

Volunteer procedure for schools, preschools and care settings

This is a mandated procedure under the operational policy framework. Any edits to this page must follow the process outlined on the [creating, updating and deleting policy documents](#) page.

Overview

This procedure outlines the department's requirements for the recruitment, induction and management of volunteers to comply with relevant legislative and policy obligations.

Scope

The procedure applies to all volunteers (including people who volunteer online, eg e-mentors) working in department education and early childhood services, including but not limited to [schools, preschools, children's centres, out of school hours \(OSHC\) care facilities and vacation care](#).

Education and early childhood service leaders (leaders) must make sure volunteers from:

- third-party provider organisations that help at an education and early childhood service are managed according to this procedure
- organisations that have a deed or agreement with the Minister or a memorandum of understanding abide by any volunteer-specific details in those arrangements.

Leaders should also refer to the [non-education service providers in preschools, schools and educational programs procedure \(PDF, 373.5 KB\)](#) for any volunteers that work in programs funded by the National Disability Insurance Scheme, Medicare or mental health services.

Out of scope

- Members of governing councils, school councils or management committees are considered volunteers of the department. However, these volunteers do not fall within the scope of this procedure. For specific information on the management of these volunteers refer to the [governing council website](#).

Work experience and work placement people who are contributing to the department as part of their work experience or a work placement are not in the scope of this procedure. Refer to the [department's workplace learning procedures](#) for more information about students on work experience or work placement.

Detail

This procedure is underpinned by policy or legislation and outlines how to manage volunteers in department education and early childhood services. The supporting policy information is referenced at the end of each section.

Education and early childhood service leaders (leaders) can use the [checklist for screening and assessing suitability of volunteers \(DOC, 89.0 KB\)](#) to help meet this procedure's requirements.

Before a volunteer starts

Leaders must make sure the recruitment, selection and screening of volunteers is done according to anti-discrimination and equal opportunity related legislation, policies and practices.

Refer to [managing volunteers](#) for resources about recruiting, screening, inducting, training and managing volunteers.

Volunteer application form and declaration

Department volunteers

To assess an applicant, leaders must make sure potential department volunteers complete the [volunteer application form \(DOCX, 167KB\)](#) and sign the declaration.

The declaration is a requirement under the [screening and suitability – child safety procedure](#).

If someone opts out of signing the declaration they can't volunteer.

If there are concerns about any responses on the application form or declaration, a meeting with the education and early childhood service leader must be made to assess the person's suitability before they can start.

Third-party provider volunteers

Before a third-party volunteer can start volunteering, the education or early childhood service leader must ask third-party providers for the volunteer's:

- name and contact details
- emergency contact name and number
- psychological or medical information that could affect their ability to volunteer and for use in case of an emergency
- evidence of:
 - a referee check
 - working with children check (if required)
 - completing Responding to Abuse and Neglect – Education Care training for volunteers
 - any inductions, including work health and safety.

Interview

Leaders must make sure potential department volunteers have an informal interview to:

- discuss their application
- find out about what they are interested in doing
- check their suitability for a volunteer role - see below for examples of questions to ask to assist in checking suitability
- see if the volunteer's goals can be achieved at the education or early childhood service
- check the volunteer's proof of identity (if not yet done).

Questions to ask at an interview:

- What sort of a volunteer role would you like?
- What are your skills and interests?
- What hours are you available to volunteer?
- What experience have you had working or volunteering with children?
- Why do you want to work with children?
- Have you volunteered anywhere else?

If the leader does not think the volunteer meets suitability requirements at this point, they do not have to accept the application.

Referee and other suitability checks

Suitability checks are important for all volunteers from a child safety perspective. A referee can be a volunteer or staff member at the education or early childhood service that already knows the volunteer.

Volunteers must provide details of at least one referee as part of suitability checking. If the leader feels a more detailed check is important, then more referee and other suitability checks must be done.

Other possible suitability checks are outlined in the [screening and suitability – child safety procedure](#). Some examples are the use of curriculum vitae, character references, interviews, work observations, family observations, testimonials and declarations.

Working with children check

All child-related screening requirements of volunteers must be met. To understand which volunteers need a child-related screening (working with children check) and how to get one, see:

- appendix 1 of the [screening and suitability – child safety policy \(PDF, 136.3 KB\)](#)
- the [about working with children checks](#) webpage.

