Please note - Most policies are reviewed every three years however some are reviewed annually or if legislation or the Department of Education and Training requires us to.

This information will be updated as soon as any policies are reviewed, changed or if new policies are added. Please check our website for changes.
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**Abbreviations**

- **ATSI** - Aboriginal and Torres Strait Islander
- **CASES21** - the software component of CASES (Computerised Administrative System Environment in Schools) which is the package provided to Victorian government schools to support school administration, finance and central reporting
- **COMPASS** - School Online Administration Platform
- **DET** - Department of Education and Training
- **WWC** - Working With Children’s Check
INTRODUCTION

This document outlines the current procedures, policies, guidelines and frameworks for students, parents/guardians, staff (including replacement staff), volunteers and visitors of Portarlington Primary School. It is to be read in conjunction with information provided on the Department of Education and Training (DET) website.

http://www.education.vic.gov.au

The DET School Policy and Advisory Guide (SPAG) can also be used to provide further clarification and supporting documents.


THE PORTARLINGTON PRIMARY SCHOOL WAY - A POSITIVE APPROACH TO OUR SCHOOL CULTURE

At Portarlington Primary School we believe that it is everybody's responsibility to support and develop the personal, social and emotional needs of our children to enhance their wellbeing. Ensuring that the students in our care are healthy, happy and safe is vital for their learning and development.

“The Portarlington Primary School Way” is our approach to the development of school wide expectations for appropriate behaviour. It is a pro-active way to create a positive school environment.

We are focused on promoting positive social and emotional learning as well as engaging with parent/guardians and the wider school community to ensure children are supported to: ‘be the best they can be’

Within the “The Portarlington Primary School Way” framework, we have developed our positively stated school expectations. These are underpinned by 4 Big Ideas that reflect the values of Portarlington Primary School (developed by our students, parent/guardians, staff and the wider community).

This school-wide set of expectations applies across the school in every circumstance and setting in which the students are learning.

I am respectful

I am responsible

I am safe

I am kind

For every school setting and circumstance, e.g. in playground, in the classroom, at assembly, in breakfast club, there is a set of rules with positively stated behaviours/rules which reflect our school-wide expectations.

All members of our school community are expected to follow these rules-staff, parent/guardians, visitors, volunteers and students.
Our approach sees the different components of the curriculum, the environment and community partnerships as important. Many of our policies relate to ensuring that our Healthy Together framework is supported.

As a Healthy Together school, we are inclusive – the whole school community, students, teachers, parent/guardians, and the wider community are fully engaged to improve the outcomes of health.

Every year students spend about twelve hundred hours at school. After the home and the family, this makes the school, with its environment and social community, one of the most significant influences in the lives of students.

There are a number of issues which school communities, the health sector and the community in general are concerned about. These include mental health, accidents and injuries, drug misuse, bullying and positive relationships. Research indicates that schools can positively impact on student’s health and wellbeing through the environments they set up, the relationships they establish with community groups and the programs offered.

Health and education are closely linked and children and adolescents with poorer health status including poorer vision and hearing, chronic physical illness and mental illness have poorer academic achievement than their healthier counterparts. (Zubrick 1996).

A number of other risk behaviours in which schools can try to intervene, such as truancy, drug use at school, bullying and student low level of achievement, have also been shown to be linked with poorer health. (Zubrick 1996).

Schools by virtue of the fact that students attend regularly and develop close relationships with teachers are well placed to support our students and families.

Our Achievement Program is part of Healthy Together Victoria, which aims to improve people's health where they live, learn, work and play.

Healthy Together Portarlington Primary focuses on addressing improving our children’s health and support the prevention of future disease and illness.

Our Healthy Together culture incorporates the World Health Organization's framework for developing healthy schools. This model supports us to further develop a healthy physical and social environment. Our school community has created healthy policies. We consistently provide children, families, staff and the wider community with health and wellbeing opportunities. Everyone is actively involved in creating healthy environments, and has a focus on building and strengthening community partnerships.
The following information is taken from the Healthy Together website -


Health Promoting Schools Approach
A health promoting schools approach is an internationally recognised best practice approach for enhancing health and educational outcomes. The Achievement Program helps schools adopt a health promoting schools approach through coordinating action across six components.

What is a whole-school approach?
A whole-school approach to health promotion brings together school leaders, staff, students, families and the broader community to promote health and wellbeing. It is a process of continuous improvement, rather than a one-off project implemented only in the curriculum.

The Healthy Together Framework addresses 8 areas:
✓ Healthy Eating & Oral Health
✓ Physical Activity
✓ Sun Protection
✓ Safe Environments
✓ Tobacco Control
✓ Alcohol & other Drug Use
✓ Mental Health & Wellbeing
✓ Sexual Health & Wellbeing
ALCOHOL POLICY

Rationale:
Alcohol, although legal, is considered one of the most harmful drugs affecting young people today. Our school has a community responsibility to fully inform our students, staff and whole school community about the effects of alcohol. Alcohol education will sit within the context of our school’s drug education program.

