NATIONAL SCHOOL NURSING STANDARDS for PRACTICE: REGISTERED NURSE





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Preface

The Australian Nursing and Midwifery Federation (ANMF) is pleased to release the *National School Nursing Standards for Practice: Registered Nurse*. These standards will benefit school nurses, other members of the school community including parents and children, education sector employers and bureaucrats, and, nursing and midwifery colleagues working in health care in general.

These national standards clearly articulate best practice for nurses working in the school setting. They should be used in conjunction with the professional practice framework, mandated by the Nursing and Midwifery Board of Australia, for all nurses.

The first set of national standards for school nurses was adapted from the Victorian School Nurses (then) Australian Nursing Federation (Victorian Branch) Special Interest Group standards, in 2009. Those standards provided an excellent foundational document, which has now been reviewed by school nurses across the country.

Following extensive feedback from school nurses, the national standards have undergone significant change to provide contemporary applicability for a variety of school settings across states and territories. The revised standards reflect the diversity of roles undertaken by school nurses in Australia, and the evolving nature of their practice, in line with societal changes.

In submissions to Government, the ANMF has argued for the critical role school nurses play in prevention and early intervention on a range of health issues including infectious diseases, chronic conditions, mental illness, sexually transmitted diseases, and allergies ... to name a few. Standards for professional practice provide an ideal tool for highlighting to governments the need for school nurse positions in every primary and secondary school in Australia. It is noted that in some states and territories there are no/few nurse positions in both public and private schools. These standards can be used to advocate for the creation of school nurse positions in all jurisdictions.

We encourage the use of these revised national standards by nurses working in schools, to enable them to work to their full scope of practice, for the betterment of the health and well-being of children and young people in Australia, and, for building a healthy nation for future generations. As the majority of nurses working in school settings are registered nurses these standards are focused on the independent role of the registered nurse.

Thank you to all those school nurses who generously gave of their time to review and provide comment on draft documents during consultation on these standards. Your contributions are invaluable and will ensure the national standards reflect and promote the important role of school nurses.

Annie Butler Federal Secretary Australian Nursing and Midwifery Federation



INTRODUCTION

Overview

In Australia, nurses and midwives may work in every type of education sector: Government, Independent and Catholic; across various age groups: preschool, primary, secondary and tertiary; in different types of settings: school, boarding facility, outdoor residential campus, and special developmental schools; and, in metropolitan, regional, rural, and remote areas.

The diversity of the school nursing role across jurisdictions in Australia may be dictated by the funding models and state or territory education policies. That is, the variability of work setting ranges from the public sector in some jurisdictions, to individual practitioners in private schools with boarding students. The role of school nurse varies with the education sector, age group/s, setting, program objectives and stakeholder expectations. While the numbers of school nurses have decreased in some jurisdictions or education settings, others have seen an increase, or, a resumption of the role. For example, while school nurses are not usually employed in public schools in New South Wales, numbers have increased within the private school sector in that state; and, the Tasmanian government has re-introduced the school nurse role into public schools.



Professional Practice Standards

The practice of nurses and midwives in Australia is regulated under the *Health Practitioner Regulation National Law Act 2009* (National Law). To be able to work in this country as a registered nurse, enrolled nurse or midwife you must be registered with the Nursing and Midwifery Board of Australia (NMBA). This registration includes registered nurses, enrolled nurses and midwives being able to meet the NMBA national standards for practice, which regulate and define the required standard for safe and competent practice by nurses and midwives.

First and foremost school nurses, like all nurses and midwives, must practice within the NMBA professional practice framework (PPF) to assure protection of the public. This Framework of registration includes: Standards for practice, Codes of ethics, Codes of conduct, the Decision Making Framework (used to determine scope of practice), and, Registration standards relating to: continuing professional development, criminal history, English language skills, recency of practice, and professional indemnity insurance arrangements.¹

While the majority of nurses providing care in school nurse settings are registered nurses, there are some enrolled nurses who work in the education environment. In line with the National Law, where enrolled nurses are employed, they are required to work under the direct or indirect supervision of a registered nurse.²

Standards for School Nursing in Australia

The Australian Nursing and Midwifery Federation (ANMF) produced Australia's first *National School Nursing Professional Practice Standards* in 2012. The 2012 Standards were adapted from a standards document originally published for Victoria by the Victorian School Nurses Australian Nursing Federation (Vic Branch) Special Interest Group, titled *School Nursing Professional Practice Standards* (2009). This publication formed the basis for the development of the national standards for school nurses across Australia, which occurred in consultation with all states and territories through the (then) Australian Nursing Federation Branches.

