the site	4	4	4	4	
9.19	Children are adequately supervised at night	4	3	3	4	
9.20	Children are looked after by staff with specific duties, with adequate induction and continued training	3	3	4	4	
9.21	Children are looked after by staff following clear policies and practice	3	3	4	4	
9.22	There are sound relationships between staff and children	4	4	4	4	
9.23	Children's personal privacy is respected	4	4	4	4	
9.24	There is vigorous selection and vetting of all staff and volunteers working with children	3	3	3	4	

STANDARD		2007 RATING	2009 RATING	2012 RATING	2015 RATING	RECOMMENDATIONS
9.25	Children are protected from unsupervised contact with adults who have not been screened	4	4	4	4	
9.26	Children are provided with satisfactory accommodation	3	3	4	4	
9.26	Children are provided with satisfactory accommodation	3	3	4	4	
9.27	Children have satisfactory sleeping accommodation	3	3	3	4	
9.28	Children have adequate private toilet and washing facilities	3	3	4	4	
9.29	Children are protected from safety hazards	3	3	3	3	
9.30	Children's clothing and bedding are adequately laundered	3	3	3	4	
9.31	<p>The needs of individual children are identified, addressed and reported on.</p> <p><i>A new Standard in 2015 relating to the collection and management of accurate and complete Student Placement Information in a centralised database accessible to Stewart House School Teachers and Administrative/support staff, Medical and Health Service Providers and Stewart House Residential Supervisors.</i></p>	N/A	N/A	N/A	4	<p>Recommendation 10: That if the child has a school developed individual learning program or a behaviour management plan, a copy of that program be attached to the Principal's referral. This would help supervisory and teaching staff provide Stewart House activities that complement the approach being taken by the individual's home school teachers and family.</p>

REPORT OF THE 2015 ASSESSMENT OF THE STEWART HOUSE RESIDENTIAL PROGRAM

INTRODUCTION

This report presents the findings, judgements and recommendations made by the 2015 Stewart House Program Assessment Committee. The assessment, undertaken between October 20 and 29 2015, reviewed the quality and effectiveness of the residential program provided for children participating in the current integrated twelve day Stewart House Program.

BACKGROUND

The Board of Directors of Stewart House delegated the responsibility for the review of the quality and effectiveness of the current residential program to the Stewart House Program Assessment Committee (SHPAC). The review was conducted in accordance with the ***Stewart House Program Assessment Committee Terms of Reference August 2015***.

Specifically:

The Committee's primary duties and responsibilities were to:

- serve as an independent and objective party to assess current Stewart House practice and policy against agreed standards derived from the UK National Minimum Standards for Boarding Schools
- provide independent expert advice in relation to the overall policy and strategy of Stewart House in relation to the service it provides to children from public schools within NSW and the ACT;
- review and appraise the Stewart House Program, an integrated 24/12 program developed for children in the care of Stewart House;
- review the effectiveness of the operation of Stewart House as an integrated organisation meeting the needs of children exposed to adverse events in their early years;

- provide an open avenue of communication between Stewart House employees, service providers, senior management, and the Board;

The 2015 Assessment Committee consisted of two members of the Stewart House Board of Directors and three independent, appropriately qualified inspectors.

The 2015 an inspection team comprising a member of the *Stewart House Board of Directors*, Mr Tom Croker and three members of the *Association of Retired Inspectors of Schools and Senior Educational Administrators* Dr Kerrie Ikin, Mr Chris Carroll and Mr Geoff Walton:

- served as an independent and objective party to assess current Stewart House practice and policy against agreed residential standards;
- reviewed and appraised the residential programs developed for children in the care of Stewart House;
- provided an open avenue of communication between Stewart House employees, senior management, and the Board.

CONTEXT FOR THE ASSESSMENT

The purpose of Stewart House ***is to change the lives of children in difficult circumstances and to give them hope and aspiration for the future***. As an integrated organisation Stewart House:

- withdraws 1800 of these children annually for twelve days respite care in a safe house at no cost to their parents (these children are nominated by their Government School Principal).
- provides them dental, optical, hearing and medical treatment and screening

Routine screening is scheduled for on-site groups during first three school days and coordinated by the Stewart House Health Liaison Officer.

- involves them in an educational program of:
 - structured learning to consolidate and expand their repertoire of effective personal and interpersonal skills
 - recreational and experiential activities to build self-esteem and resilience
 - engagement with a team of expert, enthusiastic, committed, caring staff to adaptive social skills and emotional competence

Aspects of this program are delivered by teachers during the school day and by residential children's supervisors as part of their after-school-hours activity program.

ASSEMENT METHODOLOGY

Members of the assessment team collected the information used to generate this report by:

1. Direct Observations including:

- Inspection of accommodation, dining and recreational areas
- Participation in both on and off site activities
- Attendance at and sharing meals with staff and students
- Morning and evening dormitory activities
- Daily morning and afternoon "handover" routines including assemblies

2. Interviews with:

- Principal, Stewart House School
- Assistant Principal (non-teaching) Stewart House School
- Manager, Residential Programs
- Manager, Student Welfare
- Manager, Marketing
- Chief Operating Officer
- Student Placement Officer
- Health Liaison Officer

- Registered Nurse
- Chief Executive Officer Stewart House

3. Incidental discussions with:

- Senior Supervisors,
- Supervisors and other service staff
- Children currently participating in the program
- The Catering Officer and Kitchen staff
- Maintenance staff
- Members of the school staff

4. Document searches including:

Content of the following endorsed Stewart House policies and operating guidelines:

- Employment Contracts for Residential Staff
- Behaviour Management
- Critical Incident Management
- Excursions and Play
- Management of Care Giver Communications
- Child Protection (3 policies)
- Code of Conduct
- Corruption Prevention
- Fleet Management Policy
- Grievance Mediation
- Health Care Procedures
- Health Care While at Stewart House
- Internet Policy
- Privacy Policy
- Student Welfare Policy
- Violence Protection
- Work Health and Safety
- Guidelines for the Management of Student Information

Reviewing Database records relating to the intake 18/15 including:

- The Group Activity Plan 18/15 (for the 10 week days morning, school, afternoon and evening activities)
- Weekend Program for Group 18/15 (for the 2 weekend mornings, afternoons and evenings)
- Roster of Supervisors for Group 18/15
- Student Profile Information (SPI data base record of the information supplied by carers and schools.)
- The prescription medication administration schedule for Group 18/15.
- Individual student welfare plans to assist school teachers and Residential staff address needs and provide and trial appropriate opportunities for the student to learn and practice self-management skills.
- Database running records entered in
 - Cabin notes
 - Behaviour Register
 - Student Welfare Plan
 - Student Contact Log

Data collection instruments:

To facilitate comparisons across the 2007, 2009, 2012 and 2015 program assessments inspectors used similar data collection instruments, including:

- Structured interview schedules
- Structured observation schedules

ASSESSMENT PRACTICE

Assessors adopted the following practices to support the review against endorsed standards:

- Judgements were based on the relevant Standards

- Members were impartial, culturally sensitive, and anti-discriminatory towards children and Stewart House staff and in use of methods
- Rules were applied equitably, fairly and consistently in similar circumstances
- Assessments were reliable and unprejudiced, based on objective evidence which could be independently validated
- Actual or perceived bias or inappropriate influence was avoided in relation to any part of the program
- There was open declaration of the evidence and reasons for findings and decisions

ASSESSMENT PRINCIPLES

Assessors followed the principles below in conducting assessments, gathering evidence and making judgements and recommendations:

- Findings and conclusions were always be based on first hand, objective evidence to the maximum extent possible
- Evidence was corroborated from more than one source wherever possible, and conclusions not based on corroborated evidence be identified as such
- Where information was gathered from staff or children common themes are reported, not every comment made was formally reported
- Evidence for main findings was substantial as well as corroborated - e.g. a common theme from more than one source
- First hand evidence (what the assessor saw or heard, or what a particular child or staff member themselves saw or heard or experienced) was given greater weight than second hand evidence (what someone heard from someone else)
- Assessors evaluated conflicting evidence on the "balance of probabilities" and identify where they have done this in the report

● INTERVIEWS – INFORMING RATINGS AGAINST STANDARDS							
SHPAC Member	CHIEF EXECUTIVE OFFICER	PRINCIPAL	CHIEF OPERATING OFFICER	MANAGER RESIDENTIAL PROGRAMS	MANAGER STUDENT WELFARE	PLACEMENT OFFICER	HEALTH LIAISON OFFICER
Ken Boston	19/8/2015						
Chris Carroll	19/8/2015 19/10/2015	20/10/2015		21/10/2015			21/10/2015
Tom Croker	19/8/2015 19/10/2015	27/10/2015	21/10/2015		20/10/2015 27/10/2015	20/10/2015 27/10/2015	
Kerrie Ikin	19/8/2015 19/10/2015	20/10/2015		21/10/2015			21/10/2015
Geoff Walton	19/8/2015 19/10/2015	27/10/2015	21/10/2015		20/10/2015 27/10/2015	20/10/2015 27/10/2015	

OBSERVATIONS - INFORMING RATINGS AGAINST STANDARDS										
SHPAC Member	HANDOVER	ASSEMBLIES	MORNING – Cabin/Breakfast	AFTERNOON	EVENING/NIGHT Dinner/ Cabins/ Recreation	Weekend on-site	Weekend off-site	Week day off-site	Site based meetings	Health screening
Ken Boston										
Chris Carroll	20/10/2015	20/10/2015	24/10/2015 21/10/2015	29/10/2015	29/10/2015	24/10/2015	25/10/2015			
Tom Croker	20/10/2015	20/10/2015	20/10/2015			24/10/2015	25/10/2015		20/10/2015 (SW) (H/O)	20/10/2015
Kerrie Ikin	20/10/2015	20/10/2015	21/10/2105	29/10/2015	29/10/2015	24/10/2015	25/10/2015			20/10/2015
Geoff Walton	20/10/2015	20/10/2015				25/10/2015	2/102015		20/10/2015 (SW) (H/O)	

ASSESSMENT AGAINST STANDARDS

The 4 Point Rating

The 4-point rating to be used in this report to indicate the extent to which standards have been met or not met is as follows:

- | | |
|-------------------------|--------------------|
| 1 - Standard Not Met | (Major Shortfalls) |
| 2 - Standard Almost Met | (Minor Shortfalls) |
| 3 - Standard Met | (No Shortfalls) |
| 4 - Standard Exceeded | (Commendable) |

Assessors have given the rating they consider appropriate on the evidence available to them by entering one of the four numbers 1 to 4 in the rating box provided against the question "Assessment against standard". Nothing other than one of these four numbers can be typed into the box.