For volunteers who need a working with children check:

- refer to the [apply for a working with children check - working in education](#) webpage for how to do this
- their working with children check must be current and renewed every 5 years
- they must let the education or early childhood leader know as soon as possible if their relevant history changes at any time – for example, if they are charged or convicted of an offence, or if they become a prohibited person.

Leaders can refer to the department's general screening unit for more information on 8226 0430 or education.hrconfidential@sa.gov.au.

Cost of screening checks

Screening checks for volunteers are free.

Role description

If a leader decides that a volunteer is suitable, they must make sure volunteers are given a role description. [Sample volunteer role descriptions](#) are on EDi, the intranet.

Role descriptions must be clearly written and must include supervision requirements. If a volunteer's role changes they must be given a new role description. If the volunteer did not require a relevant history screening in their previous role and the new role needs one, they cannot start in the new role until screening is done.

If the volunteer is from a third-party provider and already has a good role description, there is no need to develop a new one.

The leader must make sure that the volunteer is suitable and able to do the role.

Volunteer agreement for department volunteers

All department volunteers must complete and sign the standard [department volunteer agreement](#).

The volunteer agreement must be signed by the site leader as well. The agreement includes expected behaviours for volunteers.

See [volunteer policy](#), sections recruitment and screening, and preparation and training.

Induction and training

New volunteers must be inducted, appropriately trained and provided with copies of all relevant department policies, procedures and the specific education and early childhood services key documents. This includes giving them access to a copy of the department's [volunteer policy](#) and the [guideline of the commissioner for public sector employment – volunteers](#).

Responding to Abuse and Neglect – Education and Care (RAN-EC) training for volunteers

As part of their induction, volunteers must do the RAN-EC training for volunteers. Leaders must choose to organise either a face-to-face or online session.

As part of this training, volunteers must be told who their nominated education or early childhood service leader is. The nominated leader supports volunteers with any concerns they have about a child's safety. Leaders must refer to [organising RAN-EC for volunteers](#) intranet page for the most up-to-date information and RAN-EC requirements for department employees who want to volunteer.

Face-to-face RAN-EC session for volunteers

The education and early childhood leader is responsible for facilitating the face-to-face RAN-EC session with department and parent volunteers. They can delegate the responsibility to another member of their leadership team. A leader can also facilitate joint sessions with other department education or early childhood services.

Leaders can ask third-party providers to organise their own RAN-EC training for their volunteers. These volunteers must show leaders evidence that it has been done and leaders must keep a record.

Resources to deliver the session are available on the department's intranet page [organising RAN-EC for volunteers](#). The same resources are publicly available on the [volunteers from third-party providers – RAN-EC](#) internet page for third-party providers to use.

The leader can also request the [SA Association of School Parent Committees Inc \(SAASPC\)](#) to deliver the session for volunteers. In some areas, the [SA Aboriginal Education and Training Consultative Council \(SAAETCC\)](#) might be available for volunteers who are Aboriginal and who would prefer the session to be delivered by an Aboriginal person.

Both organisations deliver these sessions at no cost. A member of the education and early childhood service leadership team must be available at these sessions to respond to any specific queries from volunteers.

Online RAN-EC session for volunteers

The volunteers online course, [RAN-EC training for volunteers](#) takes about 90 minutes and includes assessments. Leaders must make sure volunteers can access the online session and resources on plink.

Leaders must read the information on the [organising RAN-EC for volunteers intranet page](#). Information for volunteers, including access to the online session is on the department's [public-facing website](#).

Work health and safety

Volunteers are workers under the Work Health and Safety Act 2012 (the Act). This means that the department must:

- ensure the health, safety and welfare of volunteers (as far as reasonably practicable)
- consult with volunteers about work health and safety
- give volunteers the necessary information, training and supervision.

Leaders must advise volunteers that as workers under the Act, they have a duty of care for their own health and safety as well as that of others. They must be told:

- to take reasonable care for their own health and safety
- to make sure that their actions don't have an adverse effect on other people
- that they must comply with any reasonable instructions, policies and procedures relevant to the health and safety at the workplace that they have been told about
- to report any incidents or injuries to leaders as soon as possible.

Volunteer inductions

Online induction

All volunteers must complete the department's [online volunteer induction](#). The induction is on the [volunteer section of plink](#).

The induction outlines important aspects of the volunteer's role including their obligations under the Act. It only takes 20 minutes to do and is open to anyone with an email address – including volunteers from third party providers.

If there are language barriers or other difficulties, a face-to-face version must be organised instead.