The national standards for school nurses prepared by the ANMF, are complementary to the NMBA codes, guidelines and standards for practice for registered nurses and enrolled nurses (referred to above), and describe aspects of the professional practice of nurses specific to the school nursing context.

Following circulation of the first national standards document (2012), school nurses across the country began providing feedback on the use of these standards within their practice, either through written submissions or face to face presentations. These responses, and a literature review, informed the draft revised standards document provided to school nurses throughout an extensive national consultation period. The 2017/18 formal evaluation processes included focus group sessions in South Australia, Queensland, New South Wales and Victoria; written submissions from individuals and groups; and, an on-line national survey conducted through the ANMF website, with over 220 responses.

As the majority of nurses working in a school setting are registered nurses, these standards are focused on the independent role of the registered nurse. While the small number of enrolled nurses working in school communities may also use these standards to guide their practice within the nursing team, they should note that aspects of some of the standards are outside their scope of practice. When using these national standards, enrolled nurses need, therefore, to apply them to their own scope of practice and ensure that they are always working under the supervision and delegation of a registered nurse.

Context of School Nursing Practice

Most school nurses work in professionally isolated positions from their mainstream nursing and midwifery colleagues. While some may be part of a team providing 24 hour nursing care in residential schools, many registered nurses work alone. Others may work part time across a few school sites. In some states or territories, community based nurses visit the schools for the purposes of providing immunisation programs or undertaking health screening. This may either be because of the need for their particular expertise in these areas or that there are no designated school nurse positions in the facility.

School nursing involves primary health care, early detection of health or developmental issues and timely intervention, health promotion, prevention, health education, and chronic condition management. The diverse role of the school nurse may also include health and safety assessment work, healthcare resource management, emergency/crisis management, first aid, and/or health counselling. School nurses work primarily with individuals, but also with groups, within the school community. In addition to direct care activities, school nurses may participate in the development and evaluation of whole of school systems to meet students' health needs. An example of this could be action plans for responding to emergencies within the school.³

The context of practice for a school nurse varies significantly across Australia. This difference can be: between different states and territories, or between schools within a state or territory, depending on the needs of the school community and funding sources. Some of the challenges school nurses are faced with in working in an education setting stem from being the only health professional on site. This may be compounded by limited policy support in the education system, for the work of the school nurse. There can also be tension between education policies and the professional standards which govern the practice of the school nurse under the National Law. Nurses working in a school setting are required to be strong advocates for the nursing role, to enable the non-health professionals to understand their role and professional legislated obligations.

A standards document developed specifically for school nursing practice can highlight to the school community the registration requirements of all nurses and midwives under the National Law. It can also be used as the basis for health policy and procedure development in the education setting/school environment. In this way the school nursing standards can be integrated into the expectations of the school system where education is obviously the primary objective, but where the health and wellbeing of the children and young people is also respected as a high priority. Core business for school nurses is protection of the child/young person, especially in terms of identifying health or wellbeing conditions which may affect their learning and development.

These standards for school nursing practice are deliberately broad to allow for national applicability, regardless of the specific context of practice, for example, public or private education setting, and reinforce the variety of school nurse settings. The expectation is not that each school nurse will be able to achieve all of the standards, but rather that the breadth of school nurse activities is portrayed. In doing so, the standards will provide for a greater understanding and acceptance of the school nurse role and the contribution this role makes to the student's ability to learn and participate in an educational facility. Also articulated in the standards is the inclusive nature of the care school nurses provide by incorporating partnership relationships with families/carers of students, and, collaborative practice with external health care professionals and/or organisations.