1. Standard Not Met (Major Shortfalls)

The assessor gives this rating if in their judgement one or more of the following applies to the set of standards being rated:

- There is a substantial failure to meet one or more of those standards statements, which presents a significant risk to children's safety or constitutes a failure to safeguard and promote children's welfare, or
- There are a number of failures to meet one or more of the standards statements, which may each be small in

themselves, but which add up in the inspector's view to an overall significant risk to children's safety or to a failure to safeguard and promote children's welfare, or

This rating will always be given if the assessor considers that children's safety or welfare is significantly at risk because of a shortfall in meeting any of the standards in the set being rated.

2. Standard Almost Met (Minor Shortfalls)

The assessor gives this rating if in their judgement ALL the following criteria apply to the set of standards being rated:

- There is a failure to meet one or more of those standards statements, but none of the failures present a significant risk to children's safety or constitute a failure to safeguard and promote children's welfare, and
- While there are failures to meet one or more standards statements, those failures taken together do not add up to present a significant risk to children's safety or to a failure to safeguard and promote children's welfare, and

This rating will not be given if the assessor considers that children's safety or welfare is currently significantly at risk because of a shortfall in meeting any of the standards in the set being rated. It will be used to indicate shortfalls in meeting those standards which are sufficient to report, may be the subject of recommendations, may require action to avoid a future risk to safety or welfare, or may be "technical but significant" without currently risking children's safety or welfare.

3. Standard Met (No Shortfalls)

The assessor gives this rating if in their judgement ALL the following criteria apply to the set of standards being rated:

- There is on the evidence currently available to the assessor either no failure in meeting any of the standards in the set being rated, or any failure is of a negligible nature and has no significant current or likely future impact on the safety and welfare of children, and

This rating must not be given if the assessor considers that children's safety or welfare is currently significantly at risk because of a shortfall in meeting any of the standards in the set being rated. It must however be given wherever there is no, or only negligible, failure to meet the standards in the set being rated.

4. Standard Exceeded (Commendable)

The assessor gives this rating if in their judgement ALL the following criteria apply to the set of standards being rated:

- On the evidence currently available to the assessor, the provision made for one or more of the standards in the set being rated is significantly better than that required in the relevant Minimum Standard statement, and
- There is on the evidence currently available to the inspector either no failure in meeting any of the standards in the set being rated, or any failure is of a negligible nature and has no significant current or likely future impact on the safety and welfare of children, and

This rating is to be given to acknowledge provision, which is significantly above standard without any significant failure anywhere else in the same set of standards. This rating can only be given where the assessor has evidence that a significant aspect of

provision currently exceeds the standard within the set of standards being rated.

STANDARD		RATINGS IN				EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.1	Children are protected from abuse	3	3	3	4	
9.1.1	Stewart House should have an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent and is known to staff.					<p>The document, <i>Child Protection June 2015</i>, sets out the legislative and policy base, related practices and provides all staff working at Stewart House with clear advice about the action they must take in response to allegations or suspicion of child abuse.</p> <p>All Stewart House staff interviewed demonstrated a comprehensive understanding of this document and some provided examples of its practical application.</p>
9.1.2	There is a written child protection policy that is consistent with the requirements of the NSW State Government and that includes a requirement for a referral to be made within 24 hours (in writing or with written confirmation of a telephoned referral) of allegations or suspicions of abuse to FACS.					<p>We noted that <i>Child Protection June 2015</i>, a site-based written policy document, is consistent with the NSW State Government referral requirements and specifically:</p> <ul style="list-style-type: none"> • As an employer, Stewart House is governed by child protection and employment legislation. • Stewart House School staff are governed by the NSW Department of Education procedures.
9.1.3	The child protection policy includes procedures for all staff employed at Stewart House who receive allegations of abuse or suspect that abuse may be occurring at school or elsewhere.					The Stewart House Document <i>Code of Conduct</i> June 2015 and Stewart House Employment Contracts set out expectations about acceptable practices that are consistent with establishing and sustaining the positive and nurturing Stewart House Culture.
9.1.4	Stewart House policy and practice explicitly require staff to report to a designated senior member of staff any concern or allegation about Stewart House practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm; and provide immunity from retribution or disciplinary action against such staff for whistleblowing in good faith.					During interviews and discussions all residential staff were aware of their responsibilities and of the site-based procedures for reporting concerns and allegations relating to child protection. Individually they knew which of the senior members of staff were designated to receive and act on reports.

STANDARD		RATINGS IN				EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.1.5	All staff, at all levels, have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.					In addition to setting out the procedures for responding to suspicions or allegations of abuse, Child Protection 2015 provides all staff with a guide for protecting children and young people . While the document details the responsibilities of designated senior members of staff and describes the types of behaviour that may be considered to constitute abuse it also provides advice about acceptable practices that are consistent with establishing and sustaining a positive and nurturing Stewart House Culture
9.1.6	There is a policy, known to staff and used in practice, for searching for and, if necessary reporting, any child missing from Stewart House. A written record is made of any incident of a child missing from school, the action taken, and any reasons.					From our discussions and interviews with members of the Stewart House staff it was clear that: <ul style="list-style-type: none"> • the procedures for searching for a missing child were known by all staff • relevant details are recorded in the on-line behaviour register • individual student welfare plans outline preventative strategies.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.2 Behaviour management of children is fair and appropriate		3	3	3	3	
9.2.1	Stewart House should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to children and staff					<p>Related 2015 staff employment contracts and policy and guideline documents, <i>Behaviour Management, Excursions and Play, Child Protection and Health Care while at Stewart House</i> comprehensively detail practices and approaches to be taken by members of the school and residential staff when dealing with individual children and when planning and providing a program of activities for individual children and groups of children.</p> <p>Recommendation 1: That supervisory and school staff work collaboratively to develop a shared set of understandings about what each policy looks like in practice.</p>
9.2.2	There is a written and appropriate policy on discipline, punishments and any rewards for good behaviour, which includes a statement of policy on use of restraint, which is available to all staff and made known to children.					<p>These documents also provide guidance about reasonable expectations for the behaviour of children and young people and describe the common reward system <i>High Five Rewards</i> that operates across the school and residential components of the Stewart House program.</p>
9.2.3	Standards of child behaviour are generally satisfactory, and children identify the supervisors' use of punishments as generally fair.					<p>We observed children and Supervisors in a variety of situations. We noted that, in general, interactions between supervisors and children demonstrated mutual respect. The approach taken by some supervisors was consistently positive while others tended to become judgemental/punitive and several instances reverted to using (idle) threats about potential consequences.</p> <p>Recommendation 2: That supervisory and school staff be provided with opportunities to workshop the types of verbal responses to situations that provide opportunities to develop and reinforce children's capacity to reflect on and self-manage their behaviour for example:</p> <ul style="list-style-type: none"> • Ask the boy clambering over rocks coming up the Lions Trail "is that being safe?" rather than saying something like "you've been told not to do that". •

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
						<ul style="list-style-type: none"> • Create and structure opportunities for older children working in groups to suggest appropriate responses to crisis situation scenarios.
9.2.4	No unacceptable, excessive or idiosyncratic punishments are used by children or staff, including any punishment intended to cause pain, anxiety or humiliation.					We observed that, in general, supervisors' management strategies were based on standards of behaviour that were realistically achievable by the children in the cabin and/or class group.
9.2.5	Administration of major punishments is recorded in writing in a suitable book or log, or by entry into the <i>behaviour register</i> database with the name of the child concerned, the reason for the punishment.					In discussions, senior supervisors and supervisors indicated that they found the use of the <i>behaviour register data base</i> was a helpful tool when planning and managing activities for individual and groups of children.
9.2.6	Any use of physical restraint is by reasonable and non-injurious means, only when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property, and always recorded in writing or by entry into the <i>behaviour register</i> database					In discussion the Manager Residential Programs and Supervisors indicated that physical restraint was appropriate at times when children were at risk of harm, only used when necessary and recorded in appropriate databases.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.3 Safeguarding and promoting children’s health and welfare are supported by appropriate records		3	4	4	4	
9.3.1	Adequate records should be kept in relation to individual children’s health and welfare needs and issues.					<p>Senior staff at Stewart House have taken a decision to move towards “paperless” records. The August 2015 Guidelines for the Management of Student Information outlines the purpose of, as well as who is responsible for, maintaining each of the 9 databases. Taken together information entered in these databases provides a comprehensive record of each child’s health and welfare needs and issues and her/his response to aspects of the Stewart House Program. These databases also facilitate the generation of reports to home school principals and the individual’s family/care givers at the end of the 12 day program.</p> <p>Recommendation 3: While the implementation of the system of online records is to be commended we recommend that consideration be given to developing or acquiring a relational database solution to increase the efficiency of having to search 9 separate data base files to get a comprehensive “picture” of individual children’s needs, and responses to aspects of her/his Stewart House experience.</p>
9.3.2	Entries in the Current Placements database provide access to individual records of significant health and welfare issues. The information, provided by the child’s parent/caregiver, details any significant known drug reactions, major allergies, notable medical conditions and is available to staff likely to administer medication or treatment to the child.					<p>We observed and discussed the use of the Current Placements database – <i>Student Profile Information</i> (SPI). The Student Placements Officer is responsible for entering the individual child’s initial record from information supplied in writing by:</p> <ul style="list-style-type: none"> principals on Stewart House Student Referral Form and parents or caregivers on the Stewart House Student Health Information Form. <p>The Placement Officer makes phone contact with principals and families if there are significant gaps in written information or if clarification, (especially about medical conditions and/or medications), is required.</p> <p>The Health Liaison Officer uses this information to generate <i>Student Health</i> records, <i>Medication Charts</i> and individual data sheets for dental, hearing and optometric assessments.</p>

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.3.3	Entries in the Current Placements database identify persons with parental responsibility for the child, contact details for parents and any other emergency contact arrangements, and any court orders affecting parental responsibility for the care of the child.					The <i>SPI data base</i> provides staff with access to emergency contact details for parents and any other emergency contact arrangements, and any court orders affecting parental responsibility for the care of the child.
9.3.4	Information about welfare needs and any special provision to be made for individual children are effectively made available to those staff with a need to know that information.					The Manager Student Welfare, an experienced clinical psychologist, collaborates with the Student Placement Officer and, as appropriate members of the school and residential staff, to plan and implement specific strategies and programs to address the welfare needs of individual children.
9.3.5	Confidentiality of personal information about children is protected.					<p>Confidentiality is well maintained.</p> <p>Strategies to protect the personal information about children entered in databases include:</p> <ul style="list-style-type: none"> • Specific clauses in employment contracts • Provisions in the site based Code of Conduct and • the policies relating to Health Care Procedures, Health Care while at Stewart House and the guidelines for the Management of Student Information. <p>A folder containing the <i>SPI database</i> for the intake is “live” on the Student Placements drive – effectively an intranet site for four weeks—a week before the intake is due, the two weeks of the children’s stay and the week following the stay—to allow reports to families and school principals to be finalised. The folder is then moved to the Executive drive - accessible by members of the Senior Management team. Original paper-based documents are scanned and stored on the Executive drive and the originals are destroyed.</p>

