



Using the Child Information Sharing Scheme to support student safety and wellbeing

The Child Information Sharing Scheme (CISS) is a key initiative introduced by the Victorian Government to improve the safety and wellbeing of children by facilitating the timely and appropriate sharing of information among professionals and organisations. For Victorian Independent schools, CISS provides a legal framework that allows staff to proactively share relevant information with authorised professionals and services, even without the consent of the child or their family, if it promotes a child's wellbeing or prevents harm. This legal clarity empowers school staff to act decisively and with confidence when concerns arise.

Through CISS, Independent schools can collaborate more effectively with other services such as child protection, health, and community organisations. This multidisciplinary approach ensures that schools are not working in isolation but as part of a broader child safety network. By contributing to a shared understanding of a child's circumstances, schools help create more comprehensive and coordinated support plans that address risks early and reduce the likelihood of escalation or long-term harm.

Moreover, the scheme supports schools in building a child-centred culture of safety by embedding information sharing into their safeguarding practices and professional development. With access to training and guidance, school staff are better equipped to recognise signs of risk, understand when and how to share information, and uphold the best interests of the child in all actions taken. Ultimately, CISS enhances the capacity of Victorian Independent schools to fulfil their duty of care and actively contribute to the safety and wellbeing of every student.

For further information, please click on the link below:

<https://www.vic.gov.au/child-information-sharing-professionals>

If you have any questions pertaining to the Child Information Sharing Scheme or Child Safety matters, please contact me directly. steven.wishart@is.vic.edu.au or 98257242:

In order to gather data relating to the use of the Child Information Sharing Scheme, please complete our brief survey at the following link:

<https://www.surveymonkey.com/r/QK3WV2C>

This survey is designed to monitor the success of the Child Information Sharing Scheme within the Independent Schools sector in Victoria.



Exploring the online experiences of boys and young men

Thursday 29 May at 3.45pm AEST

For boys and young men, the internet can be a place where they seek connection, validation, and guidance as they explore what it means to be a man today. However, it also exposes them to risks like harmful content, online exploitation, and the growing influence of misogynistic ideologies.

This 45-minute webinar will help educators understand:

- the social and cultural influences shaping boys and young men
- how boys engage online, build relationships and how they may be vulnerable to manipulation or exploitation
- the impact of social media, gaming, and influencers on their attitudes, behaviours and sense of identity.

This presentation will share practical strategies to build critical thinking, challenge harmful narratives, and create open conversations that empower boys and young men to navigate the online world safely and respectfully.

[Register here](#)

Parent/carers support

In keeping with a whole-school approach (mentioned by many of you in the breakouts at the Term 1 meeting), eSafety are also delivering a corresponding parent/carers webinar to build community capacity and strengthen understandings. We have attached a parent/carers webinar version of the social media tile, so that you can also share this as well. Details and registration for the parent/carers webinar can be found here:

[Exploring the online experiences of boys and young men](#)



Do you have questions about being a Child Link Authoriser?

We are offering Authoriser Information Sessions (via webinar) where you can learn how to access an Authoriser eLearn and Authoriser Guide to support your organisation to access Child Link.

Child Link Authoriser Information Sessions

A 30-minute information webinar will explain all you need to know about:

- inviting eligible staff from your organisation to become Child Link Users
- managing your Child Link Users' access
- additional resources and training available
- Q&A

We also recommend the [Child Link Authoriser Induction Guide](#), which contains detailed information about your role and responsibilities as an Authoriser.

To register, please find the webinar below that suits you. Please click on the link next to the date, this will lead you to a Webex registration form. We look forward to seeing you at a session.

Date	Time	Webex registration links
Monday 19 May	1.00 – 1.30pm	Click here to register for this session
Thursday 22 May	10.00 – 10.30am	Click here to register for this session
Monday 26 May	10.00 – 10.30am	Click here to register for this session
Wednesday 4 June	1.00 – 1.30pm	Click here to register for this session
Friday 6 June	10.00 – 10.30am	Click here to register for this session
Friday 13 June	10.00 – 10.30am	Click here to register for this session
Monday 16 June	1.00 – 1.30pm	Click here to register for this session
Monday 23 June	1.00 – 1.30pm	Click here to register for this session

If you have any questions, please contact us via email at ChildLink@education.vic.gov.au or call our enquiry line on 1800 549 646 at any time between 9am to 5pm, Monday to Friday.



I have shared a couple of articles that may be of interest.

1. The following post was shared by [Matthew Piercy](#) on the TIE blog. I have summarised and connected to a local context below.

In the face of rapid global change driven by technologies like AI and automation, Victorian Independent schools must re-evaluate traditional educational models. The world students are entering is no longer static or predictable skills demanded by employers are shifting faster than ever, with a significant portion of job requirements having changed since 2016. Rigid, time-based systems no longer serve the needs of today's learners. Instead, we must pivot toward a flexible, skill-based approach that values mastery over seat time and lifelong learning over one-off credentials. For Independent schools navigating local pressures—such as balancing academic excellence with innovation, responding to parent expectations, and ensuring graduate readiness—this shift is both a challenge and an opportunity to lead.

