

Consent for Guidance Services – 2020

This form is to be completed when the student named in the form has been referred to the school's Guidance Officer or Senior Guidance Officer and is likely to continue seeing the Guidance Officer for ongoing assessment or support.

Privacy Notice

Personal information is collected on this form for the purpose of obtaining consent for guidance services for the student named in this form and, where relevant, for sharing information about the student with professionals and/or agencies outside the school who are involved with supporting the student. This information will be stored securely and may only be accessed by authorised school staff. The information will not otherwise be used or disclosed unless the student and/or their parent provide consent, or the use or disclosure is authorised by law.

Role of the Guidance Officer

Guidance Officers provide counselling, psychoeducational assessment and individual student support. They also advise students, teachers and parents/carers about educational, behavioural, career development, mental health and personal issues. Guidance Officers use a range of methods to collect information from students, parents/carers and school staff. These include, but are not limited to, informal and semi-structured interviews, observations, questionnaires and psychoeducational assessments. Information collected as a result of working with the Guidance Officer may, in certain circumstances, be shared with relevant Department of Education personnel, who are involved in supporting the student's educational program (for example, speech language pathologist). A student's, and/or their parent's consent is required for the provision of guidance services indicated in this form. Written consent is not required for guidance services such as career counselling and subject selection advice as these form part of the support offered to all students in secondary schools. Please see the attachment to this form for more information about consent.

Student details

Name		DOB	/ /	Age	
School		EQID		Year level/Class	

Parent/carer details

Name/s					
Home phone		Mobile		Email	

Consent – Information exchange with external support personnel/agencies

A Guidance Officer will develop a more comprehensive understanding of a student's needs if they can request, receive and share information with a professional or agency who is already providing, or who has in the past provided a service or support to a student, for example, a psychologist, doctor or occupational therapist. Consent is required for the Guidance Officer to request, receive and share such information.

I consent to the Guidance Officer requesting information from and sharing information with the following specialist personnel or agencies outside the school that have supported, or are currently supporting the student.

Agency/Professional	Contact person	Contact details
Name		Relationship to student
Signature		Date / /

Consent - Psychoeducational assessment			
<p>Guidance Officers carry out psychoeducational assessments to determine a student's individual support needs at school. These assessments might relate to their cognitive, academic, behavioural, social and emotional functioning, or their mental health and well-being. Sometimes a Guidance Officer will carry out more than one assessment for a student in order to develop a comprehensive understanding of the student's needs. The results of these tests will be shared with the student, their parent/carer and with other school staff involved in the education and support of the student (for example, class teacher, speech language pathologist). Additional information about psychoeducational assessments, including a list of tests commonly used by Guidance Officers, is contained in the attachment to this form. Guidance Officers will provide further detail to students and parents about the particular tests they will carry out on the student named in this form.</p> <p>I consent to the Guidance Officer undertaking psychoeducational assessments, which may include assessments of cognitive functioning, academic functioning, behavioural, social and emotional functioning and mental health and wellbeing.</p>			
Name		Relationship to student	
Signature		Date	/ /
Consent - Transfer and storage of psychological assessment information offshore			
<p>Some psychoeducational assessments carried out by Guidance Officers are processed using online systems administered by a third party provider whose internet servers are located overseas. Before you provide consent here, please ensure you have read and understood the information set out in Part C of the attachment to this form about the transfer and storage of information overseas for the purpose of carrying out these psychoeducational assessments. The attachment also provides further information regarding the type of student information that will be stored offshore.</p> <p>I consent to limited personal information about the student named in this form being transferred and stored offshore, when necessary, for the completion of a psychoeducational assessment.</p>			
Name		Relationship to student	
Signature		Date	/ /
Consent – Counselling (behavioural, emotional, mental health)			
<p>Counselling is provided to individuals or small groups for the purpose of supporting students in relation to personal, social and/or emotional issues, which may or may not be related to the student's education. A student who commences counselling with a Guidance Officer is able to stop at any time. Information a student shares with the Guidance Officer during counselling is generally kept confidential but may be used and/or disclosed with the consent of the student, or if the disclosure is authorised or required by law. More information about how and when disclosure of personal information may occur is included in the attachment.</p> <p>I consent to the Guidance Officer providing support in the form of individual and/or small group counselling.</p>			
Name		Relationship to student	
Signature		Date	/ /
Additional information related to Consent for Guidance Services			

Attachment – Information Related to Guidance Officer Services

Part A – Consent

As employees of the Department of Education (the Department), Guidance Officers are committed to protecting student personal information in line with their obligations under the *Education (General Provisions) Act 2006* ('EGPA') and the *Information Privacy Act 2009* (IPA). Seeking the consent of a student and/or their parent to record, use or disclose that student's personal information for the purpose of guidance services is one way that Guidance Officers comply with these obligations, and ensures students and their parents are informed about what happens with the student's information.