Aims:
1. To provide accurate information regarding the effects of alcohol on the body
2. To ensure students have the necessary knowledge and skills to make positive informed choices over their use of alcohol
3. To provide opportunities for the broader school community to participate in alcohol education activities
4. To clearly define the processes required when alcohol has been brought on to the school property or a student or staff member has attended school clearly under the influence of alcohol

Implementation:
1. Alcohol education activities will be provided, ensuring age appropriateness, as part of our school’s drug education program
2. Where appropriate, our school will access agencies within our local community with expertise in the field of alcohol education to participate in classes eg. local police, Community Health Service, Drug & Alcohol counsellors
3. Any lessons taught regarding alcohol will be delivered within the context of a Harm Minimisation approach to drug education
4. Alcohol will not be consumed on school premises
5. Consumption of alcohol at school events held off premises is subject to laws associated with provision of alcohol in public places
6. The Department of Education School Policy will be followed for addressing the issue of a student, staff member or community member attending school or a school function clearly under the influence of alcohol, or students consuming alcohol at school or during school functions
7. The consumption of alcohol by staff members on camps or excursions is not allowed because it may compromise a staff members professional standing, their ability to carry out their duty of care, and/or loss of WorkCover rights. Students consuming alcohol on a school camp or excursion will be immediately returned to school, their parent/guardians (and police if under aged) will be contacted, and sanctions as determined by the principal will be applied
8. Students are not permitted to bring alcohol on to school grounds under any circumstances

Evaluation:
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle in 2020
ANAPHYLAXIS POLICY

Rationale:
Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow’s milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between schools and parent/guardians are important in ensuring that certain foods or items are kept away from the student while at school. Adrenaline given through an auto-injector to the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.


MINISTERIAL ORDER 706 - Anaphylaxis Management in Schools

Aims:
1. to provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of schooling
2. to raise awareness about anaphylaxis and the school’s management policy in the school community
3. to engage with parent/guardians/carers of students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and managing strategies for the student
4. to ensure that each staff member has adequate knowledge about allergies, anaphylaxis and the school’s policy and procedures in responding to an anaphylactic reaction

The key reference and support for the school regarding anaphylaxis is the Ministerial Order 706: Anaphylaxis Management in Victorian Schools and DET Anaphylaxis Guidelines 2016. This order sets out the steps schools must take to ensure the safety of students at risk of anaphylaxis in their care. Portarlington Primary School will fully comply with this order and the associated guidelines published and amended by the Department from time to time.

Implementation:
Anaphylaxis is best prevented by knowing and avoiding the allergens. In the event of an anaphylactic reaction, the school’s first aid and emergency response procedures and the student’s Individual Anaphylaxis Management Plan must be followed.

Our school will manage anaphylaxis by:

Individual Anaphylaxis Plans
1. Ensure that an individual management plan is developed and regularly reviewed for affected students, in consultation with the student’s parent/guardians, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.
2. An individual anaphylaxis management plan will be in place as soon as practicable after the student’s enrolment, and where possible before their first day of school.
3. Placing individual anaphylaxis management plan (with student’s photo) in a prominent place – first aid office, administration office, notice board in the staff room and student’s classroom.
4. The Individual Anaphylaxis Plan will set out the following:
5. Information about the student’s medical condition that relates to allergy and the potential for anaphylactic reactions, including the type of allergy/allergies the student has based on written diagnoses from a medical practitioner;
6. Strategies to minimise the risk of exposure to known and notified allergens while the student is under the care or supervision of school staff for all in-school and out-of-school settings organised by the school;
   a) The name of the person(s) responsible for implementing the strategies;
   b) Information on where the student’s medication will be stored;
   c) The student’s emergency contact details
   and
   d) ASCIA Action Plan for Anaphylaxis

The student’s individual management plan will be reviewed, in consultation with the student’s parent/guardians/carers:
   1. annually, and as applicable
   2. if the student’s condition changes, or
   3. immediately after a student has an anaphylactic reaction at school

It is the responsibility of the parent/guardian to:
   1. provide the individual anaphylaxis management plan and emergency procedures plan
   2. Inform the school if their child’s medical condition changes
   3. Provide an up to date photo for the individual anaphylaxis management plan when the plan is provided to the school and when it is reviewed
   4. update emergency contact details

Communication Plan:
   1. The school will be responsible for ensuring that a communication plan is developed to provide information to all staff, students and parent/guardians about anaphylaxis and the school’s anaphylaxis management policy.
   2. The communication plan will include information about what steps will be taken to respond to an anaphylactic reaction by a student in a classroom, in the school yard, on school excursions, on school camps and special event days.
   3. Volunteers and casual relief staff of students at risk of anaphylaxis will be informed of students at risk of anaphylaxis and their role in responding to an anaphylactic reaction by a student in their care, by the assistant principal or student wellbeing officer.
   4. The school will raise awareness of Anaphylaxis through fact sheets and posters displayed in classrooms and through the school newsletter.
   5. All staff will be briefed once each semester by a staff member who has up to date anaphylaxis management training on:
      a) The school’s anaphylaxis management policy
      b) The causes, symptoms and treatment of anaphylaxis
      c) The identities of students diagnosed at risk of anaphylaxis and where their medication is located
      d) How to use the auto injecting adrenaline device
      e) The school’s first aid and emergency response procedures

Prevention Strategies:
   1. The school will request that parent/guardians do not send the identified allergens to school and the school will reinforce the rules about not sharing food, and not eating foods that parent/guardians have not provided or consented to.
   2. The school will complete an annual Risk Management checklist.
   3. The principal will ensure that the Annual Risk management checklist is completed.

Staff Training:

All school staff –
1. Complete the online module every two years - ASCIA Anaphylaxis e-training for Victorian Schools followed by a competency check by the School Anaphylaxis Supervisor. This course is provided by ASCIA, is free for all Victorian schools and valid for 2 years.

AND

2. 2 staff per school or per campus (School Anaphylaxis Supervisor) - Course in Verifying the Correct Use of Adrenaline Autoinjector Devices 22303VIC. This course is provided by the Asthma Foundation, is free to government schools and is valid for 3 years.

AND

3. Twice-yearly anaphylaxis briefing requirements

All schools with a child at risk of an anaphylactic reaction are required to undertake twice yearly briefings on anaphylaxis management conducted by the School Anaphylaxis Supervisor using the facilitation guide and speaking developed by the Department of Education.