Information for volunteers about the online induction and how to access it are on the [department's public-facing webpage](#).

Education and early childhood service induction

Leaders must make sure all volunteers:

- have a location specific induction that outlines work health and safety responsibilities and helps them work well with others at the education or early childhood service
- are introduced to key people, including the volunteer contact person, children, staff and other volunteers they will be working with
- are given anything they need to do their role effectively without creating risks to themselves or other people
- are told to keep any personal information confidential
- are told they must only use information for official purposes or when they are required to do so by law
- are advised that all resources must be used appropriately and responsibly
- comply with all relevant department [work health and safety](#) and [injury management policy](#) and procedures
- have their activities assessed for hazards and safety before they start.

Refer to the [volunteer induction checklist](#) for more support.

Cultural competency awareness

Volunteers must be given cultural awareness information and should be invited to attend any site-based training on Aboriginal cultural competency.

Name badge or label

All volunteers must be given a badge or label that clearly shows they are a volunteer. It must always be worn when they are volunteering for the department. It should include their name.

See [volunteer policy](#): requirements for volunteers > preparation and training

Volunteers can't replace employees

Volunteers must not be used to replace employees.

Volunteers must be:

- given safe, meaningful work in a well-managed workplace
- told that they are expected to observe similar ethical, policy and legislative requirements as employees.

Volunteer contact person

A key contact for volunteers must be assigned. The volunteer contact person works with the leader and other staff to help volunteers.

A volunteer contact person must:

- be a school, preschool or care setting staff member – specifically, an employee of the department
- have a good understanding of the department's volunteer policy and procedures
- know what the volunteer's role is and support them
- do this role as part of their normal work duties
- be in regular contact with the volunteers.

The volunteer contact person is not responsible for the overall management of volunteers. This is still the responsibility of the education or early childhood service leader.

For more details refer to the [role of the volunteer contact person at department schools, preschools and settings](#).

Monitoring suitability and supervision

Monitoring suitability

Leaders must monitor the suitability of all volunteers. All inappropriate conduct towards children and young people by any person engaged with the education or early childhood service must be reported, documented and acted on.

Anything that suggests a volunteer is unsuitable to be engaged with an education or early childhood service must be addressed as soon as possible. Leaders must ask the person to stop volunteering until the issue has been investigated and resolved. The investigation and use of information relating to unsuitability must occur in a manner that respects the person's right to procedural fairness.

See the [screening and suitability – child safety procedure](#) and the [Incident Management directorate webpage](#).

Supervision

Volunteers must be appropriately supervised. The level of supervision will be different for each role. Supervision requirements must be outlined in the volunteer's role description.

If a volunteer works directly with children or students a staff member must be able to quickly and easily see the volunteer at any time from their own work area. For example, a volunteer can work in a corridor or play area as long as they can be quickly seen by the staff member in a nearby room.

Volunteers must not help out in change rooms, sickrooms or at toilet times, unless it is a clearly stated part of their role description and a supervising staff member is present in the room.

If a volunteer helps with excursions, camps or transporting of children or students, the supervision requirements in the [camps and excursions procedure \(PDF, 1.2 MB\)](#) must be followed.

If a volunteer does not have direct contact with children or students, the leader must choose the most appropriate level of supervision for the volunteer. A higher level of supervision is still needed if a volunteer has access to personal information about children or students.

It is not possible to describe all of the different ways that a volunteer might help children or students. Staff must always remember that their [duty of care](#) to children and young people comes first at all times. This is regardless of the role of the volunteer.

Supervising department volunteers at after-hours school sport events

Volunteers often help organise and run after-hours school sport events. These activities are sometimes held at off-site venues. Sometimes department staff are not present at all times. It is the duty of care and responsibility of the leader to make sure there is appropriate supervision and that children and students are safe.

If a department staff member is not present, the volunteer must know how to find and contact the education or early childhood service leader or their suitable delegate.

Education and early childhood service leaders must regularly monitor the volunteer's activities. Appropriate supervision and safety include making sure that:

- other adults are present, for example a parent – not in a volunteer role – who is just watching the activity from the sidelines
- the volunteer has:
 - the contact details of student's parents or caregivers
 - details of who the students can leave with
 - the leader's (or suitable delegate's) mobile phone number
 - a written procedure about students going to the toilets in pairs
 - access to a first aid kit, relevant training and medical details of students (where necessary and as outlined in the student's health care plan)
 - written procedure about what the volunteer needs to do if the parents or caregivers do not arrive on time to pick up their child, including that they must immediately contact the education or early childhood service leader.