Working within the broad objectives of these standards, the school nurse at all times ensures their practice demonstrates cultural respect in the care of Australia's First Peoples - Aboriginal and Torres Strait Islander peoples, as well as for all those from culturally and linguistically diverse backgrounds. In caring for the health and wellbeing of students, school nursing encompasses both physical and mental health aspects of care. In their interactions with students, school nurses are cognisant of the need for differing communication styles between varying ages of children and young people; and, of the potential for English literacy issues for students and/or their families. Of equal importance to cultural considerations for school nurses is that of maintaining confidentiality of student health information.

International Support for School Nursing Role

A review of literature from New Zealand, the United Kingdom, and the United States of America shows strong support for the school nurse role. School nursing in these countries has been, or is becoming, well defined and recognised as an area of nursing practice, with a set of particular domains of knowledge and skill. The United States of America and the United Kingdom have school nursing standards at the national level, with the United Kingdom having their standards embedded within the standards of the regulatory authority for nurses and midwives. Like Australia, the school nursing standards for the United States of America have been published by professional organisations to complement the generic regulatory standards for practice.

While New Zealand does not have national standards specifically for school nurses, they do have a range of publications that describe and outline the school nursing role, applicable to regions and local areas, and which reference competencies for registered nurses in general.⁴ Literature from New Zealand focusses on nurses in the secondary school setting, where maximum benefit has been seen in the domains of mental health, sexual health and fewer presentations at hospital accident and emergency departments from young people, when a nurse is employed in a primary health care capacity onsite.⁵

In the United States of America school nursing is a well-established context of practice for nurses. The national standards *School nursing*: *Scope and standards of practice*,⁶ now into the 3rd edition, guides contemporary school nursing, detailing the responsibilities, scope of practice, and professional standards for school nurses themselves, as well as being a resource on school nursing for other health care providers, researchers, academics, funders, regulators and policy makers.

School nursing practice in the United Kingdom is regulated at the national level by two key documents published by the Nursing and Midwifery Council (NMC).⁷ The first, *NMC Standards for competence for registered nurses*, includes a section on working with children and young people, specifically mentioning understanding of laws relating to children and parental consent, advocating for the rights of children and young people to be safe, and, tailoring communication skills appropriately for the child's age, culture, and developmental stage. The second document, *Standards for proficiency for specialist community public health nurses*, specifically regulates the practice of nurses working in public health, health visiting, occupational health and school nursing, indicating a recognition of the importance of these roles in primary health care. These standards reinforce the role of school nurses in policy and strategic development to improve health and wellbeing, safeguarding children and young people, and providing leadership for health and wellbeing of those in their context of practice.

Use of the National School Nursing Standards for Practice

The primary function of the ANMF *National School Nursing Standards for Practice* is to articulate professional standards and scope of practice for nurses working in the school nursing context. The standards for practice may also be used in the employment of school nurses as the foundation for position descriptions, selection criteria and performance reviews.

It is anticipated these standards will be used by:

- · school nurses: those with experience or newcomers to school nursing;
- schools: employers of school nurses and school staff;
- government departments/education sectors;
- professional organisations;
- · the Nursing and Midwifery Board of Australia (NMBA); and,
- institutions offering education in nursing and/or school nursing

Nurses need to promote their service more. Many schools do not have nurses due to funding. Nurses often notice children who need assessment, support or follow up. Teaching staff are not health professionals. If we don't have nurses in schools many of these children will go undiagnosed and/or unsupported. Many of these students then enter high school with hearing, vision and learning difficulties and often have complex behavioural and mental health needs. Early intervention could be implemented if nurses were in all schools, primary and secondary. We should be promoting the important role of the school nurse ... supporting students health and wellbeing.

I think it is a great idea to have a strong framework as I believe school nursing can influence many areas of a student's life and with appropriate strategies and early intervention hopefully stop some of these people reaching the coal face of our health care system down the track.

The standards are fabulous. I have put them to the Executive Team to consider as they strongly illustrate my daily work load.