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.4 There is clear leadership of the out of school hours components of the Stewart House Program		3	4	3	3	
9.4.1	There should be clear management and leadership of the practice and development of residential care in Stewart House.					<p>The Manager Residential Programs supported by the three Senior Supervisors is accountable for the organising, coordinating and monitoring of the implementation of the day-to-day Stewart House Residential Program.</p> <p>Decisions about practice and the ongoing development of residential care in Stewart House are taken in the light of the information exchanged and decisions taken during meetings of the Student Welfare Team. Members of this welfare team are the MRP, MSW, Principal, Health Liaison Officer, School Counsellor and Student Placement Officer. The team meets four times during the children's 12 day stay to review:</p> <ul style="list-style-type: none"> • information and observations about individual children and plan approaches to meeting their personal welfare and management needs • and fine tune the general program of school and residential activities. <p>A summary of information and the decisions taken at the meeting are entered in relevant data bases, emailed to and subsequently discussed supervisors during their briefing meetings.</p>
9.4.2	Stewart House CEO has a system to monitor welfare provision in Stewart House.					<p>The deliverables and related indicators, documented as the <i>focus for the CEO emphasis across the 2015 financial year</i>, reflect the evolutionary development of Stewart House management and leadership practices since the 2012 Assessment.</p> <ul style="list-style-type: none"> • Installing and commissioning the site based intranet that can be accessed in offices and residential cabins and the development and use of the nine databases provides the CEO with a vehicle for monitoring the welfare provision in Stewart House. • The composite program of residential and school-based activities for each two-week intake is published on the intranet

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
						<ul style="list-style-type: none"> • This program shows the names of staff allocated to residential and school duties. It also details meal times, bus/transport use and health screening schedule. • The CEO models the use of communication technology and works with residential staff to develop resources (including power-point presentations) to support and expand the range of activities available for children. • Senior management team meetings provide a forum for sharing information and deciding on follow-up action where necessary.
9.4.3	Senior residential staff have an adequate level of experience or training in the management and practice of residential care to ensure that the welfare of children is safeguarded and promoted.					<p>Employment contracts for senior residential staff effective from 1 January 2015 until 31 December 2017 detail general and position specific duties and accountabilities including:</p> <ul style="list-style-type: none"> • adherence to the endorsed code of conduct • employment conditions including salary rates based on formal qualifications, relevant experience, and satisfactory appraisals of performance • access to staff training and development opportunities <p>Through discussion with senior residential staff and observing them working with children we formed the view that they are appropriately qualified by virtue of formal training, recent relevant experience. Their commitment to the Stewart House culture and purpose is obvious and enables them to ensure that the welfare of all resident children is safeguarded and promoted.</p>

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.5 Crises affecting children's welfare are effectively managed		3	2	3	4	
9.5.1	Stewart House should be capable of satisfactorily managing crises affecting children's welfare.					<p>We note that the document, <i>Critical Incident Management at Stewart House</i> June 2015, clearly sets out procedures for Stewart House staff to follow and that enable them to:</p> <ul style="list-style-type: none"> • make a timely, effective and appropriate response to a crisis, • support each other while continuing to care for children in residence, provide guidelines for emergency actions and • outline the responsibilities of members of staff, before during and after an incident. <p>In discussion staff confirmed that they had been briefed on the policy and were aware of what was expected of them.</p>
9.5.2	There are planned responses to a range of foreseeable major incidents or crises, such as outbreaks of illness, fires, serious allegations or complaints or significant accidents.					Based on our analysis of relevant documentation and our observation of the briefing given to children by Supervisors, the planned responses to a range of foreseeable major incidents and crises are appropriate.
9.5.3	In making decisions in any crisis or emergency affecting children's welfare, staff do what is reasonable in all the circumstances of the case to safeguard and promote the welfare of the children concerned.					We observed the efficient and effective use of mobile phones and walkie-talkie (Motorola) radios to maintain contact and coordinate action to support children's and colleagues' welfare by supervisors and school staff.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.6 The organisation of the out of school hours program contributes to children's welfare		4	4	4	4	
9.6.1	The organisation of residential facilities should operate satisfactorily and provide appropriate protection and separation of children by age and gender.					As observed, the residential facilities operate satisfactorily providing children with secure, protected living environments. Facilities are designed to provide appropriate separation by age and gender.
9.6.2	No individual facilities have significantly poorer physical provision, facilities or standards of welfare than other dormitories.					All residential facilities have been renovated, are newly furnished and provide children with access to age appropriate reading materials, and a range of age-appropriate toys and games including computer games and DVDs.
9.6.3	There is no major discrepancy of quality of residential care provision for different genders.					We did not observe any major discrepancy in the quality for residential care provision for different genders and age groups.
9.6.4	Sleeping areas, recreational areas, toilet and bathroom provision are reasonably separated for children of significantly different ages.					<p>As observed the residential facilities, sleeping areas, recreational areas, toilets and bathrooms provided appropriate separation of children of significantly different ages.</p> <p>We noted that recent renovations to the residential facilities have provided:</p> <ul style="list-style-type: none"> • “primary aged” children with a playground equipped with two ground level trampolines and modern climbing equipment that is security fenced with a synthetic soft-fall surface. • a 50 seat cinema with high backed tiered seating, capable of being fully blacked out, LED ceiling lights, large screen, dedicated file server feeding a digital projector and a commercial quality sound system. • additional useable floor space in the large downstairs cabins • boys in the “Kool Kids” cabin with easy access to their toilets and bathroom.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.7 Children have access to a range and choice of activities		4	4	4	4	
9.7.1	There should be an appropriate range and choice of activities for children outside teaching time.					<p>The published plan for Group 18/15 (19-30 October 2015) incorporates the details of the school and residential activities planned for the 12 days. It documents the integration of scheduled on-site and off-site activities, meal times, bus allocations, the timetable for health screening and the duty rosters for school and residential staff. Specifically:</p> <ul style="list-style-type: none"> • Children remain in school class (age/stage) groups and follow a set program that includes a range of day-time activities during the week and at weekends. • Cabin/dormitory groups are the basis for organising after school and evening activities. Children are given limited/guided opportunities to choose from the available range of recreational activities. <p>In our view the range of day-time off-site activities during the week and one day at the weekend (either Saturday or Sunday) can be considered as providing children with opportunities to experience, first-hand, some of the significant sites in Sydney.</p>

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.7 Children have access to a range and choice of activities		4	4	4	4	
9.7.2	Stewart House provides a satisfactory range and choice of activities for children out of class time, throughout the year and both indoors and outdoors as appropriate.					<p>As documented in the published group plan, children are potentially provided with a satisfactory range of indoor and outdoor activities. The 12 day program, however, includes activities that may be subject to the prevailing conditions (seasons, weather, and tides.) and/or the availability of community resources.</p> <p>The plan also shows that children are briefed on the weekend arrangements in the afternoon sessions on Thursday and Friday.</p> <p>The on-site weekend program provides children with access to three different activities a variety of indoor, out door and creative, it does not provide children with an opportunity to be able to make a personal choice of activity.</p>

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.7 Children have access to a range and choice of activities						
						<p>Recommendation 4: That consideration be given to providing small groups of older children with a structured opportunity to workshop answers to the question “Now you have had a chance to learn about Stewart House what (on-site) other activities would you suggest we try to include in our program?” This could be done in the afternoon of the second Thursday.</p>
9.7.3	There are sufficient appropriate supervised activities for any children remaining at Stewart House on weekends					<p>In responding to concerns that children might benefit from a more relaxed program of weekend activities the senior management team reviewed and recently implemented changes to the structure of the weekend program.</p> <p>Children in school class groups now spend one day each weekend engaged in on-site activities and the other day is a full day of off-site activities.</p> <p>The off-site class groups travel by bus to Manly Ferry Wharf, travel by ferry to Circular Quay, past Fort Dennison and the Opera House, pick up their bus in Macquarie Street to visit one of the CBD Museums and a swimming pool (Ryde, Lane Cove or Cook & Phillip)</p> <p>The on-site group of three classes follow a roll-over program built around three core activities “beach”, “cooking” and “craft”. Two residential care supervisors are rostered on to the class of younger children; one residential care supervisor is rostered on to each of the older class groups.</p> <p>The Manager Residential Programs, rostered on as the “trouble shooter”, supported the day’s program by rearranging furniture, setting up equipment, (including power point presentations), demonstrating an approach for managing the Craft activity for other Supervisors to follow, setting up and introducing the craft activity, and being an “extra pair of hands” in the demonstration kitchen.</p>

STANDARD	RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
	2007	2009	2012	2015	
9.7 Children have access to a range and choice of activities					<p>From interviews with Residential staff and our observations of the on-site program of weekend activities, class groups could be offered additional opportunities to “vote on” a preferred group activity. We observed:</p> <ul style="list-style-type: none"> • Opportunities for individual children to make a free-choice from the available range of activities was limited to those available in Cabins and/or the Recreational Room • Students working in their three (age related) class groups to prepare and serve up: <ul style="list-style-type: none"> • morning tea (using the facilities of the renovated demonstration kitchen) cooking and plating up pikelets jam and cream for morning tea for 50 people, • lunch of savoury muffins and a salad and meatball sub, for the 50 people (using tables in the dining area and electing to work in the kitchen with the Catering Officer) • supper – a crushed biscuit slice prepared in the demonstration kitchen and served in cabins)for 100 people
					<p>Recommendation 5: That a formative evaluation of the current weekend program be undertaken by the MRP, COO, MSW and two Supervisors nominated by the Residential Care team to answer:</p> <ul style="list-style-type: none"> • Does the current program allow children to get the best value out of their week end experiences? • Can children be given opportunities to make choices according to their interests and demonstrate that they can stick with their decisions? • Do children see that being in a class group classified A to E for 10 days straight is a reflection on their ability or behaviour? • Do residential staff members, the catering officer and volunteers delivering and supporting the weekend program have untapped skills/enthusiasms/talents that could enrich the opportunities provided for children? • Is having to find places for class groups of children to chill out a problem? Is it feasible to take the mixed gender class to a single gender cabin? • With the benefit of the experience of delivering/supporting the current weekend program what challenges have you faced and what solutions have you devised/found to address these?