The training requirements are outlined here: http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxischl.aspx

The twice yearly anaphylaxis briefings include a presentation has been developed to help schools ensure they are complying with the legislation. The briefing presentation incorporates information on how to administer an EpiPen and all staff will practice with the EpiPen trainer devices provided to your school. As part of the briefing, school staff are reminded of the children at risk of an anaphylactic reaction and their Individual Anaphylaxis Management Plans.

Evaluation:
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
## Annual risk management checklist

(to be completed at the start of each year)

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<td>Date of review:</td>
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<tr>
<td>Who completed this checklist?</td>
<td>Name:</td>
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<tr>
<td></td>
<td>Position:</td>
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<tr>
<td>Review given to:</td>
<td>Name</td>
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<td></td>
<td>Position</td>
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<tr>
<td>Comments:</td>
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</table>

### General information

1. How many current students have been diagnosed as being at risk of anaphylaxis, and have been prescribed an adrenaline autoinjector? □ Yes □ No

2. How many of these students carry their adrenaline autoinjector on their person? □ Yes □ No

3. Have any students ever had an allergic reaction requiring medical intervention at school? □ Yes □ No
   a. If Yes, how many times?

4. Have any students ever had an anaphylactic reaction at school? □ Yes □ No
   a. If Yes, how many students?
   b. If Yes, how many times

5. Has a staff member been required to administer an adrenaline autoinjector to a student? □ Yes □ No
   a. If Yes, how many times?
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<td>6.</td>
<td>If your school is a government school, was every incident in which a student suffered an anaphylactic reaction reported via the Incident Reporting and Information System (IRIS)?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td><strong>SECTION 1: Training</strong></td>
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</table>
| 7. | Have all school staff who conduct classes with students who are at risk of anaphylaxis successfully completed an approved anaphylaxis management training course, either:  
   - online training (ASCIA anaphylaxis e-training) within the last 2 years, or  
   - accredited face to face training (22300VIC or 10313NAT) within the last 3 years? | □ Yes □ No |
| 8. | Does your school conduct twice yearly briefings annually?  
   If no, please explain why not, as this is a requirement for school registration. | □ Yes □ No |
| 9. | Do all school staff participate in a twice yearly anaphylaxis briefing?  
   If no, please explain why not, as this is a requirement for school registration. | □ Yes □ No |
| 10. | If you are intending to use the ASCIA Anaphylaxis e-training for Victorian Schools:  
   a. Has your school trained a minimum of 2 school staff (School Anaphylaxis Supervisors) to conduct competency checks of adrenaline autoinjectors (EpiPen®)? | □ Yes □ No |
|   | b. Are your school staff being assessed for their competency in using adrenaline autoinjectors (EpiPen®) within 30 days of completing the ASCIA Anaphylaxis e-training for Victorian Schools? | □ Yes □ No |
| **SECTION 2: Individual Anaphylaxis Management Plans** |   |   |
| 11. | Does every student who has been diagnosed as being at risk of anaphylaxis and prescribed an adrenaline autoinjector have an Individual Anaphylaxis Management Plan which includes an ASCIA Action Plan for Anaphylaxis completed and signed by a prescribed medical practitioner? | □ Yes □ No |
| 12. | Are all Individual Anaphylaxis Management Plans reviewed regularly with parents (at least annually)? | □ Yes □ No |
| 13. | Do the Individual Anaphylaxis Management Plans set out strategies to minimise the risk of exposure to allergens for the following in-school and out of class settings?  
   a. During classroom activities, including elective classes  
   b. In canteens or during lunch or snack times  
   c. Before and after school, in the school yard and during breaks  
   d. For special events, such as sports days, class parties and extra-curricular activities | □ Yes □ No |
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<th>For excursions and camps</th>
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<th>f. Other</th>
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<td></td>
<td>□ Yes □ No</td>
<td></td>
<td>□ Yes □ No</td>
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<tr>
<td>14.</td>
<td>Do all students who carry an adrenaline autoinjector on their person have a copy of their ASCIA Action Plan for Anaphylaxis kept at the school (provided by the parent)?</td>
<td></td>
<td>□ Yes □ No</td>
<td></td>
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<td></td>
<td>a. Where are the Action Plans kept?</td>
<td></td>
<td></td>
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<tr>
<td>15.</td>
<td>Does the ASCIA Action Plan for Anaphylaxis include a recent photo of the student?</td>
<td></td>
<td>□ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Are Individual Management Plans (for students at risk of anaphylaxis) reviewed prior to any off site activities (such as sport, camps or special events), and in consultation with the student’s parent/s?</td>
<td></td>
<td>□ Yes □ No</td>
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<td><strong>SECTION 3: Storage and accessibility of adrenaline autoinjectors</strong></td>
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<td>17.</td>
<td>Where are the student(s) adrenaline autoinjectors stored?</td>
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<tr>
<td>18.</td>
<td>Do all school staff know where the school’s adrenaline autoinjectors for general use are stored?</td>
<td></td>
<td>□ Yes □ No</td>
<td></td>
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<tr>
<td>19.</td>
<td>Are the adrenaline autoinjectors stored at room temperature (not refrigerated) and out of direct sunlight?</td>
<td></td>
<td>□ Yes □ No</td>
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<td>20.</td>
<td>Is the storage safe?</td>
<td></td>
<td>□ Yes □ No</td>
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<tr>
<td>21.</td>
<td>Is the storage unlocked and accessible to school staff at all times?</td>
<td></td>
<td>□ Yes □ No</td>
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<td></td>
<td>Comments:</td>
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<tr>
<td>22.</td>
<td>Are the adrenaline autoinjectors easy to find?</td>
<td></td>
<td>□ Yes □ No</td>
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<td></td>
<td>Comments:</td>
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<tr>
<td>23.</td>
<td>Is a copy of student’s individual ASCIA Action Plan for Anaphylaxis kept together with the student’s adrenaline autoinjector?</td>
<td></td>
<td>□ Yes □ No</td>
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<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Are the adrenaline autoinjectors and Individual Anaphylaxis Management Plans (including the ASCIA Action Plan for Anaphylaxis) clearly labelled with the student’s names?</td>
<td>☐</td>
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<tr>
<td>Has someone been designated to check the adrenaline autoinjector expiry dates on a regular basis?</td>
<td>☐</td>
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<td>Who? ..............................................................................................................................</td>
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<td>Are there adrenaline autoinjectors which are currently in the possession of the school which have expired?</td>
<td>☐</td>
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<td>Has the school signed up to EpiClub (optional free reminder services)?</td>
<td>☐</td>
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<tr>
<td>Do all school staff know where the adrenaline autoinjectors, the ASCIA Action Plans for Anaphylaxis and the Individual Anaphylaxis Management Plans are stored?</td>
<td>☐</td>
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<tr>
<td>Has the school purchased adrenaline autoinjector(s) for general use, and have they been placed in the school’s first aid kit(s)?</td>
<td>☐</td>
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<tr>
<td>Where are these first aid kits located? Do staff know where they are located?</td>
<td>☐</td>
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<tr>
<td>Is the adrenaline autoinjector for general use clearly labelled as the ‘General Use’ adrenaline autoinjector?</td>
<td>☐</td>
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<tr>
<td>Is there a register for signing adrenaline autoinjectors in and out when taken for excursions, camps etc?</td>
<td>☐</td>
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**SECTION 4: Risk Minimisation strategies**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Have you done a risk assessment to identify potential accidental exposure to allergens for all students who have been diagnosed as being at risk of anaphylaxis?</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Have you implemented any of the risk minimisation strategies in the Anaphylaxis Guidelines? If yes, list these in the space provided below. If no please explain why not as this is a requirement for school registration.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are there always sufficient school staff members on yard duty who have current Anaphylaxis Management Training?</td>
<td>☐</td>
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**SECTION 5: School management and emergency response**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Does the school have procedures for emergency responses to anaphylactic reactions? Are they clearly documented and communicated to all staff?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do school staff know when their training needs to be renewed?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you developed emergency response procedures for when an allergic reaction occurs?</td>
<td>☐</td>
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</tbody>
</table>
a. In the class room? □ Yes □ No  