Examples of School nurse respondents to on-line survey, 2018

Glossary

Decision Making Framework (DMF): the national Decision Making Framework is a set of tools and principles to assist nurses and midwives in the process of making decisions about whether specific tasks are within their individual scope of practice and in the delegation of care. The DMF also provides a framework for nurses seeking to expand their individual scope of practice.⁸

Enrolled nurse: is a person who provides nursing care under the direct or indirect supervision of a registered nurse. They have completed the prescribed education preparation, and demonstrate competence to practise under the *Health Practitioner Regulation National Law* as an enrolled nurse in Australia. Enrolled nurses are accountable for their own practice and remain responsible to a registered nurse for the delegated care.⁹

Evidence-based practice: is accessing and making judgements to translate the best available evidence, which includes the most current, valid, and available research findings into practice.¹⁰

External health professionals: health professionals external to the school setting, involved in the care of students, could include: General Practitioners, Diabetes Educators, Physiotherapists, Dietitians, Occupational Therapists, Speech Therapists, Mental health nurses, Psychologists. The school nurse may consult with these health professionals and liaise with them regarding on-going care needs.

Family: parents, significant other, guardian, carer, care-giver, primary carer; the person or people identified by the student as their carer; one of the groups (families) who make up the school community.

Groups: this may be a number of students; a family; a mix of student, family, other care givers, teachers, counsellor, and/or other health professionals. Groups may be used for a variety of reasons including, for example, health education/promotion sessions, counselling sessions, or discussing the management of a health issue.

Health and Wellbeing: the World Health Organisation (WHO) defines 'health' as 'a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.' This definition of health acknowledges there are a number of dimensions to health - physical, mental and social wellbeing. 'Wellbeing' refers to a positive rather than neutral state, framing health as a positive aspiration. Mental health, is defined as a state of wellbeing in which each individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community.

Health Promotion: is the process of enabling people to increase control over, and to improve, their health.¹⁴ Health promotion encompasses actions directed at strengthening the skills and capabilities of individuals, as well as actions directed towards changing social, environmental and economic conditions in order to alleviate their impact on public and individual health.¹⁵

A health promoting school is one where the school is "constantly strengthening its capacity as a healthy setting for living, learning and working." The WHO report says "a health promoting school engages health and education officials, teachers, students, parents and community leaders in efforts to promote health. It fosters health and learning with all the measures at its disposal, and strives to provide supportive environments for health and a range of key school health education and promotion programs and services. A health promoting school implements policies, practices and other measures that respect an individual's self-esteem, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements. It strives to improve the health of school personnel, families and community members as well as students, and works with community leaders to help them understand how the community contributes to health and education."

Pastoral care team: may consist of any or all of the following: nurse/s, dedicated counsellors, members of the clergy, psychologist/s, school staff members - from various year levels, or in the position of a Careers and Vocational Education Coordinator/Behaviour Management Coordinator. Such a team is more likely to be present in a private/independent faith-based school. Pastoral care is not merely a complementary practice; it is policy and practices fully integrated throughout the teaching and learning and structural organisation of a school to effectively meet the personal, social (wellbeing) and academic needs of students and staff.¹⁷

Primary health care: is essential health care made universally accessible to individuals and families in the community by means acceptable to them, through their full participation and at a cost that the community and country can afford. It forms an integral part both of the country's health system of which it is the nucleus and of the overall social and economic development of the community.¹⁸

Professional Practice Framework: Registered nurses, enrolled nurses and midwives have their practice governed by a Professional Practice Framework set by the Nursing and Midwifery Board of Australia (NMBA) which assures protection of the public. The professional practice framework includes: Standards for practice, Codes of ethics, Codes of conduct, the Decision Making Framework (used to determine scope of practice), and, Registration standards relating to: continuing professional development, criminal history, English language skills, recency of practice, and professional indemnity insurance arrangements.¹⁹

Registered nurse: is a person who has completed the prescribed education preparation, demonstrates competence to practise and is registered under the *Health Practitioner Regulation National Law* as a registered nurse in Australia.²⁰ The registered nurse provides clinical leadership and supervision for the enrolled nurse.