STANDARD	RATINGS IN				RATINGS IN
	2007	2009	2012	2015	
					<p>Recommendation 6: Given that the benefits that an individual child gains from a Stewart House experience is the product of the comprehensive program, it is not significant whether the experience is delivered as part of the school or residential program. It is recommended that the ELT should consider a strategy that:</p> <ul style="list-style-type: none"> • will enable residential staff and school staff to observe and work with each other across classroom and cabin based activities, and • provides time for school staff and residential care staff to review the intent, content and outcomes for children from each other's programs, including <i>Behaviour for Productive Learning, Four Rooms of Change, Social Skills, Social and Emotional Development</i>. The focus for this review should be on identifying an overarching Stewart House Program framework based on an accepted/common theoretical underpinning.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.8 Children enjoy a meaningful out of school program of activities		3	3	3	4	
9.8.1	Children have every opportunity to engage in purposeful and enjoyable activities, both within Stewart House and in the local community.					The MRP explained that at the start of each day he monitors the entries that Supervisors have made in the Cabin Notes database. These records show that supervisory staff continue to provide children with opportunities to engage in purposeful and enjoyable activities.
9.8.2	There are ample opportunities for children to participate in a range of appropriate leisure activities, and the CEO allocates sufficient financial resources to fund leisure activities and trips.					<p>We note that the number of buses in the Stewart House fleet has been reduced to 3. The weekend off-site program of activities has been reorganised and makes more effective use of the vehicle fleet.</p> <p>The CEO continues to allocate sufficient financial resources to support appropriate leisure activities as evidenced by:</p> <ul style="list-style-type: none"> • the purpose built on-site cinema, • the installation of modern playground equipment, upgrading of computers in cabins, • expanding the range of games in the recreation room and • the allocation of funds to provide the facilities, equipment and consumables to support craft and cooking.
9.8.3	All children are encouraged, supported and given opportunities to take part in activities and leisure interests which take account of their race, culture, language, religion, interests, abilities and disabilities. Birthdays, name days, cultural and religious festivals are celebrated where appropriate					The MRP and the CEO affirm the practices related to personal and cultural celebrations.
9.8.4	Supervised activities take into account the safety of children at all and, where high or unusual hazards are involved, a recorded risk assessment is made					<p>Policies, <i>Excursions and Play, Child Protection, Behaviour Management at Stewart House and Health Care While at Stewart House, Student Welfare at Stewart House</i> and Residential Staff Employment Contracts set out the responsibilities that school and residential staff have for the care and supervision of children. The document <i>Excursions and Play</i> specifically address managing risk and outlines procedures that staff members are required to follow when assessing risk.</p> <p>The Chief Operating Officer maintains the file of current risk assessments.</p>

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.8 Children enjoy a meaningful out of school program of activities		3	3	3	3	
9.8.5	Staff engage with children in talking about and doing things, sharing their experiences, and by participating appropriately in leisure activities with the children.					We observed staff engaging with children in a variety of settings. In discussion staff talked about the significance of building positive relationships and role modelling personal behaviour consistent with the values and practices underpinning the Student Welfare Policy.
9.8.6	Children have access to and a choice in the selection of appropriate toys, music and games. The children's age, gender, culture and interests are catered for.					Interviews with MRP and discussions with Supervisors, inspections of facilities and observation of cabin activities confirmed that children have access to and a choice in the selection of toys, reading materials, music and games.
9.8.7	Consideration is given to the individual circumstances of children in watching videos and television, and in using computer games. Videos, games consoles and computer games may be watched or played only by children of the intended age range.					We note that the policy, <i>Student Welfare at Stewart House</i> provides staff with advice about the selection of appropriate television programs, videos and DVDs for viewing by age groups of children. These guidelines apply in Cabins and in the newly commissioned Cinema. We also observed that Supervisors were vigilant in their oversight of the computer gaming software accessed by children.
9.8.8	Trips out to events for enjoyment or interest are encouraged and/or organised by staff.					Recommendation 7: That staff continue to seek and act on the opinions of children about interesting and enjoyable events and trips. (Monitor Exit Survey ratings and modify the program appropriately)
9.8.9	Stewart House has facilities and equipment available for educational and recreational activities that encourage the children to explore and learn, through a diversity of media appropriate to their language, ability, age and understanding.					We also note that a range of new video and computer gaming machines have been installed in the recreation rooms. The gaming software loaded on these machines is intended to interest both girls and boys.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.9 Children receive first aid and health care as necessary		4	3	3	4	
9.9.1	Appropriate first aid and minor illness treatment are available to children at all times, with access to medical, dental and optical services as required.					<p>Health Care Procedures, the Student Welfare Policy and residential staff employment contracts all provide guidance about the provision of health services and first aid.</p> <p>The Health Liaison Officer and a registered nurse provided by the Northern Sydney LHD conduct a daily triage session that deals with and provides advice to supervisors and members of the school staff about the treatment and management of minor illnesses and injuries.</p> <p>The Health Liaison Officer in consultation with the Principal, and the Manager Student Welfare manages the children's medical treatment from a local doctor or Mona Vale Hospital.</p>
9.9.2	There are effective arrangements to secure medical, dental and optical attention for children as necessary.					<p>The Health Liaison Officer co-ordinates the health screening program. Stewart House now has on-site access to the specialist equipment and facilities for effective initial dental screening (provided by technicians from Northern Sydney LHD with follow up treatment from dentists at Mona Vale Hospital and optical screening using recently acquired state-of-the-art equipment (provided by graduate students from UNSW School of Optometry and Visual Science). Initial audiometric screening occurs on site and where necessary follow up treatment takes place either at the Speech and Hearing Clinic (Macquarie University) or onsite by visiting post graduate students.</p>
9.9.3	First aid and minor illness treatment are given at Stewart House by competent designated staff					<p>We noted that appropriate first aid and minor illness treatment is available to children at all times. As a condition of employment, all supervisory staff and the Health Liaison Officer hold current first aid qualifications.</p>
9.9.4	Prescribed medication is only given to the child for whom it was prescribed, in accordance with the prescription or instructions from the pharmacy, and is not kept in general use for other children or added to stock for such use.					<p>The routine procedures and staff responsibilities for monitoring and reporting on children's health and for administering prescription medications are documented in <i>Health Care at Stewart House</i>. We noted that a support for registered nurse position is provided through the NSLHD. A registered nurse is available during the weekdays and conducts a week-day triage session, contributes to the regular program of health screening and works under direction from the Health Liaison Officer to check individual children's medications and the medication administration routine. The registered nurse briefs supervisors and hands over medications. Medications are stored securely and there is a strict protocol adhered to by all for the storage and administration of S8</p>

						drugs of addiction.
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STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.9.5	Stewart House has secured, and follows, qualified medical or nursing advice in a written protocol on the provision of non-prescription household medicines to children.					We sighted the written protocol and observed that it is adhered to by the Health Liaison Officer and supervisors
9.9.6	Prescribed and household medication, other than that kept by individual children able to administer and control their own medication, is kept securely.					Consistent with the Health Care Policy: <ul style="list-style-type: none"> with the exception of asthma medications children do not self-medicate during the time that they spend at Stewart House. the issuing of prescription and over-the-counter medications is controlled at all times by supervisors with the registered nurse from NSLDH checking patient information each week day morning.
9.9.7	Children keeping and administering their own medication are assessed by staff as sufficiently responsible to do so, and are able to store their medication safely and appropriately.					Arrangements to store these medications are negotiated with the relevant supervisor.
9.9.8	A written record is kept of all medication, treatment and first aid administered to children, giving name, date, medication/ treatment, reason for administration (if not prescribed), which is signed by the responsible member of staff and is regularly monitored by an appropriate designated senior member of staff.					We observed that: <ul style="list-style-type: none"> the Health Liaison Officer checks and enters information provided by families/care givers about each child's medication/treatment and its administration. Families are advised that medication/s must be provided in original packaging with the pharmacist's label attached. The information about medication/s and administration is entered into the Current Placement/Medical data base and hard copies are provided to the relevant supervisor and if appropriate the class teacher. each administration of medication is signed off by the responsible member of staff.
9.9.9	A written record is kept of all significant illnesses, accidents or injuries to children (either as part of the above school medication and treatment records or separately).					We sighted these records in the <i>Current Placement/Medical</i> data base.

	STANDARD	RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.9.10	Written parental permission has been obtained in advance for the administration of first aid and appropriate non-prescription medication to children, and to seek medical, dental or optical treatment when required.					<p>The application package seeks permission from the parent/caregiver for Dental Screening, Hearing Tests, Eye Tests, general wellbeing screening and Emergency Care. The package also requests permission to administer Paracetamol.</p> <p>Accurate and complete information, entered on the SPI database, provides school and residential staff with an important resource for planning, implementing and evaluating provisions to meet the welfare needs of individual children.</p>