b. In the school yard? □ Yes □ No  

c. In all school buildings and sites, including gymnasiums and halls? □ Yes □ No  

d. At school camps and excursions? □ Yes □ No  

e. On special event days (such as sports days) conducted, organised or attended by the school? □ Yes □ No  

39. Does your plan include who will call the ambulance? □ Yes □ No  

40. Is there a designated person who will be sent to collect the student’s adrenaline autoinjector and individual ASCIA Action Plan for Anaphylaxis? □ Yes □ No  

41. Have you checked how long it takes to get an individual’s adrenaline autoinjector and corresponding individual ASCIA Action Plan for Anaphylaxis to a student experiencing an anaphylactic reaction from various areas of the school including:  

a. The class room? □ Yes □ No  

b. The school yard? □ Yes □ No  

c. The sports field? □ Yes □ No  

d. The school canteen? □ Yes □ No  

42. On excursions or other out of school events is there a plan for who is responsible for ensuring the adrenaline autoinjector(s) and Individual Anaphylaxis Management Plans (including the ASCIA Action Plan) and the adrenaline autoinjector for general use are correctly stored and available for use? □ Yes □ No  

43. Who will make these arrangements during excursions?  

……………………………………………………………………………………………………………………………

44. Who will make these arrangements during camps?  

……………………………………………………………………………………………………………………………

45. Who will make these arrangements during sporting activities?  

……………………………………………………………………………………………………………………………

46. Is there a process for post-incident support in place? □ Yes □ No  

47. Have all school staff who conduct classes attended by students at risk of anaphylaxis, and any other staff identified by the principal, been briefed by someone familiar with the school and who has completed an approved anaphylaxis management course in the last 2 years on:  

a. The school’s Anaphylaxis Management Policy? □ Yes □ No  

b. The causes, symptoms and treatment of anaphylaxis? □ Yes □ No  

c. The identities of students at risk of anaphylaxis, and who are prescribed an adrenaline autoinjector, including where their medication is located? □ Yes □ No  

d. How to use an adrenaline autoinjector, including hands on practice with a trainer adrenaline autoinjector? □ Yes □ No
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<tr>
<td>e. The school’s general first aid and emergency response procedures for all in-school and out-of-school environments?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>f. Where the adrenaline autoinjector(s) for general use is kept?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>g. Where the adrenaline autoinjectors for individual students are located including if they carry it on their person?</td>
<td>□ Yes □ No</td>
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**SECTION 6: Communication Plan**

48. Is there a Communication Plan in place to provide information about anaphylaxis and the school’s policies?

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<tbody>
<tr>
<td>a. To school staff?</td>
<td>□ Yes □ No</td>
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<tr>
<td>b. To students?</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>c. To parents?</td>
<td>□ Yes □ No</td>
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<tr>
<td>d. To volunteers?</td>
<td>□ Yes □ No</td>
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<tr>
<td>e. To casual relief staff?</td>
<td>□ Yes □ No</td>
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49. Is there a process for distributing this information to the relevant school staff?

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<tbody>
<tr>
<td>a. What is it?</td>
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50. How will this information kept up to date?