Scope of practice: is that which nurses are educated, competent to perform and permitted by law. The actual scope of practice is influenced by the context in which the nurse practises, the health needs of people, the level of competence and confidence of the nurse and the policy requirements of the service provider.²¹

School community: all the people involved with the school; students (residential and non-residential), teachers, teacher aides, non-teaching staff, families, visitors, pastoral care members, volunteers.

School environment: this may encompass any setting in which the school nurse provides care to students, for example, the school campus, residences for boarding students, sporting grounds external to the school campus, or venues for school excursions or camps.

Student: the school attendee, who is the focus of nursing practice in a school environment.

Student wellbeing team: is a group of people in a school involved in caring for student health and wellbeing. It has many different titles and many different constituents, depending on the school and education sector. Variously known as: school health team, student support team, student services team, student welfare team, pastoral care team.

Therapeutic relationship: may be defined as a relationship which encompasses caring, and supportive nonjudgmental behaviour by the health professional, within a safe environment during an often stressful period.²² It is imperative that nurses caring for children, young people and their families develop and maintain effective, trusting and collaborative therapeutic relationships that sit within the scope of professional boundaries. This relationship should be positive and mutually acceptable.²³













SCHOOL NURSING STANDARDS FOR PRACTICE

The twelve standards within the National School Nursing Standards for Practice: Registered Nurse are organised into four domains which reflect the breadth of school nursing. There is no ranking to these domains. Each standard within the domains addresses a major practice (functional) area of school nursing practice, and is followed by the key elements of that standard. Although the standards are divided into separate domains for readability, in reality, nursing practice in the school environment embraces most/all standards with each student/nurse interaction and each intervention program.

These standards reflect the aspects of the nursing role unique to the school nursing context. They indicate the desired and achievable levels of performance which can be reasonably expected of the school nurse. The key elements of the standards can be used to evaluate an individual nurse's practice. The way an individual school nurse demonstrates how they meet the standards will differ depending on their individual scope of practice and context of practice.

As with all standards for practice, this document will need review from time to time, as nursing practice in the school environment evolves to meet the health and welfare needs of students in an ever-changing society. Data from school nursing research and quality improvement activities will also inform contemporary practice of nurses working in a school community, across the country.

Defining Domains

The standards for practice for school nurses are ordered under four broad categories of aspects of care or 'domains', namely:

- Professional practice;
- Provision of care:
- Collaborative practice; and,
- · School nursing environment.



Domain 1: Professional practice

Refers to the role and responsibilities of the nurse as a health professional. Under the standards within Domain 1 the school nurse demonstrates their ability to undertake school nursing practice in accordance with the nursing and midwifery professions' codes of ethics and professional conduct as defined under the Nursing and Midwifery Board of Australia (NMBA) Professional Practice Framework (see Glossary). Likewise they demonstrate their understanding of, and ability to adapt to the education culture and the context of school nursing within the wider Australian health system and the education system.

The school nurse at all times ensures their practice demonstrates cultural respect in the care of Aboriginal and Torres Strait Islander peoples. Cultural competence is demonstrated in the care of all those from culturally and linguistically diverse backgrounds.

Domain 2: Provision of care

Reflects the delivery of nursing services to students within the school community. Under the standards within Domain 2 the school nurse uses evidence-based nursing practice and knowledge of child and adolescent health and development, to coordinate, organise and provide care for individual students, small groups (students and/or family members). At the classroom or whole of school community level, this is applied using a health promotion/population health approach. Knowledge of child and adolescent health and development may include: developmental milestones, behavioural assessment, chronic conditions and disabilities.

Domain 3: Collaborative practice

Acknowledges the pivotal role of the nurse as an 'agent of connectivity'.²⁴ Under the standards within Domain 3 the school nurse demonstrates communication and relationship building skills, functioning as the focal person ('agent') who connects others within the school health team and within the school and broader school community. Collaboration with external multidisciplinary health and welfare professionals is another important feature of the school nurse role, which includes (but is not confined to): General Practitioners, Child and Family Services, health care facilities especially emergency departments, allied health professionals, medical specialists, community services, and speech therapists.