Leaders in Victorian education are uniquely positioned to drive this transformation. Embracing learner-centred models that prioritise adaptability, digital literacy, and personalised learning will ensure students are not only well-prepared for ATAR outcomes, but also for life beyond school. The evolving learning economy calls for rethinking timetables, assessment models, and pathways to include more hybrid and flexible learning experiences, such as capstone projects or micro-credentials in areas like AI, cybersecurity, and data literacy. By embedding both foundational and job-relevant specialised skills across the curriculum, independent schools can model a bold vision of future-ready education—one where students aren't just passing but thriving in a world where learning never stops, and relevance matters most.

2. This post was shared by [Conrad Hughes](#) on the TIE Blog.

The article explores the growing capabilities of artificial intelligence and its potential to reshape education, particularly in high school settings. It references forecasts like those of AI researcher Leopold Aschenbrenner and public figures such as Bill Gates, who predict that AI will become highly autonomous and powerful by 2030. These advancements could lead to AI functioning as co-workers or tutors, fundamentally transforming roles in many sectors—including education. However, while high school teaching—currently focused heavily on test preparation—is vulnerable to automation, the social, emotional, and developmental roles of primary and middle school educators remain far more resistant to replacement due to the inherently human and relational nature of early education.

For Independent Schools in Victoria, these insights have direct implications. These schools often pride themselves on offering holistic, future-focused education, and the integration of AI tutoring systems could complement this mission—if approached thoughtfully. While it's unlikely that AI will replace teachers, particularly in younger year levels, Independent Schools may begin to reimagine high school pedagogy by combining human guidance with AI-driven personalised learning. This would require not just technological adaptation but systemic change, particularly in how student achievement is assessed. As the article suggests, real transformation will demand a shift away from rote assessment models and toward the cultivation of critical, transdisciplinary, and life-ready competencies—an area where Independent Schools in Victoria can take a leadership role.



As a Principal Consultant at Independent Schools Victoria (ISV), I am dedicated to supporting our member schools in their pursuit of excellence. Drawing upon my extensive experience, I collaborate closely with school leadership teams to implement tailored improvement initiatives. These initiatives encompass leadership development, strategic planning, and the design of professional learning programs that cater to the unique needs of each school. My role involves facilitating critical conversations, supporting staff, and curating resources that align with the specific goals of our member schools. I am committed to supporting a culture of continuous improvement and am always available to visit schools within my portfolio to discuss any matters concerning ISV member schools and their development. Should you wish to book a school visit, please contact me directly: steven.wishart@is.vic.edu.au or 98257242.

In my capacity as the Child Information Sharing Scheme (CISS) Project Officer, I play a pivotal role in assisting schools with the implementation of the Victorian Government's CISS reforms. These reforms are designed to enhance the sharing of information among professionals working with children and families, thereby improving child safety and wellbeing outcomes. I provide guidance on navigating the complexities of the scheme, ensuring compliance with legal and ethical standards, and promoting best practices in information sharing. Recognizing the importance of practical support, I am more than happy to visit schools to engage directly with staff, address concerns, and offer tailored advice to ensure the successful integration of CISS or broader Child Safety strategies into school operations.

The following resources highlight services and support that I provide, and key resources for school leaders, Well Being Officers, and Child Safety Coordinators/Champions.

<https://is.vic.edu.au/learning-newshub/support-child-safety-at-your-school/>

[https://connect.iseducation.com.au/isComply/Home/Minimum-Standards/Care/Child-Safety/Child-Safety-Policies,-Processes-and-Procedure-\(1\)](https://connect.iseducation.com.au/isComply/Home/Minimum-Standards/Care/Child-Safety/Child-Safety-Policies,-Processes-and-Procedure-(1))

Schools Visits.

Already in 2025 I have visited many ISV member schools with colleagues in order to listen to leaders, discuss local questions or concerns, share information, highlight services, support with strategy and discuss child safety matters. I have visited regional schools across Northern Victoria, Western Victoria, and attended ISV Road Shows supporting schools in Ballarat, Bendigo, Shepparton, the North Western Metropolitan region (Penleigh & Essendon Grammar) and the South Eastern Metropolitan region (Mt Scopus Memorial College). I have also had the pleasure of visiting, presenting or meeting with leadership teams at a number of schools across Melbourne. We have further Road Show events planned, along with both regional and metropolitan events. I look forward to seeing you at one or more of these meetings. It's been fantastic to see child safety measures on display in schools, including policy and procedures available to the public, the **Four Critical Actions For Schools posters** on display, along with references to MARAM and the Child Safe Standards.