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51. Are there strategies in place to increase awareness about severe allergies among students for all in-school and out-of-school environments?

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<td>□ Yes □ No</td>
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52. What are they?

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ANTI-DISCRIMINATION POLICY

Definition:
- Discrimination refers to any behaviour or practice based upon an assumption that one group is superior to another, any behaviour that disadvantages people on the basis of the real or perceived membership of a particular group, and includes behaviour such as less favourable treatment, unfair exclusion, and asking discriminatory questions.

Rationale:
- Discrimination in any form is unacceptable. As educators, we have a responsibility to provide teaching and learning environments that are free from discrimination in all forms, including those based on race, ethnicity, gender, ability, disability, sexuality and religion.

Aims:
- To provide a fair and supportive environment free from all forms of discrimination, discriminatory practice and beliefs, that promotes personal respect, values diversity, and provides physical and emotional safety.

Implementation:
- All staff will be made aware of the legislative requirements relating to discrimination.
- All staff will complete DET online Workplace Discrimination & Sexual Harassment training.
- Staff and students will be made familiar with and members of the school community will be advised of the school’s approach to anti-discrimination and will be provided with information relating to their rights and responsibilities.
- Our school will ensure that all groups who are affected by decision-making outcomes are consulted, their input will be treated fairly, and decision-making processes and outcomes will be meritorious and free from discrimination.
- All decision-making processes will be open to scrutiny, with processes for appealing decisions and for regularly reviewing processes are adopted.
- Equal Opportunity posters to be prominently displayed and available pamphlets readily accessible.
- All claims of discrimination will be treated confidentially, documented, and promptly and constructively addressed.
- Unresolved school-level issues may be referred by the principal, or either party involved, to the appropriate authorities.
- The rights and sensitivities of all individuals will be protected.
- School Council will communicate in plain language, avoiding unnecessary jargon, and also use other means of reaching parent/guardians with literacy difficulties such as open meetings, assemblies etc.
- Curriculum content will be free of discriminatory content, but will analyse the effects of discrimination and assist students to develop attitudes and skills that discourage, challenge and report discriminatory practices.

Evaluation:
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle in 2020
ASTHMA POLICY

Rationale:
1. Asthma affects up to one in four primary aged children, one in seven teenagers and one in ten adults. It is important therefore for all staff members to be aware of asthma, its symptoms and triggers, and the management of asthma in a school environment.
2. Asthma attacks involve the narrowing of airways making it difficult to breathe. Symptoms commonly include difficulty breathing, wheezing, dry and irritating cough, tightness in the chest and difficulty speaking. Triggers include exercise, colds, smoke, pollens, cold air, deodorants, dusts, mould etc.

Aims:
To manage asthma and asthma sufferers as effectively and efficiently as possible at school.

Implementation:
1. Children and adults with asthma may require daily or additional medication (particularly after exercise).
2. All parents/carers of students with asthma provide to the school a fully completed up to date (annual) Asthma Foundation Victoria’s School Asthma Action Plan developed by their treating practitioner and parent/guardians.
3. Students identified with asthma plans are recorded on the COMPASS online student administration portal and on CASES21 school office administration portal.
4. Parent/guardians are responsible for ensuring their children have an adequate supply of appropriate asthma medication (including a spacer if required) with them at school at all times.
5. The school will provide, and have staff trained at least every 3 years in the effective management of asthma including the administering of reliever puffers (blue canister) such as Ventolin, Airomir, Asmol or Bricanyl and spacer devices. Such information will also be displayed appropriately around the school.
6. Individual student Asthma First Aid Kits will be located at the office and an additional Kit will be taken on excursions and camps. Clear written instructions on how to use these medications and devices will be included in each first aid kit, along with steps to be taken to treat severe asthma attacks.
7. The delegated first aid staff member will be responsible for checking reliever puffer expiry dates and the date of Action Plans.
8. All devices used for the delivery of asthma medication will be cleaned appropriately after each use.
9. Care must be provided immediately for any student who develops signs of an asthma attack.
10. Children suffering asthma attacks should be treated in accordance with their asthma plan.
11. If no plan is available children are to be sat down, reassured, administered 4 puffs of a shaken reliever puffer (blue canister) delivered via a spacer – inhaling 4 deep breaths, wait 4 minutes, if necessary administer 4 more puffs and repeat the cycle. An ambulance must be called if there is no improvement after the second 4-minute wait period, or if it is the child’s first known attack. Parent/guardians must be contacted whenever their child suffers an asthma attack.
12. The school will reduce asthma triggers by mowing grass, limiting dust and high allergen plants, maintaining air conditioners etc, ensuring students with Exercise Induced Asthma have a chance to warm up and cool down, to take a reliever medication before exercise, and to stop activity and take reliever medication if symptoms occur.

Evaluation:
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
ATTENDANCE POLICY

Rationale:
International research demonstrates a strong correlation between students’ learning, long-term life outcomes, attendance at school and appropriate participation in education programs. For this reason, the Department of Education and Training (DET) has very clear policies and guidelines in relation to student attendance at school. These policies are the Education and Training Reform Act 2006, the Education and Training Reform Regulations 2007 and the Education and Training Reform (School Attendance) Regulations 2013.

The Victorian Government’s ‘Everyday Counts’ initiative promotes the fact that regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development. Children with attendance of 80 per cent or less may be significantly disadvantaged in their learning.

Children of compulsory school age (six years and up to the age of seventeen years) resident in Victoria are required to meet the National Youth Participation Requirement agreed by the Council of Australian Governments in July 2009. The agreed participation requirement includes a mandatory requirement for all young people to participate in schooling (meaning full time attendance at a government or registered non-government school or an approved equivalent such as registered home schooling or through the Victorian Distance Education Centre until they complete Year 10).