Domain 4: School practice environment

Acknowledges the unique environment of a school community and highlights the contribution of the nurse to this area of practice. Under the standards within Domain 4 the school nurse exhibits a capacity to practice within the structures and resources of the school community; and, shows an understanding of their contribution to improving and maintaining a healthy environment for learning and development.

SUMMARY OF DOMAINS AND STANDARDS

Domain 1: Professional practice

Standard 1	Demonstrates a comprehensive knowledge of nursing practice in the school environment.
Standard 2	Practises within a professional and ethical nursing framework in the school environment.
Standard 3	Practises in accordance with legislation related to nursing practice in the school environment.

Standard 4 Participates in ongoing professional development in the school environment.

Domain 2: Provision of care

Standard 5	Undertakes nursing assessment and plans ongoing care to effectively address healthcare needs of individual students and groups within the school community.
Standard 6	Effectively implements evidence-based health promotion and preventive care within the school community.
Standard 7	Advocates for the rights of children and young people.
Standard 8	Contributes to quality improvement and research activities to monitor and improve health outcomes contextualised to schools.

Domain 3: Collaborative practice

Standard 9 Effectively communicates and works collaboratively within the school community.

Standard 10 Builds and maintains professional and therapeutic relationships with students, their families, the school community and other healthcare professionals.

Domain 4: School practice environment

Standard 11 Effectively manages human and physical resources in the school environment.

Standard 12 Contributes to the maintenance of a healthy work and learning environment that is respectful, safe and supportive of students, the school community, and self.



Domain 1: Professional Practice

STANDARD 1

Demonstrates a comprehensive knowledge of nursing practice in the school environment.

- 1.1 Identifies current nursing theory and models of care to inform nursing practice in the school environment
- 1.2 Demonstrates knowledge of child and adolescent:
 - health, development and wellbeing physical, cognitive, mental, emotional, social, spiritual, and sexual health
 - behaviour, learning and health literacy
- 1.3 Understands the context of school-based nursing in its role of improving the health and wellbeing of children and adolescents within primary health care and the wider Australian health care system

Practises within a professional and ethical nursing framework in the school environment.

- 2.1 Practises in a way that acknowledges the dignity, integrity, culture, values, beliefs, privacy and rights of individuals and groups within the school community
- 2.2 Integrates nursing and healthcare knowledge, skills and attitudes to provide safe, effective and quality healthcare in the school community
- 2.3 Understands and practises within own scope of practice:
 - Demonstrates accountability and responsibility for own actions within nursing practice in the school environment
 - Consults relevant members of the school staff/student wellbeing team as appropriate
 - Manages workload according to a realistic assessment of own abilities and the complexity of student and school community needs
 - Seeks clarification from relevant person/s when questions, directions and decisions are unclear or not understood
 - Consults with an experienced school nurse, a nurse with specific expertise, or other
 personnel, when nursing practice requires expertise beyond own scope of practice,
 or when presented with unfamiliar situations
 - Recognises the differences in accountability and responsibility of registered nurses, enrolled nurses, and unregulated workers (for example first aiders, integration aides, teacher aides)
- 2.4 Contributes to the development and/or review of philosophies, policies, procedures, guidelines and protocols within the school and the relevant education sector, which relate to student health and wellbeing
- 2.5 Maintains professional nursing standards while considering the school and education sector philosophies, policies, procedures and guidelines
- 2.6 Identifies gaps between evidence-based school nursing practice and existing protocols and integrates required changes into relevant nursing practice in the school environment
- 2.7 Practises in the school environment in accordance with agreed role statement/position description and professional nursing standards
- 2.8 Considers own health and wellbeing in relation to being physically and mentally fit for practice within the school environment.

Practices in accordance with legislation related to nursing practice in the school environment.