	STANDARD	RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
	9.10 Children are adequately supervised and looked after when ill	3	3	4	4	
9.10.1	Children who are ill should be regularly checked and adequately looked after by a member of staff.					<p>The site manager, (during a school day the Principal or non-teaching Assistant Principal, or after school hours the MRP or Senior Supervisor) has the delegated responsibility for ensuring that children who are ill are regularly checked and adequately looked after.</p> <p>We noted that the school does not have a dedicated sick bay and a day bed is located in a small multipurpose room adjacent to the Principal's office.</p>
9.10.2	Children who are separated from others, in bed or otherwise, through illness are regularly checked and receive the care and attention that they need by a member of staff.					We noted that Stewart House has adequate provisions for children with infectious diseases to be isolated before being sent home and that where necessary an additional resource (most usually a full-time Supervisor who is known to the child) is available to provide on-site supervision for children who are ill.
9.10.3	Children who are ill are able to summon and when necessary readily and rapidly receive staff assistance at any time during the day or night.					Stewart House Supervisors or the Site Manager are available at all times to care for sick children. While the supervisor's on-site accommodation is separate from but adjacent to the cabin/dormitory, children are able to summon help when and as needed.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.11 Children are supported in relation to any health or personal problems		3	3	3	4	
9.11.1	Significant health and personal problems of individual children should be identified and managed appropriately.					As explained during interviews and outlined in the related policy statements, Health Care at Stewart House and Student Welfare Policy documents, school and residential staff, in consultation with the registered nursing staff and direction from the Health liaison Officer, make provision for effective management of significant health problems, (e.g. epilepsy and asthma). The health care information collected from families/care givers is used to develop individual welfare plans for specific children. Children with health problems of a serious nature are not admitted to Stewart House.
9.11.2	An appropriate staff member prepares and works to a written and agreed individual welfare plan, for any child with special welfare needs, significant emotional or behavioural difficulties,					A student welfare committee consisting of the Manager Student Welfare (a clinical psychologist), School Counsellor, Principal and Manager Residential Programs and the non-teaching AP supports the implementation of and monitors the <i>agreed individual welfare plans for specific children</i> . This committee meets every second day. Entries in relevant spread sheets, cabin notes and the behaviour register and information exchanges between the class teacher and the relevant residential care supervisor during the morning and afternoon “handover” are mechanisms for monitoring aspects of these plans.
9.11.3	Children with bed-wetting problems are appropriately supported in managing the problem and avoiding undue embarrassment.					Individual children are appropriately supported and situations managed by the relevant supervisor.
9.11.4	Children with medical difficulties (such as asthma), with disabilities, or requiring special treatment or management because of health, emotional or welfare needs, are given suitable support, and activities are adapted as appropriate.					We observed a morning handover meeting in which relevant information was communicated by Health Liaison Officer, school staff and supervisors about health and welfare issues that may impact on the child’s stay. All members of staff having contact with the children receive a coded summary of information.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.11 Children are supported in relation to any health or personal problems		3	3	3	4	
9.11.5.	Children who are homesick are suitably supported					The identification and provision of support for children who are experiencing homesickness is covered in the site-based policy <i>Student Welfare at Stewart House</i> . Individual supervisors were observed at meal times, in cabin/dormitory activities and during off-site activities offering positive, non-intrusive support to individual children.
9.11.6	Children undergoing times of personal stress (e.g. because of problems at home, or bereavements) are suitably supported.					Individual supervisors were observed at meal times, in cabin/dormitory activities and during off-site activities offering positive, non-intrusive support to individual children. The Manager Student Welfare collaborates with home school principals, the Stewart House Principal , local and home school based Counsellors to provide support for children and advice to other members of staff on strategies for “working with children who were in trauma” She also provides staff with on-site opportunities to debrief.
9.11.7	Children may be referred to outside professional services (e.g. a school counsellor) for support.					From our discussions with the CEO, Principal, Manager Student Welfare and Manager Residential Programs and as documented in the Policy <i>Student Welfare at Stewart House</i> , clear guidelines exist for referring children to appropriate outside professional services, including mental health services.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.12 Children do not experience inappropriate discrimination		3	4	4	4	
9.12.1	Within Stewart House, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation or academic or sporting ability. These factors are taken into account in the care of children, so that care is sensitive to different needs.					We did not observe any instances of inappropriate discrimination. The ways in which Supervisors responded to children in groups and as individuals indicated and modelled sensitivity and respect.
9.12.2	Stewart House documents demonstrate a commitment to equal opportunities and avoidance of inappropriate discrimination of all forms.					Based on our document search, the content of policies and related implementation guidelines demonstrate a commitment to equal opportunities and to avoiding inappropriate discrimination of all forms.
9.12.3	Stewart House supports children experiencing difficulty in fitting into/adjusting to the residential culture and routines.					In instances where Stewart House practices relating to personal hygiene, eating with cutlery, managing personal items including clothing were at variance with those the child experienced at home, children were provided with non-judgmental advice and practical support We noted that children with physical disabilities were not precluded from involvement in activities. One young man brought two prosthetic legs. He alternated the use of these depending on the nature of the activity he was going to participate in.
9.12.4	Appropriate provision or exemption is made, where feasible and desired, for children with special dietary, dress or religious observance requirements or needs because of religious or cultural background.					From our discussions with the CEO and the MRP and Supervisors we have concluded that appropriate provisions have been made for children with special dietary needs and or culturally acceptable dress or religious observance requirements.
9.12.5	Culturally sensitive and appropriate support is provided for children for whom English is not their first language or children from Aboriginal and Torres Strait Islander backgrounds					We noted the influence that the Aboriginal Education Officer has had on the decoration of class rooms including the acquisition and display of Aboriginal language cultural learning materials and teaching aids. We observed supervisors using simple language to provide all students, including those for whom English is not their first language, with explicit instructions. In addition, they routinely checked students' understandings about what is expected of them.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.13 Children are introduced to Stewart House procedures operations and are enabled to settle in		4	4	4	4	
9.13.1	There is an appropriate process of induction and guidance for new children.					<p>The MRP explained that the process of induction and guidance for new intakes of children commences with an assembly at the end of the first school day. Either he or one of the Senior Supervisors welcomes children and reinforces the Stewart House Rules and expectations.</p> <p>We noted that a newly produced power point presentation supports and illustrates what has previously been an initial verbal presentation. Children are then allocated to dormitory groups and introduced to their supervisor for the first week. Induction activities continue in dormitories.</p> <p>Children are then allocated to dormitory groups and introduced to their supervisor for the first week. Induction activities continue in dormitories.</p>
9.13.2	New children should be given suitable information about residential routines and rules					<p>We noted that:</p> <ul style="list-style-type: none"> • while there are some variations in the approaches taken by individual Supervisors, dormitory inductions cover general residential and specific cabin and routines. Specifically they include: evacuation and lock down procedures, sleeping arrangements, use of living and bathroom facilities, expectations about general tidiness, storage of clothing and personal effects and arrangements for safe storage of money and valuables. • several supervisors have developed power point presentations to support and reinforce routines and expectations specific to their cabins. • all cabins had visual reminders of expectations strategically displayed.
9.13.3	Reasonable protection is provided for children's personal possessions and for any children's money or valuables looked after by Stewart House.					<p>Stewart House makes adequate provision for protecting children's personal possessions.</p> <p>Items such as mobile phones, cameras, and razors, were collected and stored for children. These are returned to children on the morning of the last day in residence prior to travelling home.</p>

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.14 Children receive good quality catering provision		3	3	3	4	
9.14.1	Meals should be provided to children that are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.					During the assessment we observed and joined children and staff in evening meals and week end breakfasts. We also discussed the two week meal and snack menus with the CEO, who has retained responsibility for the oversight of catering and menus and for the work of the Catering Officer and her assistants. In our opinion the meals provided were adequate in quantity, quality and choice. We were aware of unobtrusive provisions that were made by Supervisors and the Catering staff to support children who were confronted by unfamiliar foods and/or who experienced difficulty in managing cutlery.
9.14.2	Meals provided for children are nutritious, reasonably balanced, and adequate in frequency, hygiene and temperature.					As explained the menu provides meals that are nutritious, reasonably balanced, prepared and served with appropriate regard to hygiene and temperature. The children pre-order a packed cut lunch from a restricted sandwich menu. Sauce and mayonnaise are provided in sealed sachets.
9.14.3	Crockery, cutlery and dining facilities are sufficient and clean.					The crockery, cutlery and dining facilities were sufficient and clean.
9.14.4	Dining rooms and furnishings are suitable and of sufficient size for the numbers and ages of children dining.					The dining room furnishings are functional and of sufficient size for the number and ages of children. The long dining tables have been replaced with small square tables seating four, promoting face-to-face contact in a more intimate setting.
9.14.5	There is sufficient time at mealtimes, taking into account any necessary queuing time, for children to finish their meals properly.					The co-ordination of meal times with morning and evening activities assisted in minimising the need to wait in queues and provided children with adequate time to complete their meals.
9.14.6	Staff involved in preparing food for others have received appropriate training in food handling and hygiene.					The kitchen staff were experienced and dealt with children in a friendly, cheerful and appropriate manner that modelled polite respect. The CEO and the COO indicated that staff involved in preparing and serving meals had received appropriate training in food handling and hygiene.
9.14.7	There are no significant outstanding recommendations of the local council health inspectors					The COO confirmed that there were no outstanding recommendations.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.15 Children have access to food and drinking water in addition to main meals.		3	3	4	4	
9.15.1	Children have access to drinking water and to food in addition to main meals.					In addition to main meals we noted that fresh fruit is available in cabins and that at weekends fresh fruit, packaged health food bars and bottled water were available from tables in the school entry hall.
9.15.2	Drinking water is available in all residential areas at all reasonable times.					In cabins children have individual drinking cups and access to water from chilled bottles and bottles of chilled water and hand basin taps.
9.15.3	Drinking water is available to children during Stewart House day at reasonable times in addition to mealtimes (if this provision is by washbasin taps, Stewart House has confirmed that the water supply is of drinking quality).					The quality of the water supply from taps in Stewart House is routinely tested twice each year. When away from Stewart House, supervisors carry a supply of water and drinking cups to supplement the drinking water carried in individual bottles by children.
9.15.4	Snacks are available to children at reasonable times other than main mealtimes					In addition to three main meals, children are provided with morning and afternoon tea and supper. Supervisors carry supplies of snacks in their day packs when children are participating in activities away from Stewart House.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.16 Children are protected from risk of fire		4	4	4	4	
9.16.1	Children and residential staff should be aware of emergency evacuation procedures from residential accommodation. Stewart House should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.					We noted appropriate compliance with the procedures outlined in the policy document Stewart House Critical Incident Management in relation to emergency evacuation.
9.16.2	Children know emergency evacuation procedures from sleeping and living areas in each residential area.					The Manager Residential Programs confirmed that emergency evacuation plans, fire drills and risk assessments were routinely undertaken as components of the children's induction program conducted in Cabin groups by the relevant supervisors. The verbal briefing for children is supported by a <i>power point</i> visual presentation.
9.16.3	Fire drills are regularly (at least once per intake) carried out in residential time.					The procedures for evacuating the various school and residential areas of Stewart House are comprehensively documented in Stewart House Critical Incident Management . The MRP confirmed that the Supervisors briefed and conducted at least one practice evacuation drill with each new intake of children in her/his cabin group. Two-way radios and the internal telephone system provide the channels of communications between the Fire Warden, and SUPERVISOR in determining appropriate responses to any fire threat.
9.16.4	Emergency lighting, fire alarms and fire fighting equipment are regularly tested, and this is detailed in the appropriate records.					The CEO and COO confirmed that regular testing occurs.
9.16.5	There are no significant recommendations of the Fire Service outstanding beyond any timescale set by that Service for their implementation					The CEO and COO confirmed that there are no significant outstanding issues.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.17 Children are adequately supervised by staff		3	3	3	3	
9.17.1	The staff supervising children should be sufficient in number and deployment for the age, number and needs of children, and the locations and activities involved.					<p>Based on our observations and discussions with the MRP and various supervisors we are of the opinion that in general, the current approach to allocating staff to supervise children engaged in different weekday and off-site activities allows appropriate levels of supervision to be maintained.</p> <p>We were aware that several community volunteers regularly support the work of supervisors. While these people had been subjected to and cleared by <i>working with children</i> checks we were not clear about what briefings or induction training they had received about their role/s.</p>
9.17.2	There is a duty roster followed in practice which demonstrates satisfactory levels of staff supervision of children during the early mornings, after school, and at weekends both during the day and in the evenings. The levels of staff supervision are satisfactory in number and staff competence for the number, age and nature of the child population, the layout of Stewart House and grounds, and the range and nature of the activities involved.					<p>The duty roster/activity program details supervision responsibilities for children at various times during the out-of-school hours program. With the exception of the weekend on-site <i>beach activity</i>, the number, distribution and competencies of staff engaged in supervising children at any one time appropriately addresses operational variables which include the number, age and nature of the child population, the layout of Stewart House residential premises and grounds and the range and nature of the activities involved.</p> <p>Recommendation 8: That the MRP and Supervisors explore and evaluate options for viable “beach activities” as a component of the weekend on-site program. This evaluation should include an assessment of risk.</p>