Aim:
To maximise student learning opportunities and performance by ensuring that children required to attend school on time, do so regularly and without unnecessary absences or lateness.

Implementation:
1. All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
2. Illness, accidents, religious events or obligation, and other unforeseeable circumstances are reasonable grounds for an absence.
3. Parents/Guardians have a responsibility to ensure that their children attend school regularly and are only absent if ill, or if absolutely necessary.
4. Parents/Guardians have a further responsibility to provide either a written note or medical certificate explaining the reason for the absence upon their child’s return. Alternatively, parents/guardians may contact the school office (52592572) on the day of the absence or complete the Absence Notification on the COMPASS school administration platform.
5. The school will promote the DET policy of ‘Everyday Counts’.
6. As per the DET ‘Everyday Counts’ initiative and School Attendance Guidelines, students must achieve a minimum of 80% attendance for automatic promotion to the next year level however the individual circumstances of students will be taken into account.
7. Parents/Guardians will be notified if their child’s extended absence will impact on their ability to be promoted to the next year level.
8. The school will continue to promote a minimum attendance rate of 95% for all students to ensure that core teaching and learning is not missed throughout the year.
9. Attendance Awards will be given at the end of each semester for students who have achieved 100% attendance.
10. Parents/Guardians should notify the school in writing prior to any anticipated extended absence.
11. Students who are taking extended absences (more than ten days) from the school must have a Student Absence Learning Plan to support their education, which is prepared by the classroom teacher (once notified by the parents of the extended absence).
12. Involvement in external programs is encouraged by the school; however, participation in these programs should not occur during school hours unless discussed prior with a member of the Principal Class team.
13. Students who are late to school disrupt the class and often miss vital work at the start of the day. A student arriving late to school must sign in and their late arrival will be recorded on the daily attendance roll on the COMPASS school administration platform.

14. Parents/Guardians must provide a reason for their child arriving late to school.

15. The class teacher will notify the Primary Welfare Officer of students consistently late to school. The class teacher will then follow up with parents to seek their support and co-operation. If the lateness continues, the Student Wellbeing Team and/or the School Principal will follow up with the family.

16. Parents/Guardians and students will be regularly informed about school and community attendance expectations and absence notification procedures.

17. Staff will be encouraged to recognise their role and responsibility in promoting and supporting strong attendance.

18. Individual class teachers have the responsibility to follow up absences in their class and request notification or explanation from parents/guardians for all student absences on the COMPASS school administration platform.

19. On the third day of consecutive unexplained absence, Primary Welfare Officer will contact the parent/guardian. If contact cannot be made after continued absence, the Principal will notify the Regional Office.

20. Student attendance will be monitored and recorded daily by the school in accordance with both DET policies and requirements and the school’s internal procedures.

21. Where no explanation is received from the parents/guardians, the school will record an absence as an unexplained absence.

22. The Student Wellbeing team has a responsibility to ensure that unexplained absences are investigated and that high levels of absenteeism are explained.

23. Each month, the Primary Welfare officer will monitor the COMPASS school administration platform and a letter is sent home to the parents/guardians of students with attendance under 80 per cent explaining the impact this level of attendance has on their child’s education. Support processes are offered to the families.

24. If attendance does not improve, follow up meetings are held, with the view to developing and implementing strategies to minimise absences.

25. If deemed appropriate, the Student Wellbeing Team will become involved to further implement intervention strategies.

26. Ongoing unexplained absences, or a lack of co-operation regarding student attendance will result in a formal attendance conference being organised. As per DET School Attendance Guidelines, this may result in notification to the Regional Office and an Infringement Notice being issued to parents.

27. All absence records of communication must be retained and stored at the school for auditing purposes by the Department of Education and Early Childhood Development (DET).

28. Ongoing unresolved attendance issues may be reported by the Principal to the Department of Human Services.

29. Student absence figures will appear on student mid-year and end of year reports.

30. Aggregated student attendance data is reported to the DET and wider community each year as part of the annual report.

31. Appropriate DET transfer and enrolment procedures will be utilised when students enrol or transfer from the school.

32. The DET Student Engagement and Inclusion Guidance will be followed and support materials, including templates, checklists and brochures, will be used as a key resource.

Supporting Documentation:
- DET Student Engagement and Inclusion Guidance 2014
- DET Schools Policy and Advisory Guide – Environment 4.1

Evaluation:
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
BREAKFAST CLUB POLICY

Rationale:
A nutritious breakfast is vital to the general health, learning capacity and concentration of a child. The provision of a breakfast club enables children who may not otherwise eat breakfast to have access to a healthy breakfast, and an avenue for all children to come and have breakfast with their friends in a social atmosphere.

Aims:
1. To provide a healthy breakfast which supports student wellbeing
2. To role model healthy eating habits and routine
3. To give children a supervised social environment in which to experience belonging and connectedness
4. To provide opportunity to learn leadership and serving skills.