Parents, caregivers and students must be told that they are not to leave the sporting event until the volunteer knows the parent or caregivers are there to collect the student. Volunteers must be told that if anything else has been arranged, for example if a student has been given permission to catch a bus home on their own.

An [example role description](#) is available on the intranet for after-school hours sport volunteers.

Support and recognition

Feedback and support

Volunteers must be:

- given ongoing and regular feedback and support about their work
- told that if they have any questions or concerns about their work, they should feel free to discuss it with the leader or the volunteer contact person.

Acknowledgement and recognition

Ongoing and regular recognition and acknowledgement of volunteers for their contribution and commitment is key to keeping volunteers involved.

Recognition and acknowledgement should include formal and informal strategies. Some examples include:

- morning teas or other special events
- regular catch-ups with the leader, staff and other volunteers
- regular feedback and support
- use of staff room or tea-making facilities
- acknowledgments in newsletters or at assemblies
- [Minister for Education Volunteering Award for Outstanding Service](#)
- [valued volunteer certificate \(PDF, 133.4 KB\)](#).

Recording and managing incidents

The department's Incident and Response Management System (IRMS) must be used to record, manage, collate and report information about any injury, crime or notifiable incident that relates to a volunteer.

Education and early childhood services must:

- refer to the [critical incidents, injury and hazard reporting webpage](#) for how to manage work health and safety incidents relating to volunteers
- contact the [Incident Management directorate](#) on 82261840 if they have any suspicions or allegations of misconduct of volunteers.

Reimbursing expenses

Education and early childhood services must provide all equipment and resources a volunteer needs to do their role effectively. If this is not possible, volunteers must be reimbursed for reasonable out-of-pocket expenses they have as part of doing that role.

Reimbursement must be arranged and agreed upon before money is spent. Volunteers must be told about this process.

When they claim, the volunteer must give the education or early childhood service a receipt or other evidence of the money spent. If reimbursement is for things like travel, current rates for employees should provide a guide to appropriate rates. Rates should be consistent across all volunteer programs at the education or early childhood service.

See [out-of-pocket costs and volunteers](#).

See [volunteer policy](#): recruitment > management.

Complaints

Volunteers must be made aware that they can talk about problems they have about their volunteer workplace and the tasks they do.

They must be told what to do and who to talk to about their complaint.

Wherever possible, it's best to resolve complaints at the local level.

If the complaint can't be resolved locally you can refer a volunteer to the Education Complaint unit on 1800 677 435 or Education.EducationComplaint@sa.gov.au

Record keeping

How to record volunteer details

Department education and care settings must use EDSAS to maintain accurate and up-to-date volunteer records. If EDSAS is not available they must use a spreadsheet or another school or preschool-based database instead.

If using EDSAS there are [volunteer management factsheets](#) available to help with volunteers and record-keeping. Using EDSAS does not cover all of the education and early childhood service's record-keeping responsibilities.

Leaders should have secure files with all the volunteer information.

The following records must be kept for department volunteers:

- the [volunteer application form \(DOCX, 167KB\)](#), which includes the signed declaration
- the signed [volunteer agreement](#), which includes the expected behaviours.

The following records must be kept for third party volunteers:

- name and contact details
- emergency and medical details
- name of the third-party provider organisation.

The following records must be kept for everyone:

- child-related employment screening (working with children check) date, outcome and date of expiry (if screening is required)
- evidence of a referee check
- details of their RAN-EC training
- the date their induction or orientation was completed including any evidence, for example the certificate of completion provided as part of the [online volunteer induction](#)
- roles and any changes to the original role description
- dates and times of volunteering
- names of the children they work with (or in a group, the name of the class or group)
- the name of the staff member that the volunteer reports to

- dates and details of any:
 - feedback about their role
 - concerns raised by the volunteer and action taken (including any grievance or complaint resolution documentation)
 - concerns raised by others about the volunteer and action taken
 - injury or any incident that could give rise to an injury
- dates of any other training needed by the education or early childhood service.

Third-party providers of volunteers must be asked to provide leaders with some of this information.

Leaders can incorporate some of these record keeping requirements in their existing processes, for example a visitors or volunteers sign-in book.

Personal information about a volunteer must be kept strictly confidential and in accordance with the [information management policy](#).