Consent can only be given by someone who has the legal capacity to give it. Capacity is determined not just by age, but by a person's maturity and ability to understand consequences of providing consent. Students, particularly in secondary schools, will often be asked to give their consent to receive guidance services, however, in some instances a school will require the student's parent to give their consent. For example, when a Guidance Officer would like to carry out a psychoeducational assessment, they must seek the consent of the student's parent. Consent for students who are enrolled in primary schools to receive guidance services is always obtained from the parent.

Consent must be voluntary, informed, specific and current. Providing consent is not compulsory, however access to some guidance services may be limited if it is not provided. Guidance Officers can explain this issue in greater detail to students and parents affected by this issue.

Consent provided in this form will remain valid for the time needed to complete the services agreed to for this student but not longer than 12 months. Consent may be revoked at any other time by notifying the Guidance Officer in writing.

Part B – Information sharing and exchange

Generally, any information a student shares with a Guidance Officer will only be recorded, used or disclosed in line with the purpose for which it was provided. For example, psychoeducational assessments are carried out to determine a student's support needs so the school can provide an individually targeted education program. Therefore, in addition to the student's parents, the results of a psychoeducational assessment may be disclosed to school staff who are involved in meeting the student's support needs.

If a student sees a Guidance Officer for counselling, they may disclose information about their personal affairs unrelated to their education. A Guidance Officer will keep this information confidential unless they believe it is necessary for the safety and wellbeing of the student to share the information with someone else. The Guidance Officer will usually seek the consent of the student first, but in some circumstances they can disclose information a student has shared if the law authorises the disclosure. For example, a Guidance Officer would be obliged to disclose information for the purposes of child protection under the EGPA and the *Child Protection Act 1999*.

It is not uncommon for a Guidance Officer to exchange information with external professionals who are also involved in supporting the student, for example, a psychologist, doctor or occupational therapist. This enables a Guidance Officer to develop a more comprehensive understanding of a student's needs. Student/Parent consent is required before the Guidance Officer will request, receive and share information with a professional or agency who is already providing, or who has in the past provided a service or support to a student. The student or their parent will be asked to sign additional consent forms specifying what information the Guidance Officer can collect from and/or disclose to each nominated external professional. Those forms will be used to demonstrate to the relevant external professional that the student/parent's consent has been given.

Part C – Use of web based service providers: transfer and storage of information offshore

The use of web-based resources in schools is rising steadily. The Department makes decisions about using safe and secure technology to meet the needs of its students, in line with robust department and whole-of-government procedures designed to ensure the protection of student personal information (see the Department's *Information Assets and Record Keeping, Information Privacy and Right to Information* and *Information Security* procedures at <http://ppr.det.qld.gov.au/corp/ict/management/Pages/current-procedures.aspx>).

At times the Department will utilise services delivered by third-party web-based providers, some of whom may transfer and store data on servers located outside of Australia. When this happens the Department will inform students and parents about what happens to their personal information and seek consent of the person whose information is to be transferred, or their parent, in line with section 33(a) of the IPA.

Pearson

In relation to guidance services, Guidance Officers carry out certain psychoeducational assessments of students using Q-global, a web-based platform owned by NCS Pearson, Inc. ('Pearson'). In the course of an assessment, information collected by the Guidance Officer will be entered into the Q-global system, including some personal information about the student. To help safeguard student identities, only limited personal information is used for each assessment undertaken on Q-global, including no more than the student's EQID, year level, date of birth, primary language and gender. The Guidance Officer's name and the date of testing are also entered into the system.

Q-global processes the assessment information, analyses the data and generates reports for interpretation and use by the Guidance Officer. During this process Q-global transfers the information and stores it in secure cloud based servers located in Canada. When data is transferred it is encrypted and remains encrypted during storage. Administrative, physical and technical safeguards have been implemented to protect personal information and ensure only authorised staff have access to the encrypted data.