- 3.1 Complies with regulatory requirements of the Nursing and Midwifery Board of Australia (NMBA), in the school environment
- 3.2 Complies with relevant legislation governing child and adolescent wellbeing
- 3.3 Complies with state/territory requirements for Working with Children Checks
- 3.4 Describes and adheres to legislative requirements for medicines management in the school environment
- 3.5 Identifies and adheres to legislation regarding consent, confidentiality, privacy and release of student information
- 3.6 Ensures all processes for nursing communication of clinical and personal information within the school community are consistent with relevant state/territory privacy legislation
- 3.7 Fulfils duty of care requirements:
 - Recognises the responsibility to prevent harm through maintaining safety and wellbeing of students
 - Clarifies responsibilities for aspects of care, when required, with other members of the school community and/or external health professionals
- 3.8 Maintains and promotes standards of universal infection control; including emerging infectious/epidemic/pandemic illnesses and antibiotic resistant bacterial infections relevant to the school community
- 3.9 Adheres to work health and safety legislation within the school environment.

Participates in ongoing professional development in the school environment.

- 4.1 Undertakes regular evaluation of own nursing practice in the school environment:
 - Uses reflective practice to identify professional/personal development needs
 - Meets the NMBA continuing professional development requirements for annual registration renewal, through educational activities related to current scope of practice within the school environment
 - Seeks and considers feedback from peers and critically reflects on own nursing practice in the school environment
- 4.2 Participates actively in an annual performance review, contextualised to the school environment, with a registered nurse colleague
- 4.3 Shares specialist knowledge and skills, contributing to the learning experiences and professional development of others, such as health/education colleagues, students of nursing and midwifery education programs, parents and other members of the school community.

Domain 2: Provisions of care

STANDARD 5

Undertakes nursing assessment and plans ongoing care to effectively address healthcare needs of individual students and groups within the school community.

- 5.1 Appropriately and accurately uses accessible validated tools to assess the health status of students. This includes assessing the physical, emotional, mental, cultural, spiritual, social, and sexual health and wellbeing specific to child and adolescent health, growth and development
- 5.2 Demonstrates proficiency in a range of data gathering techniques and nursing assessment skills within scope of practice in the school environment
- 5.3 Formulates and documents a nursing care plan/health management plan in partnership with the student/s and/or family, and health and wellbeing team, or external health professionals, as appropriate
- 5.4 Implements, coordinates and documents comprehensive, safe and effective evidencebased nursing interventions to achieve planned individualised health and wellbeing outcomes for students
- 5.5 Incorporates health education at all levels of care to promote independence in managing individual health needs in the school environment
- Delegates to others according to their scope of practice, role and level of competence, providing effective and timely direction and supervision to ensure that delegated care is provided safely and accurately in the school environment
- 5.7 Evaluates the health and wellbeing care plan and documents progress towards expected and agreed outcomes for the student.

Effectively implements evidence-based health promotion and preventive care within the school community.

- 6.1 Integrates an evidence-based approach to underpin health promotion into all aspects of school nursing practice
- 6.2 Identifies and gathers evidence-based resources to support health promotion and preventive care activities
- 6.3 Identifies and implements relevant opportunistic health screening activities, where appropriate
- 6.4 Identifies, prioritises and documents health needs and resources within the school community, taking account of those with special needs
- 6.5 In collaboration with the school community, creates, implements and plans school health promotion, maximising opportunities to disseminate information to enhance health and wellbeing
- 6.6 Coordinates, manages, monitors, advises and, where appropriate, refers regarding immunisation and communicable diseases according to school procedures, evidence-based practice, and public health legislation
- 6.7 Evaluates health promotion activities and uses information to improve future programs in the school environment.

Advocates for the rights of children and young people.

- 7.1 Advocates for the rights of children and young people within own scope of practice:
 - Practices in a way that empowers students and recognises their individual circumstances, needs and values
 - Provides education and support to empower students to understand their rights and responsibilities in relation to their health and wellbeing
 - Identifies and works with the school to change structures, policies or practices which empower students to exercise their rights regarding health and wellbeing
- 7.2 Ensures the right to confidentiality and privacy for student/family in all discussions, and advises under what conditions information will be disclosed (for example, in the case of mandatory reporting)
- 7.3 Acts to protect children and young people from harm: physical, sexual, emotional, psychological, neglect, violence, and the effects of witnessing violence
- 7.4 Encourages students to be active, involved and informed participants in their own healthcare and wellbeing.