Reporting on impact of volunteering

Leaders must monitor and report on the extent of the contribution volunteers make. This should be communicated to appropriate bodies such as governing council, employees, volunteers and other stakeholders and via the department's annual reporting requirements when requested.

See [volunteer policy](#), requirements > record keeping.

Insurance

Personal accident cover

Uniform cover for bodily injury and death is provided to volunteers under the government's insurance and risk management arrangements administered by the South Australian Government Financing Authority through SAicorp.

This cover extends to people who do volunteer duties and activities at the direction of the department leader or governance body, whether on private or public land.

The criteria for the amount payable for bodily injury and death will reflect and be equivalent to the benefits outlined in the Return to Work Act 2014. For other criteria see the [guideline of the commissioner for public sector employment – volunteers](#), section 18 'insurance cover for South Australian government volunteers.'

Volunteers' vehicles and other personal property are not covered by the department's insurance unless, on the basis of legal opinion, the damage is attributable to a negligent act or omission on the part of the Minister, their staff or agents other than the driver or owner.

Volunteers who use their own car must have their own insurance.

If a volunteer's vehicle or other property is damaged while volunteering, the volunteer would need to make a claim through their own insurance company.

A volunteer claim made for medical expenses must be submitted, in writing, as soon as possible to the education or early childhood service leader and sent to the claims mailbox at Education.legalclaims@sa.gov.au or via the department's courier system to: Claims Manager, Legal Services directorate, R11/13.

Workers compensation forms should not be used to report volunteer accidents or make claims.

For more information contact the claims manager in the Legal Services directorate at Education.legalclaims@sa.gov.au.

Civil liability cover

Volunteers will not incur any personal civil liability for an act or omission done or made in good faith and without recklessness in the course of carrying out their volunteer work. However, specific legislative exceptions are detailed in the [Volunteers Protection Act 2001](#).

SAicorp insurance

For insurance purposes, the details of volunteer tasks and numbers of all volunteers associated with public agency programs must be declared by each agency annually. Agencies must keep a register of all volunteer groups operating in association with the agency and report the number of volunteers to SAicorp through submission of the annual SAicorp insurance questionnaire.

To allow the department to meet its annual SAicorp reporting obligation, the number of volunteers engaged and the tasks they perform at the education or early childhood service each calendar year must be recorded. Complying with the record keeping arrangements outlined in this procedure will make sure this obligation is met.

See [volunteer policy](#): requirements > record keeping and SAicorp insurance.

Roles and responsibilities

Engagement and Wellbeing directorate, Early Years and Child Development

Review this procedure every 3 years or as needed in light of government policy or legislative amendments.

Department policy officers, Engagement and Wellbeing directorate, Early Years and Child Development provide ongoing assistance and advice to staff to help them comply with the procedure.

Education and early childhood service leader

Ensure that this procedure and related documents are implemented.

Delegate some of the responsibilities to other members of their leadership team.

Nominated education and early childhood service leader

The person responsible for providing advice and support to volunteers about any child's safety. The nominated education and early childhood service leader is a department employee in a leadership position at the service. Volunteers must be advised who their nominated education or early childhood service leader is prior commencing their volunteering.

Volunteer

Follow direction of the education or early childhood service leader.

Meet the responsibilities set out in their signed volunteer agreement.

Volunteer contact person

Act as the key contact person for the volunteers.

Coordinate, involve, recognise and reward the volunteers at their education or early childhood service.

Education complaints unit

Support volunteers who have a concern or complaint that cannot be resolved at an education and early childhood service level.

Incident Management directorate

Assess suspicions or allegations of misconduct.

Legal Services directorate

Provide professional and practical legal and operational policy advice on matters related to volunteers' disputes, insurance claims and privacy.

Definitions

EDSAS

Education Department School Administration System

education and early childhood service leader

Anyone with the responsibility, management or control of a school, preschool, children's centre, out of school hours care service, vacation care service or other care setting.

specified matters

Offences or other matters identified in contracts or as part of employee or volunteer declarations and about which the individual must notify the department. Specified matters may include but are not limited to relevant offence charges and convictions, intervention orders, injunctions, allegations of misconduct resulting in investigations or disciplinary proceedings, allegations of improper conduct or conduct considered inappropriate to the role undertaken with the department site or service.

suitable person

A person who has the required experience and the emotional, physical, intellectual and ethical capacity to be engaged with a particular education or early childhood service from the perspective of child safety.

third-party provider

People or organisations engaged by an education or early childhood service. See definition of third-party provider volunteer below.

unsuitable person

An individual who has not met or maintained the required suitability for engagement with, or participation in, an education or early childhood service or to provide a service to an education or early childhood service, child or young person.

volunteer

A suitable individual who has been accepted to willingly engage, share their skills and experiences, without payment (other than reimbursement of approved out-of-pocket expenses). They provide regular or irregular ongoing assistance in an education or early childhood service. This might involve direct or indirect contact with children and young people or with their records.