Personal data transmitted to and stored in Pearson's cloud based servers, will not be disclosed, made available or used for purposes other than the purpose intended by the application, unless with the explicit consent of the individual, or as required by all relevant and prevailing laws. The Department has confirmed with Pearson that the operation of Q-global is compliant with the Information Privacy Principles in the IPA, ensuring that the standard of protection provided for personal information is consistent with the Department's own and will be maintained in all dealing with student personal information.

If parental consent to transfer student information overseas for the purpose of a psychoeducational assessment is not provided, the Guidance Officer will not use Q-global. If a student or their parent would like to know more about how the student's information will be managed in the administration of a psychoeducational test, they are encouraged to speak with their Guidance Officer. The results of each psychoeducational test will be shared with the student, their parent, and school staff who are involved in supporting the student's educational program.

Part D – List of psychoeducational tests often used by Guidance Officers

This list names the psychoeducational tests used by the Department's Guidance Officers. When a Guidance Officer has determined which test they will carry out for a student, they will provide more detailed information to the student and their parents about the purpose of the test, what is involved in the assessment and what information will be generated.

Cognitive tests

These assessments, sometimes referred to as intelligence tests, are used to better understand a student's learning capability by identifying a profile of their strengths and weaknesses.

- Wechsler Intelligence Scale for Children- Fifth Edition, Australian Standardised Ed. (WISC-V A&NZ) (2016)
- Wechsler Preschool and Primary Scale of Intelligence - Fourth Edition, Australian and New Zealand Standardised Edition (WPPSI-IV A&NZ) (2014)
- Wechsler Nonverbal Scale of Ability (WNV) (2006)
- Stanford-Binet Fifth Edition (SB5) (2005) *To be used as an additional assessment tool in 2020*
- Stanford-Binet Intelligence Scales for Early Childhood (Early SB5) (2005) *To be used as an additional assessment tool in 2020*
- Differential Ability Scales - Second Edition (DAS-II) (2006) *To be used as an additional assessment tool in 2020*
- Raven's Progressive Matrices and Vocabulary Scales (2008)
- Woodcock-Johnson – Fourth Edition (WJ IV) Test of Cognitive Ability, Australasian Adaptation (2017)
- Universal Nonverbal Intelligence Test – Second Edition (UNIT 2) (2016)

Achievement tests

Assessments of academic abilities, sometimes referred to as tests of achievement, assess the student in areas related to school learning such as reading, mathematics, spelling and written expression.

- Wechsler Individual Achievement Test – Third Edition (WIAT-III) (2016)
- Woodcock Johnson – Fourth Edition (WJ IV) Tests of Achievement, Australian Adaptation (2017)

Mental Health and Behaviour

These assessments provide information about a student's behavioural and emotional functioning, social competencies and attention difficulties.

- Achenbach System of Empirically Based Assessment (ASEBA) School Ages 6-18 (2003)
- Conners Early Childhood (Conners EC) (2009)
- Conners 3rd Edition (Conners 3) (2008)
- Conners Comprehensive Behaviour Rating Scales (CBRS) (2007)
- Autism Spectrum Rating Scale (ASRS) (2010) *This is for use under the direct supervision of an SGO only.*

Adaptive Behaviour

These assessments provide information on the functional skills necessary for daily living.

- Adaptive Behaviour Assessment System - Third Edition (ABAS-3) (2015)
- Vineland Adaptive Behaviour Scales - Third Edition (Vineland-3) (2016)

Executive Function

Assessments of executive functioning identify the student's abilities across a range of mental tasks such as planning, organising, working memory, flexible thinking and self-control.

- Behaviour Rating Inventory of Executive Function - Second Edition (BRIEF2) (2015)
- Comprehensive Executive Function Inventory (CEFI) (2013)

Child Development and Memory

Assessments of a student's developmental level and memory skills assist in determining appropriate interventions and educational adjustments

- Battelle Developmental Inventory – Second Edition (BDI-2) (2004)
- Brigance Early Childhood Screen (2013) and Inventory of Early Development -Third Edition (IED III) (2014)
- Wechsler Memory Scale (WMS- IV) (2009)
- Developmental Profile 3 (DP-3) (2007)

Vocabulary and Oral Language

Assessments of vocabulary provide information about how many spoken words a student may understand and/or use.

- Expressive Vocabulary Test - Second Edition (EVT-2) (2007)
- Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4) (2007)
- Woodcock Johnson – Fourth Edition (WJ IV) Tests of Oral Language, Australasian Adaptation (2017)