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.17 Children are adequately supervised by staff		3	3	3	3	
9.17.3	Children are at all times under the responsibility of an identified member of staff. Each child knows which member of staff is responsible for them at all times, has the means to contact that member of staff if necessary, and that member of staff has the necessary means to call for and receive staff back-up if necessary.					<p>The weekend program is organised on school class groups. This means that in some cases children may not have met or had any experience of working with the particular supervisor who had been rostered to manage the off-site and/or the on-site weekend activities.</p> <p>We noted that:</p> <ul style="list-style-type: none"> • staff used either mobile phones and/or two-way radios to keep in contact with each other. • casual and full-time Residential Care Staff all wear clearly identifying tee shirts when working with groups of children. <p>Recommendation 9: That posters be prepared with photographs and names of all residential care staff (including casual staff). These posters should be displayed in each Cabin.</p>
9.17.4	There are satisfactory arrangements for the supervision of any children remaining at Stewart House when other groups are participating in outside activities					As observed, satisfactory arrangements for supervision were in place.
9.17.5	There are satisfactory cover arrangements for residential staff sickness and absence.					The MRP indicated that he maintains a small pool of 7 people who are approved and appropriately qualified casual supervisors. He draws on this pool to cover staff sickness and absences. We did note that "last minute" replacements were not always fully briefed nor feeling confident about delivering some of the on-site week end activities.
9.17.6	Children and staff do not report an insufficient level of staff supervision of children in the evenings or at weekends, and staff supervision levels remain adequate at those times which are identified by staff or children as having the thinnest staffing level.					Maintaining an adequate level of supervision was not an issue for Supervisors or children.
9.17.7	The residential staff group in day to day contact with children includes staff of both genders where this is practicable within Stewart House staffing structure.					Changes to the implementation of the week-end program bring children into contact with both female and male supervisors. From our observations children accepted and valued the advice and direction they were offered by adults regardless of gender.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.18 Staff exercise appropriate supervision of children leaving the site		4	4	4	4	
9.18.1	Children temporarily away from Stewart House site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff at all times.					From direct observation and discussion children involved in off-site activities were generally aware of how/where to find a supervisor. For example children at a public swimming pool knew where the supervisors were and tended to remain in the immediate area and/or check-in with supervisors from time-to-time.
9.18.2	The number of staff accompanying and in charge of children on organised trips away from Stewart House site should satisfy the following requirements with an increased ratio of staff to pupils where the nature of the trip necessitates this. (one member of staff per 10-15 children aged 8-10, one member of staff per 15-20 children aged 11 and over)					Based on direct observation of and participation in the out of school hours program off-site activities, the ratio of staff to children was higher than that specified in the standard.
9.18.3	Staff numbers and deployment should be sufficient to supervise the children and activities involved, ensure that people not on Stewart House staff or subject to Stewart House recruitment checks for access to children (including activity instructors) do not have unsupervised access to children, and to deal with foreseeable emergencies. Where only one member of staff is in charge of children on any trip, that staff member has the means to call for back up from at least one other member of staff if necessary.					From discussion with staff these responsibilities were well understood.
9.18.4	Staff know the whereabouts of children (or know how to find their whereabouts) in their charge at all times.					Supervisors know the whereabouts of children on excursions. Individual supervisors use a variety of strategies to ensure that children moving out of their direct sight while on excursion and know where they are to rejoin the group.
9.18.5	Stewart House has, and follows, a satisfactory policy for the safety and supervision of children during journeys.					The documents <i>Student Welfare at Stewart House</i> and <i>Excursions and Play at Stewart House</i> describe reasonable and appropriate expectations for safety and supervision during journeys. Our observations clearly demonstrate that staff are aware of and adhere to these policies.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.19 Children are adequately supervised at night		4	3	3	4	
9.19.1	Staff should be present, and accessible to children as necessary, in each residential area at night.					At least one Supervisor sleeps in accommodation that is separate from but adjacent to the dormitory area of each Cabin
9.19.2	There is at least one adult member of staff sleeping in each residential area at night, responsible for the children in that area.					Duty rosters nominate the responsible member of staff.
9.19.3	There are additional members of staff sleeping in each residential area where necessary because of the age and number of younger children, or the particular needs of children.					<p>We noted that:</p> <ul style="list-style-type: none"> • two female supervisors sleeping in accommodation separate from but adjacent to the Downstairs Girls Cabin have a shared responsibility for up to 26 girls aged 8-11 years. • two male supervisors sleeping in accommodation separate from but adjacent to the Downstairs Boys Cabin have a shared responsibility for up to 26 boys aged 8-11 years. • One female supervisor i sleeps in accommodation that is separate from but adjacent to the Kool Kids Cabin – 12 of the youngest of the cohort scheduled as either all girls or all boys. • One female supervisor sleeping in accommodation separate from but adjacent to 13 older girls in the Upstairs Girls Cabin • One male supervisor sleeping in accommodation separate from but adjacent to 13 older boys in the Upstairs Boys Cabin • A site manager (MRP or Senior Supervisor) sleeping in accommodation above the upstairs cabins and available across the night to manage crises.
9.19.4	Children have a satisfactory means of contacting a member of staff in each area at night.					Supervisors have established procedures to be used by children in their Cabin group. These generally involve knocking on the supervisor's bedroom door.
9.19.5	There are means for staff to know which children are sleeping in each area each night (e.g. in case of fire or of a child being missing).					We noted that supervisors have adopted appropriate strategies for knowing which children are sleeping in each area at night. These generally include locating a group roll adjacent to the exit doors and the names of children on stickers on individual beds/bunks.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.20 Children are looked after by staff with specific duties, with adequate induction and continued training		3	3	4	4	
9.20.1	All staff with residential duties have job descriptions reflecting those duties, receive induction training in residential care when newly appointed, and receive regular review of their residential practice, with opportunities for continuing training in residential care.					<p>The Stewart House Supervisor's Contract effective to 31 December 2017 and signed by full-time and casual supervisors clearly specifies the job description, general responsibilities, key accountabilities, code of conduct, and common key competencies. The contract also sets out the details relating to performance appraisals.</p> <p>The CEO and MRP are responsible for providing induction training, ongoing training and development for staff and performance management.</p>
9.20.2	There are clear arrangements for the supervision of ancillary and contract staff and any temporary or agency staff or volunteers working at Stewart House.					These arrangements for supervision were confirmed during discussions with the CEO, COO and MRP.
9.20.3	The induction training program for all staff includes guidance on child protection.					
9.20.4	There is an appropriate process for the regular review of the performance of each member of staff with residential duties by a more senior or experienced member of staff (e.g. through individual supervision meetings or a staff appraisal system).					The procedures for performance appraisal based on a set of core key accountabilities, competencies and behaviours that reflect the work of residential staff at Stewart House are described in Contract of Employment – Out-of-School Hours Supervisory Staff current for years 2015,2016, 2017. These procedures were confirmed during interviews with the CEO and MRP.
9.20.5	Job descriptions clearly state and staff are themselves clear about the person to whom each member of staff with residential duties is accountable.					During interviews and discussions with residential staff we confirmed that they were clear about these lines of accountability.
9.20.6	Opportunities are provided for training and updating in residential practice (including guidance on child protection issues) for all staff, including new and experienced staff, commensurate with the roles, experience, and rate of turnover of staff, and any changes or planned changes or developments in residential care at Stewart House.					During interviews with MRP and CEO it was confirmed that appropriate training opportunities were provided all staff with residential duties.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.21 Children are looked after by staff following clear policies and practice		3	3	4	4	
9.21.1	All staff with residential duties are provided with up to date written guidance on Stewart House residential policies and practice.					Up to date policy and procedure documents are accessible on the Policies drive on the Stewart House intranet. All Stewart House Company staff have access to this drive.
9.21.2	There is an up-to-date staff handbook and/or a dedicated database giving ready access to guidance about residential policies and practices.					Stewart House Residential Staff are able to use their Cabin work station to access the Stewart House Intranet. Residential policies are routinely evaluated and revised on a three year cycle. In normal circumstances the current versions of polices will be due for review in 2018.
9.21.3	Such guidance adequately covers Stewart House approach to residential care and the safeguarding and promoting children's welfare in general and includes specific policies relating to; Behaviour Management, Child Protection, Student Welfare, Critical Incident Management, Excursions and Play, Health Care, a staff Code of Conduct. Management expectations of the role of the supervisor are clearly defined in employment contracts.					A content analysis of the Contract of Employment for Residential staff and specific policies listed below provide information about the Stewart House approach to caring for, and safeguarding and promoting the welfare of children: Behaviour Management Critical Incident Management Excursions and Play Management of Care Giver Communications Child Protection (3 policies) Code of Conduct Corruption Prevention Fleet Management Policy Grievance Mediation Health Care Procedures Internet Policy Privacy Policy Student Welfare Policy Violence Protection Work Health and Safety Guidelines for the Management of student Information