Volunteers work in a position designated by the education and early childhood service leader as a volunteer position. They could be a:

- department volunteer – a volunteer that has been recruited, screened and trained directly by an education or early childhood service relevant to the particular role and function they will be performing. For example attending an overnight camp, kitchen garden helpers, student mentors, canteen helpers, tutors, a coach of a sport team.

It also includes corporate volunteering: when a business provides employees to volunteer at an education or early childhood service during the employee's work time.

- parent volunteer – a parent or guardian who is a department volunteer with duties that directly involve their own child or children.

Refer to [about working with children checks](#) webpage for screening requirements of parent volunteers

- third-party provider volunteer – a volunteer that has been recruited, screened and trained by a third-party provider and who provides a specific role in an education or early childhood service. For example, volunteers from the school's ministry group or a university volunteering program.

SAicorp

The captive insurer for the Government of South Australia.

Supporting information

[Checklist for screening and assessing suitability of volunteers \(DOC, 89.0 KB\)](#)

[EDSAS fact sheets for volunteer management](#)

[Governing councils](#)

[Health support planning](#)

[Information privacy principles instructions, Department of the Premier and Cabinet Circular PC012](#)

[Managing volunteers](#)

[Non-department service providers in preschools, schools and educational programs procedure](#)

[Online 'volunteer induction' plink learning module](#)

[Online 'putting the volunteer policy into practice' plink learning module](#)

[Protective practices for staff in their interactions with children and young people \(PDF, 398.9 KB\)](#)

[Providing a playgroup on a department site guideline](#)

[Organising RAN-EC for volunteers](#)

[Volunteers](#)

Related legislation

[Children and Young People \(Safety\) Act 2017](#)

[Children's Protection Law Reform \(Transitional Arrangements and Related Amendments\) Act 2017](#)

[Children's Protection Regulations 2010](#)

[Child Safety \(Prohibited Persons\) Act 2016](#)

[Child Safety \(Prohibited Persons\) Regulations 2019](#)

[Disability Discrimination Act 1992 \(Commonwealth\)](#)

[Education Act 1972](#)

[Education Regulations 2012](#)

[Education and Early Childhood Services \(Registration and Standards\) Act 2011](#)

[Education and Early Childhood Services \(Registrations and Standards\) Regulations 2011](#)
[Education and Care Services National Regulations and National Quality Standards](#)
[Equal Opportunity Act 1984](#)
[Privacy Act 1988 \(Commonwealth\)](#)
[Return to Work Act 2014](#)
[Volunteers Protection Act 2001](#)
[Work Health and Safety Act 2012](#)

Related policy documents

[Camps and excursions policy \(PDF, 980.1 KB\)](#)
[Camps and excursions procedure \(PDF, 1.2 MB\)](#)
[Child protection in schools, early childhood education and care policy](#)
[Duty of care policy \(PDF, 632.6 KB\)](#)
[Guideline of the Commissioner for Public Sector Employment – Volunteers](#)
[Information management policy \(PDF, 148.6 KB\)](#)
[Critical incidents, injury and hazard reporting](#)
[Injury management policy](#)
[Insurance and claims management procedure \(PDF, 507.7 KB\)](#)
[Out of school hours care policy \(PDF, 329.4 KB\)](#)
[Provision of out of school hours care \(OSHC\) services on department sites procedure \(PDF, 437.1 KB\)](#)
[Risk management policy and framework](#)
[Screening and suitability – child safety policy \(PDF, 136.3 KB\)](#)
[Screening and suitability – child safety procedure](#)
[Volunteer policy](#)
[Work health and safety policy](#)

References

[Department for Education Strategic Plan](#)
[Guideline of the commissioner for public sector employment – volunteers](#)
[Public sector code of ethics](#)
[National standards for volunteer involvement](#)
[Volunteering strategy for South Australia \(2014 to 2020\)](#)

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[Request an accessible format of information on this page.](#)