Implementation:
1. Breakfast club will run on a Monday, Tuesday and Wednesday school morning between 8.30am and 8.50am
2. Breakfast club will be open to all children who wish to attend
3. The menu will be approved by school council and form part of our Health Promoting School strategy
4. The menu will be peanut free, will provide wholemeal and wholegrain bread, other selected foods with minimal sugar and additives, fresh fruit. No processed fruit juice, or jam will be included in the menu. Milo may be used but must be prepared by the volunteers according to the school council approved process (see page 2)
5. The menu can be varied so that different food can be offered on different days
6. Any suggestions for change of menu will be submitted to the Breakfast Club coordinator for discussion and approval by school council.
7. The breakfast club will be supervised by parent/guardian and community volunteers.
8. Student volunteers who may be on the roster will assist in the main hall area and only in the kitchen if required by parent/guardian volunteer.
9. Purchase of supplies will be the responsibility of a DET employee who will have a school purchase card.
10. All children are to be seated to eat breakfast
11. All children are expected to show respect to parent/guardian volunteers, staff and peers, to be polite, co-operative and courteous.
12. All parent/guardian volunteers are expected to show respect for all children by being polite and courteous and encouraging to student volunteers.
13. Any problems with student behaviour should be addressed to a staff member by giving the student name to the office. Discussion and the Restorative Practice process will be handled by the Primary Welfare Officer or the Principal.

Evaluation:
This policy was ratified by the School Council in May 2017
This policy will be reviewed as part of the school’s review cycle in 2020
Breakfast Club Menu (as at May 2017)

Bread:
Wholemeal and Wholegrain

Spreads:
Vegemite and honey, margarine (for convenience, as butter too hard to spread)

Yoghurt:
Natural Pot Set or low sugar Natural Greek Yoghurt

Milk:
Whole milk

Fresh Fruit:
Selection of fruits in season, depending on availability.

Cereal:
Vita Brits or Weetbix to be served with a choice of milk, stewed fruit, yoghurt, a few sultanas

Oats – raw – served with a selection of the above (Bircher Muesli)

Oatmeal porridge

Pancakes:
Wholemeal

Fruit smoothies:
With fruit in season.

Other options:
- tomatoes on toast,
- cheese on toast
- cottage cheese with stewed fruit
- avocado
- cinnamon
- baked beans
- milo

This menu was ratified by the School Council in May 2017
This menu will be reviewed as part of the school’s review cycle in 2020 (or as required if there are special dietary requirements of students).
BUDGET ALLOCATION POLICY

Rationale:
• Targeted resource allocation is essential in ensuring the best possible facilities improvements, resource development and student results are achieved from finite funds.

Aims:
• To ensure that resources are used as effectively and transparently as possible.

Implementation:
• All schools have access to limited funds and resources.
• Some funds are required to be spent in certain ways or on specific projects. The remaining funds may be spent at the School Council’s discretion.
• A Finance subcommittee of School Council will be coordinated by the principal, and will assist School Council in the formation, prioritisation and monitoring of all budgets.
• The school’s priority programs will attract a high priority when budgets are being decided.
• Aggregated statistical data will contribute toward decisions of budget priority.
• Budgets will not be based on historical allocations, but will instead be targeted toward areas of greatest need, priorities and targeted improvements.
• In the likely event that budget submissions are greater than the funds available, some submissions will need to be reduced, unfunded or require additional locally raised funds.
• A separate sub-committee will be responsible for establishing a strategy to raise funds locally, they will provide the Finance sub-committee with an anticipated revenue, and the Finance sub-committee will be responsible for recommending the expenditure of the funds to School Council.
• Annual budgets will be balanced against longer-term school projects such as playgrounds development or significant equipment purchases.
• The School Council will approve all purchases and allocations, including those to be made from locally raised funds.
• The principal always retains overall responsibility for the day-to-day financial management, the principal may delegate individual staff members the responsibility of managing specific budgets (eg. Business Manager or Program Leaders)
• The expenditure of, and outcomes achieved by each budget will be monitored and reported in full to the School Council annually, or more frequently if required.
• Unspent funds in various budgets will not be ‘carried over’ to the next year unless they form part of an approved longer term plan to accumulate funds for a specific purpose (eg. OSHC staffing contingencies)

Evaluation:
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle annually.
BULLYING AND HARASSMENT POLICY

Rationale:

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that bullying and harassment in any of its forms will not be tolerated.

Aims:

To provide a safe and friendly school environment for students, parent/guardians/carers and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act. This will be achieved through;

1. Recognising and valuing diversity and inclusiveness
2. Reinforcing within the school community that no form of bullying is acceptable.
3. Ensuring that everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.
4. Ensuring that all reported incidents of bullying are followed up and that support is given all of those involved in the incident
5. Seeking support and co-operation from parents/guardians/carers and peer-group at all times.

Definitions

What are bullying, cyber bullying and harassment?

1. **Bullying** is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behavior that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons.

   Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying (See Attachment 1 – page 3)

2. **Cyberbullying** is bullying takes place using electronic technology, it includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites and the offender is being hurtful intentionally and repeatedly

   It can involve cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. (See Attachment 2 – page 3)

3. **Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

   Our school actively promotes a positive and welcoming personal environment for all members of the school community. If people are subjected to any bullying, cyber bullying or harassment it will be addressed without delay in accordance with this policy. (See Attachment 3 - page 3)

Implementation

1. A school-wide approach will be taken to deal with bullying, including cyber bullying and harassment in a consistent and systematic way.
2. All new students and staff will be informed of our policy and practices at the commencement of their time at the school.

3. All complaints of bullying and harassment will be heard in confidence and taken seriously.

4. Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. Programs offered include Wise Child, Life Education, Brave Hearts and School Wide Positive Behaviour Support including Restorative Practices.

5. Our school will make available Professional Learning opportunities and access to updated information to keep staff informed of current processes/strategies for dealing with these issues.