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.21 Children are looked after by staff following clear policies and practice		3	3	4	4	
9.21.4	There is a staff disciplinary procedure, which provides for precautionary suspension of staff where necessary pending investigation or final decision following allegations. This procedure provides for guidance and support to staff during suspension or investigation while allegations against them are being investigated					This procedure is clearly set out in the <i>Contract of Employment - Out of School Hours Supervisory Staff</i> 2015-2017.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.22 There are sound relationships between staff and children		4	4	4	4	
9.22.1	There are sound staff/children relationships.					From our observations, supervisors consistently maintained positive and productive relationships with children.
9.22.2	The general view of children is that staff look after them well and fairly, and that communication between staff and children is positive.					From direct observations of interactions between children and supervisors it was apparent that children were listened to and their views were respected. Incidental conversations with one group of students over dinner confirmed that supervisors whom they had met over the twelve days were firm but friendly and concerned about their well-being. The exit surveys completed by children provided hard evidence supporting our impressions.
9.22.3	Disagreements between children and staff are dealt with reasonably.					Most disagreements that we observed between children and staff were over matters of appropriate behaviour and related consequences. In our view the incidents that we witnessed were quickly resolved in the context of known and accepted expectations.
9.22.4	There is no inappropriate favouritism or antipathy of staff towards individuals or groups.					We did not observe any instances of overt favouritism.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.23 Children's personal privacy is respected		4	4	4	4	
9.23.1	Staff supervision of children should avoid intruding unnecessarily on children's privacy.					From our observations of morning and evening activities in cabins the management/supervision approaches taken by supervisors do not intrude unnecessarily on the privacy of children. In fact supervisors were at pains to ensure that children's right to privacy was respected.
9.23.2	Staff supervision of children is by appropriate patrolling and availability in residential accommodation rather than by intruding inappropriately, or in a way that embarrasses children at sensitive times such as dressing/undressing, changing, or showering.					The <i>Contract of Employment for Supervisory Staff</i> provides Supervisors with guidance about carrying their responsibilities for supervising dormitories and bathrooms. Our observations of early morning, afternoon and evening routines indicate that supervisors are cognisant of their responsibilities. They take care to provide a non-intrusive presence rather than directly supervising children while they are dressing/ undressing/ changing or showering.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.24 There is vigorous selection and vetting of all staff and volunteers working with children		3	3	3	4	
9.24.1	Recruitment of all staff (including ancillary staff and those on a casual basis) and volunteers who work with children includes screening by NSW government 'Working with Children' checks with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.					From our analysis, the screening processes for employment by or acceptance as a volunteer as member of the Stewart House staff are more rigorous than current NSW government requirements and directly related to the unique nature of the children who take up places in the twelve day programs.
9.24.2	Stewart House system for recruiting staff (including ancillary staff, contract/sessional staff and volunteers) who will work with children includes all the following before appointment, which can be verified from recruitment records:					During an interview, the CEO confirmed that the checks, as listed, are mandatory.
	* check of identity against an official document such as a passport or birth certificate					
	* 'Working with Children' check at the highest available level for the role concerned					
	* at least two references, including the most recent employer, with a reference request that specifically asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material mis-statement or omission relevant to the suitability of the applicant					
	* direct contact by Stewart House with each referee to verify the reference					
	* interview, with a written record of the outcome					
	* check on proof of relevant qualifications					
	* requirement that applicants supply a full employment history, stating that any previous employer may be approached by Stewart House					
	* contact by Stewart House where feasible with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended					
	* explanation of any gaps in CV, with a written record by Stewart House that explanations for any gaps have been sought and are satisfactory					

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.24 There is vigorous selection and vetting of all staff and volunteers working with children		3	3	3	4	
9.24.3	Staff members subject to the requirements set out in 9.24.2 do not begin work (or residence) at Stewart House until satisfactory completion of all checks and receipt of references.					During interviews the CEO and MRP confirmed that this practice is a "non-negotiable".

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.25 Children are protected from unsupervised contact with adults who have not been screened		4	4	4	4	
9.25.1	Stewart House does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with children unless that member of staff has been satisfactorily checked through employment screening.					We note that the operational requirements of Stewart House are unique and that its rigorous screening processes have been acknowledged by its public liability insurer.
9.25.2	All adults visiting residential accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent their substantial unsupervised access to children or their accommodation.					Staff are aware of their responsibility for supervising access to children and/or their accommodation. Our experiences, as members of the SHPAC, provided practical demonstrations of implementation of this policy.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.26 Children are provided with satisfactory accommodation		3	3	4	4	
9.26.1	Dormitories and living areas and other accommodation provided for children should be appropriately lit, heated and ventilated, suitably furnished, accessible to any children with disabilities, and adequately maintained.					Currently the Stewart House site and premises do not offer facilities for physical disabled access. We did note that one young boy with a prosthetic leg was well able to manage the site and participated in the full program of activities.
9.26.2	Dormitories and other areas for children are adequately lit by natural and artificial light, adequately heated and adequately ventilated.					In our judgement dormitories, lounge and recreation areas are adequately lit by natural and artificial light and adequately heated and ventilated.
9.26.3	Dormitories and other areas for children are clean.					From observation dormitories and other areas were clean. Bathrooms and toilets are fully tiled and well maintained.
9.26.4	The standard of decoration of dormitories and other areas for children is adequate.					The standard of decoration in areas accessed by children is appropriate.
9.26.5	Furnishing of dormitories and other areas for children is suitable to the number, ages and needs of children accommodated, comfortable and in satisfactory condition.					In our judgement the soft furnishings, lounge/recreational seating, floor coverings, shelving and storage is suitable and accommodates the needs of children.
9.26.6	Children's accommodation and its furniture, fittings and equipment are generally free from breakages and from numerous or significant items requiring maintenance.					We observed that: <ul style="list-style-type: none"> • new bunk beds have been installed in all cabins • the arrangement of furniture in dormitories including provisions for storing children's personal clothing provide functional living areas, facilitate the implementation of group activities and positively contribute to the opinions offered by a number of children that they were being looked after • there were no items requiring significant maintenance.
9.26.7.	Residential accommodation is not unnecessarily noisy					Residential accommodation encourages a quiet atmosphere and respect for others and their personal space.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.27 Children have satisfactory sleeping accommodation		3	3	3	4	
9.27.1	Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of children accommodated, with appropriate separation between genders, age groups and from accommodation for adults.					As observed, sleeping accommodation is suitably furnished and of sufficient size to accommodate the number, needs and ages of the children. The five cabins provide appropriate separation between genders and age groups.
9.27.2	Beds are of sufficient size for the age of children, stable and of sound construction and in good condition, with mattresses of reasonable depth, clean and in sound condition.					The bunk beds are new and of sufficient size and in good condition. Hospital grade mattresses and pillows are provided.
9.27.3	Bedding is clean and suitable for the age of children, and is sufficiently warm in winter.					Bedding is clean, suitable for the age of the children and sufficiently warm in winter. We noted that doona covers are routinely laundered at the end of each group's stay (that is every two weeks). Doonas are laundered at the end of each term. Individual children may request that their doona cover be laundered during their stay.
9.27.4	There is not an excessive variation in the standard of beds or bedding within any one dormitory.					Little variation was observed in the standards of beds and bedding in cabins.
9.27.5	Beds have adequate space around them for children to change comfortably, and sufficient headroom above them (particularly above bunk beds).					We noted that beds had adequate space around them and the design of the new bunks provides increased headroom for children using the lower bunk beds.
9.27.6	Dormitories are of adequate size and not overcrowded.					As observed cabins are of adequate size and do not appear to be overcrowded.
9.27.7	All dormitories and single bedrooms have a window.					All cabins have windows.
9.27.8	Sleeping areas are either carpeted or have other suitable floor covering.					All sleeping areas have suitable floor coverings that are maintained in good condition.
9.27.9	There is adequate storage space either in or adjacent to sleeping areas for children clothing and property.					The provision and use of storage for children's clothing and property and having dedicated storage spaces for luggage reduces unnecessary "clutter".
9.27.10	Children's sleeping accommodation is fully separated by gender and appropriately separated by age group.					Sleeping accommodation areas are fully separated by gender and appropriately separated by age group.
9.27.11	Staff and visitors sleeping accommodation is separate from children sleeping accommodation.					Staff and visitors' accommodation is separate from children's sleeping accommodation.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.28 Children have adequate private toilet and washing facilities		3	3	4	4	
9.28.1	Adequate toilet and washing facilities are readily accessible to children with appropriate privacy					Toilet and washing facilities are adequate and appropriate.
9.28.2	Each dormitory has at least one WC for every 5 children (in boys dormitories, urinals may be provided instead of no more than two thirds of the required number of WCs).					As observed, facilities were adequate, appropriate and well maintained.
9.28.3	WCs are:					We observed that WCs were appropriately distributed with reasonable access from sleeping and living areas.
	* distributed within residential accommodation to provide reasonable access from both sleeping and living areas					Renovations in the Kool Kids cabin now allow children immediate access to their toilets.
	* in individual rooms or separate cubicles, with partitions and doors which do not have sufficiently large gaps above or below to be susceptible to invasion of privacy					Individual cubicles were fitted with locking doors and partitions that provided adequate privacy. All toilets and paper dispensers were new and in working order.
	* in working order, with paper (and for girls requiring them, suitable sanitary disposal facilities)					
	* fitted with room/cubicle doors with locks in working order					
	* clean and adequately ventilated.					
9.28.4	There are washbasins, with soap, hot water and hand drying adjacent to all WCs and urinals.					Children's individual towels were hung on hooks. Liquid soap dispensers are located near the hand basins.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.28 Children have adequate private toilet and washing facilities		3	3	4	4	
9.28.5	<p>Each residential house has at least one shower for every 10 children, most of this provision comprising showers, and:</p> <p>* showers are distributed within residential accommodation to provide reasonable access from both sleeping and living areas</p> <p>* all showers used for personal washing in dormitories are separated into individual rooms or cubicles, or where in the same area are capable of being individually separated by curtaining if children wish</p> <p>* shower facilities are clean and adequately ventilated</p> <p>* there is adequate hot and cold water supply to showers and baths.</p>					<p>We noted that:</p> <ul style="list-style-type: none"> • children can access 3 in 1 body wash shampoo and conditioner in individual shower stalls • the distribution of showers is appropriate and provides reasonable access from sleeping and living areas. • shower cubicles are partitioned and fitted with lockable WH&S approved doors.. • the supply of hot and cold water is adequate and maintained to specified temperature by regularly maintained thermostatic mixing valves.
9.28.6	There are no significant queues for toilet and washing facilities at peak times.					Supervisors generally manage access to toilets and showers to minimise unnecessary queuing.
9.28.7	Toilet facilities in dormitories are not inappropriately shared by children of widely differing ages (e.g. the most senior and most junior children), showering and bathing facilities are not shared at the same time by children of widely differing ages, and toilet and washing facilities are not shared by children of both genders.					Toilet facilities and showering facilities are not shared by children of widely differing ages or by both genders.
9.28.8	Staff and other adults (including visitors) have separate toilet and showering or bathing facilities, and do not share children facilities.					With the exception of the toilets located adjacent to the dining room, (that are used by children during meal times), toilets are not shared by adults and children.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.29 Children are protected from safety hazards		3	3	3	3	
9.29.1	Indoor and outdoor areas used by, or accessible to, children should be free from reasonably avoidable safety hazards.					We noted that maintenance staff and supervisors accepted responsibility for actively maintaining safe indoor and outdoor areas and that, where identified, potential hazards were rectified.
9.29.2	Sleeping, living and recreational areas, indoors and in Stewart House grounds, are free of significant hazards to child safety (e.g. trailing flexes, overloaded sockets, and unguarded heaters).					The COO confirmed that electrical appliances and machines in recreation rooms and dormitories are tested and tagged every six months.
9.29.3	Windows accessible to children above the ground floor and presenting a risk to safety are fitted with suitable opening restrictors or alternative safety measures.					We noted that windows accessible to children above the ground floor and opening onto balconies are fitted with opening restrictors.
9.29.4	Windows where there is significant risk of impact are either made of safety glass or are otherwise suitably protected.					The CEO confirmed that safety glass was not required in windows opening on to balconies.
9.29.5	There are no significant hazards to child safety in indoor or outdoor recreational areas used by children, or on the routes regularly used by children between buildings or parts of Stewart House site (e.g. between dormitories and teaching areas).					The COO confirmed that electrical appliances and machines in recreation rooms and dormitories are tested and tagged every six months.
9.29.6	Stewart House has a policy, implemented in practice, for controlling or supervising children's use of, and access to, high risk areas within Stewart House buildings and grounds (e.g. for educational or recreational use outside class time, including areas such as playground, swimming pools, and hazardous outdoor areas and heavily used car parking and manoeuvring areas).					The COO confirmed that site WH&S meetings are held once per term. Residential staff have a fortnightly "toolbox" meeting and frequently identified emerging safety issues were addressed immediately.
9.29.7	Children know which areas and activities are out of bounds.					Children appear to know and are reminded about activities and areas that are out of bounds. The documents, <i>Student Welfare at Stewart House</i> and <i>Excursions and Play</i> provide guidance about the safe use of areas and activities.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.29 Children are protected from safety hazards		3	3	3	3	
9.29.8	Stewart House has a satisfactory occupational health and safety policy, available to all staff.					The CEO explained that Stewart House has a WH&S Policy and that he regularly provides the Board with compliance reports.
9.29.9	Stewart House has an effective system of risk assessment, with written records to identify and reduce risk to children from inherent hazards in Stewart House buildings, activities or grounds, including hazards that children may access without permission (e.g. roads, the beach, flat roofs)					The documents, <i>Student Welfare at Stewart House</i> and <i>Excursions and Play</i> provide guidance about the safe use of areas and activities.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.30 Children's clothing and bedding are adequately laundered		3	3	3	4	
9.30.1	Adequate laundry provision is made for children's clothing and bedding.					<p>The CEO and COO confirmed that the on-site commercial laundry operated seven days per week and that:</p> <ul style="list-style-type: none"> • children's clothing bed linen and towels were laundered as regularly as necessary. • contaminants are segregated from ordinary clothing and linen. • in most cases soiled laundry left outside dormitories in receptacles was returned cleaned by the end of the day. <p>We noted that an ozone generator has been integrated into the laundry system to improve its capacity to handle bacteria and soiling without the need to use chlorine-based chemical products.</p>
9.30.2	Children's bedding and clothing are regularly and frequently laundered by Stewart House.					The CEO and COO confirmed that the on-site commercial laundry operated seven days per week and that children's clothing bed linen and towels were laundered as regularly as necessary.
9.30.3	Clothing is satisfactorily stored and issued to the right child following laundering.					As observed supervisors have established routines for returning laundered clothing to its owner.