Contributes to quality improvement and research activities to monitor and improve health outcomes contextualised to schools.

- 8.1 Ensures nursing practice is evidence-based within the school community
- 8.2 Demonstrates awareness of current research relating to nursing practice in the school environment, and uses research findings and relevant literature to inform and improve practices
- 8.3 Participates in relevant audits to identify quality of care issues relating to nursing practice within the school community
- 8.4 Participates in review of policies, procedures and guidelines based on relevant research, and advises of changes in practice for the school community
- 8.5 Protects the rights of students and school communities involved in research by ensuring ethical considerations and processes are in place.

Domain 3: Collaborative practice

STANDARD 9

Effectively communicates and works collaboratively within the school community.

9.1 Uses appropriate communication and interpersonal skills to build collegial relationships within the school community 9.2 Clarifies and promotes the nursing role to the student health and wellbeing team, others within the school community, and external healthcare professionals 9.3 Uses language appropriate to the context, culture, and age/developmental level of student/s 9.4 Uses appropriate strategies to promote self-esteem, dignity, integrity and comfort of student/s Applies effective facilitation skills for groups which may include parents, allied health 9.5 professionals, students, other family support network, and/or staff 9.6 Uses well developed verbal and written communication skills within the school community 9.7 Demonstrates proficiency in the use of information technology to manage information and support decision-making in nursing practice in the school environment Shows awareness of the changing digital environment relevant to children and 9.8 adolescent health and the school community, by promoting the safe use of communication technology and the prevention of its misuse.

Builds and maintains professional and therapeutic relationships with students, their families, the school community and other healthcare professionals.

- 10.1 Practices in a manner that recognises the importance and maintenance of professional and therapeutic relationships in the school nursing setting
- 10.2 Uses a range of collaborative approaches to continually build and maintain networks and links within the school community and with relevant local healthcare providers and community services
- 10.3 Collaborates with the health and wellbeing team to provide comprehensive nursing care, recognising when appropriate to refer to school staff or service providers
- 10.4 Facilitates coordination of care to achieve agreed health and well-being outcomes within the school community.

Domain 4: School practice environment

STANDARD 11

Effectively manages human and physical resources in the school environment.

- 11.1 Manages and prioritises own workload within the school environment
- 11.2 Uses human and physical resources effectively and efficiently in providing care in the school environment to promote optimal healthcare
- 11.3 Identifies appropriate supplies, equipment and resources that must be available within the school environment for nursing care
- 11.4 Undertakes checks of clinical equipment used in nursing care in the school environment to ensure it is well maintained and serviceable.

Contributes to the maintenance of a healthy work and learning environment that is respectful, safe and supportive of students, the school community, and self.

- 12.1 Collaborates with the school to maintain an age-specific and developmentally appropriate environment that promotes safety, security and optimal health and wellbeing for students, staff and visitors
- 12.2 Maintains knowledge and skills in emergency management and crisis response, where applicable within the school community
- 12.3 Acts as a positive role model for students and the school community in maintaining attributes of caring, empathy, trust, respect, dignity, and compassion
- 12.4 Acts to maintain the dignity and integrity of the student and school community and their values
- 12.5 Provides nursing care in a respectful and culturally safe manner for Australia's First Peoples Aboriginal and Torres Strait Islander peoples, in the school environment
- 12.6 Demonstrates respect for students and their families regardless of their first language, cultural/ethnic background, sexual orientation, gender identity, socio-economic status, physical or mental capacity, values or beliefs in nursing practice within the school environment.

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Important documents to read in conjunction with the

National School Nursing Standards for Practice: Registered Nurse

The following documents are available from the Nursing and Midwifery Board of Australia website: https://www.nursingmidwiferyboard.gov.au/

- National Standards for practice for registered nurses
- Standards for practice: Enrolled Nurses
- Decision Making Framework
- Code of Conduct for Nurses

The code of ethics for nurses in Australia is available from the International Council of Nurses website: https://www.icn.ch/

• ICN Code of Ethics for Nurses: https://www.icn.ch/sites/default/files/inline-files/2012_ICN_codeofethicsfornurses %20eng.pdf