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.31 The needs of individual children are identified, addressed and reported on					4	
9.31.1	School principals complete and submit (on-line) personal profile information (diagnostic assessment) to support the placement (enrolment) of nominated children.					<p>Stewart House Network Coordinators (usually a public school principal) are an important link between individual government schools across NSW and the ACT.</p> <ul style="list-style-type: none"> On an annual basis Coordinators are advised of the allocation places available to schools in their network and call for and process referrals from principals in accordance with a 12 week schedule developed by the Student Placement Officer Based on the information provided in the referral (personal profile and diagnostic information) individual children are nominated for a “placement” at Stewart House. The family/caregiver with parental responsibility for a nominated child is then provided with information about Stewart House and asked to complete forms giving details of ‘health information, (including medications), permissions for medical, dental, audiometric and optometric screens and associated treatment. The Network Coordinator forwards hard copies of the principal's referral and the related forms completed by family/caregivers to the Student Placement Officer. <p>Recommendation 10: That if the child has a school developed <i>individual learning program or a behaviour management plan</i>, a copy of that program be attached to the Principal’s referral. This would help residential and teaching staff provide Stewart House activities that complement the approach being taken by the individual’s home school teachers and family.</p>

STANDARD		RATINGS IN				DRAFT EVIDENCE/OBSERVATIONS/RECOMMENDATIONS AGAINST THE ENDORSED STANDARDS
		2007	2009	2012	2015	
9.31 The needs of individual children are identified, addressed and reported on						
9.31.2	The Manager, Student Welfare and the Placement Officer provide relevant information about and as appropriate suggest strategies to improve residential and school staff responses to support vulnerable children and manage the challenging behaviours of individuals.					<p>The Student Placement Officer enters Referral Information from principals and details provided by parents/caregivers about health, screening permissions and medications into the comprehensive the SPI (Student Profile Information) data base. The Health Liaison Officer further checks this data entry against original paperwork and administration directions as prescribed by doctors on medications received in their original packaging.</p> <p>The MSW and SPO use the SPI data to document and monitor the implementation of the individual Student Welfare Management Plans that suggest strategies to improve residential and school staff responses to support vulnerable children and manage the challenging behaviours of individuals.</p>
9.31.3	Given appropriate parental permission, all children are provided with dental, optical hearing, well-being and psychological screening and treatment when required.					<p>The HLO schedules:</p> <ul style="list-style-type: none"> • weekday triage sessions • screening – dental, audiometric and optometric • culturally sensitive health screening for indigenous students • transport of students off-site to health related appointments • and, if required, follow-up treatment <p>The HLO provides direction to the registered nurse to</p> <ul style="list-style-type: none"> • provide medication schedules • ensure secure storage for medications
9.31.4	The social and emotional skills developed by individual children during the 12 day Stewart House Program are reported to families and school principals.					We sighted copies of the letters that are sent to the family/caregiver and school principals that report on the nominated child's school activities and her/his social and emotional skill development during the 12 day placement.

DOCUMENTED ADVICE RELEVANT TO STANDARDS FOUND IN ENDORSED POLICY, GUIDELINES & STAFF DEVELOPMENT

ENDORSED STANDARD		DOCUMENTED ADVICE ABOUT RELEVANT TO STANDARDS FOUND IN ENDORSED POLICY, GUIDELINES AND STAFF DEVELOPMENT																		
		EMPLOYMENT CONTRACTS	BEHAVIOUR MANAGEMENT	CRITICAL INCIDENT MANAGEMENT	EXCURSIONS AND PLAY	CHILD PROTECTION	MANAGING CARE GIVER COMMUNICATION	CODE OF CONDUCT	CORRUPTION PREVENTION	FLEET MANAGEMENT	GRIEVANCE MEDIATION	HEALTH CARE PROCEDURES	HEALTH CARE WHILE AT STEWART HOUSE	INTERNET USE	PRIVACY	GUIDELINES FOR INFO MANAGEMENT	STAFF DEVELOPMENT PROGRAMS	WORKPLACE HEALTH & SAFETY	VOLLENCE PROTECTION	
9.1	Children are protected from abuse																			
9.2	Use of discipline with children is fair and appropriate																			
9.3	Safeguarding and promoting children’s health and welfare are supported by appropriate records																			
9.4	There is clear leadership of the out of school hours program																			
9.5	Crises affecting children’s welfare are effectively managed																			
9.6	The organisation of the out of school hours program contributes to children’s welfare																			
9.7	Children have access to a range of activities																			
9.8	Children enjoy a meaningful out of school program of activities																			
9.9	Children receive first aid and health care as necessary																			
9.10	Children are adequately supervised and looked after when ill																			
9.11	Children are supported in relation to any health or personal problems																			
9.12	Children do not experience inappropriate discrimination																			

ENDORSED STANDARD		DOCUMENTED ADVICE ABOUT RELEVANT TO STANDARDS FOUND IN ENDORSED POLICY, GUIDELINES AND STAFF DEVELOPMENT																	
		EMPLOYMENT CONTRAACS	BEHAVIOUR MANAGEMENT	CRITICAL INCIDENT MANAGEMENT	EXCURSIONS AND PLAY	CHILD PROTECTION	MANAGING CARE GIVER COMMUNICATION	CODE OF CONDUCT	CORRUPTION PREVENTION	FLEET MANAGEMENT	GRIEVANCE MEDIATION	HEALTH CARE PROCEDURES	HEALTH CARE WHILE AT STEWART HOUSE	INTERNET USE	PRIVACY	GUIDELINES FOR INFO MANAGEMENT	STAFF DEVELOPMENT ACTIVIES	WOWRKPLACE HEALTH & SAFETY	VOLIENCE PROTECTION
9.13	Children are introduced to Stewart House procedures / operations and are enabled to settle in																		
9.14	Children receive good quality catering provision																		
9.15	Children have access to food and drinking water in addition to main meals																		
9.16	Children are protected from risk of fire																		
9.17	Children are adequately supervised by staff																		
9.18	Staff exercise appropriate supervision of children leaving the site																		
9.19	Children are adequately supervised at night																		
9.20	Children are looked after by staff with specific duties, with adequate induction and continued training																		
9.21	Children are looked after by staff following clear policies and practice																		
9.22	There are sound relationships between staff and children																		
9.23	Children's personal privacy is respected																		
9.24	There is vigorous selection and vetting of all staff and volunteers working with children																		
9.25	Children are protected from unsupervised contact with adults who have not been screened																		

ENDORSED STANDARD		DOCUMENTED ADVICE ABOUT RELEVANT TO STANDARDS FOUND IN ENDORSED POLICY, GUIDELINES AND STAFF DEVELOPMENT																	
		EMPLOYMENT CONTRACTS	BEHAVIOUR MANAGEMENT	CRITICAL INCIDENT MANAGEMENT	EXCURSIONS AND PLAY	CHILD PROTECTION	MANAGING CARE GIVER COMMUNICATION	CODE OF CONDUCT	CORRUPTION PREVENTION	FLEET MANAGEMENT	GRIEVANCE MEDIATION	HEALTH CARE PROCEDURES	HEALTH CARE WHILE AT STEWART HOUSE	INTERNET USE	PRIVACY	GUIDELINES FOR INFO MANAGEMENT	STAFF DEVELOPMENT ACTIVITIES	WORKPLACE HEALTH & SAFETY	VOLENCE PROTECTION
9.21	Children are looked after by staff following clear policies and practice																		
9.22	There are sound relationships between staff and children																		
9.23	Children's personal privacy is respected																		
9.24	There is vigorous selection and vetting of all staff and volunteers working with children																		
9.25	Children are protected from unsupervised contact with adults who have not been screened																		
9.26	Children are provided with satisfactory accommodation																		
9.27	Children have satisfactory sleeping accommodation																		
9.28	Children have adequate private toilet and washing facilities																		
9.29	Children are protected from safety hazards																		
9.30	Children's clothing and bedding are adequately laundered																		
9.31	The needs of individual children are identified, addressed and reported on																		