6. Students will be made aware of:
   a) how to recognise the signs of bullying (See Attachment 4 – page 5)
   b) some of the misnomers surrounding bullying (See Attachment 5 – page 5)
   c) feelings experienced by those who are bullied (See Attachment 6 – page 6)

7. Students will be made aware of their responsibilities if they:
   a) are the victim of bullying (See Attachment 7 – page 6)
   b) witness bullying (See Attachment 8 – page 6)

Other or the Links which are connected with this policy are:

1. DET’s Effective Schools are Engaging Schools: Student Engagement Policy Guidelines
2. DET’s Safe Schools are Effective School’s
3. DET’s Student Engagement Policy Guidelines
4. The school’s E-Smart Policy (re cyber-bullying)
5. DET’s Respectful Relationships Education program
7. DET’s Bully Stoppers: Make a Stand, Lend a Hand

Related Information


**Evaluation:**

This policy was ratified by the School Council in August 2017
This policy will be reviewed as part of the school’s review cycle in 2020

**Compliance:**

Compliance with this policy will be monitored by the School Council
Appendices- Bullying and Harassment Policy

Appendix 1

What defines bullying?

Many distressing behaviours are not examples of bullying even though they are unpleasant and often requires teacher intervention and management. The following are examples of socially unpleasant situations that are often confused with bullying:

1. **Mutual Conflict**
   In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict may develop into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

2. **Single-episode acts of social rejection or dislike**
   Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

Appendix 2

Cyber-bullying can involve

1. **Flaming** – online fights using electronic messages with angry or vulgar messages
2. **Harassment** – repeatedly sending nasty, mean and insulting messages
3. **Denigration** – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
4. **Outing** – sharing someone’s secrets or embarrassing information or images online
5. **Exclusion** – intentionally and cruelly excluding someone from an online group
6. **Cyber-stalking** – repeated, intense harassment and denigration that includes threats or creates significant fear
Appendix 3

How will the school management and staff deal with complaints?
All concerns will be taken seriously and treated confidentially.
School procedures for responding to a student who bullies or harasses others are as follows:

**Level 1**
If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:
1. stopping the bullying/re-statement of rules and consequences
2. restorative questioning
3. think time detention
4. private conference
5. shared control discussion
6. If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the student welfare coordinator or principal/assistant principal.

**Level 2**
If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.
Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:
1. meet with the student to develop a behaviour contract
2. provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
3. conduct a restorative conference separately with the perpetrator and “target”
4. Parent/guardians are contacted

**Level 3**
For ‘at risk’ students (many risk factors, few protective factors) where bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual ‘strength building’ plan should be developed by the student welfare coordinator in consultation with student, parent/guardians/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).

**Level 4**
Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student’s family.

Note: The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parent/guardians/carers will be contacted and consequences implemented consistent with the school’s Student Code of Conduct. Furthermore, the principal may commence formal disciplinary action in line with ‘Effective Schools are Engaging Schools - Student Engagement Policy Guidelines’ (DET) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.
Appendix 4

Recognising the signs of bullying

There are specific types of bullying behaviour:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, homophobic, gender or racist remarks, verbal abuse.
3. **Indirect bullying** – this form of bullying is harder to recognise and often carried out behind the bullied student’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes, but not limited to:
   a) lying and spreading rumours
   b) following someone around
   c) taunting another person
   d) playing nasty jokes to embarrass and humiliate
   e) mimicking
   f) encouraging others to socially exclude someone
   g) damaging someone’s social reputation and social acceptance
   h) cyber-bullying, which involves the use of electronic means to humiliate and distress
   i) social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Appendix 5

Some of the misnomers surrounding bullying

“I was just mucking around, can’t they take a joke?”
This is the most common response to bullying. To put someone down, ridicule them, make them feel uncomfortable, push them around or to take their things is not a joke.

“I’ll ignore it and it will go away.”
If anything, ignoring it makes it worse. You will give the impression that it is okay with you and that you agree with what the bully is doing.

“I don’t want to cause trouble.”
Most cases of bullying are sorted out very simply, especially if it is reported straight away. You’re not causing trouble; you’re standing up for yourself.

“It’s just a natural part of growing up.”
There is nothing natural about being victimised. You have a right to feel safe at school, as well as at home.

“Am I to blame?”
Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.

“Am I imagining things?”
Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.
Appendix 6

Bullying or harassment can often make people feel:

a) embarrassed or ashamed  
b) offended or humiliated  
c) intimidated or frightened  
d) uncomfortable  
e) frustrated or angry  
f) a need to fight back

This can result in:

a) poor health - anxiety, depression, injury  
b) lower self esteem  
c) reduced study performance  
d) missed classes  
e) social withdrawal  
f) reduced career prospects

Appendix 7

What do you do if you are being bullied or harassed?

1. Tell the person you don’t like what they are doing and you want them to stop  
2. Discuss the matter with a Coordinator, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with, the school will take your concerns seriously - all complaints will be treated confidentially

Appendix 8

What should you do if you see another person being bullied or harassed?

Find an adult immediately. Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.
CAMPS POLICY

RATIONALE:
Camps are seen as an integral part of the school curriculum as they enable students to explore, extend and enrich their learning and their social skills development, in a non-school setting. Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school. A camp is defined as any activity that involves at least one night’s accommodation.

AIMS
1. To provide students with the opportunity to participate in a camping program that is linked to social, cultural and educational outcomes for students.
2. To provide shared class experiences, team building and a sense of group cohesiveness.
3. To reinforce and extend classroom learning.
4. To provide a program that delivers skills and knowledge that may lead to a lifelong involvement in worthwhile leisure pursuits.
5. To provide a program that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance.
6. To further develop their problem solving and life survival skills.
7. To extend understanding of their physical and cultural environment.

Implementation
1. All camps must be approved by the Principal and School Council.
2. School Council is responsible for approval of all other day excursions, overnight excursions; camps; interstate and overseas visits; excursions requiring sea or air travel; excursions involving weekends or vacations; and adventure activities.
3. The principal will ensure that information is submitted to council regarding the camp well in advance of the starting date of the event and that no camp occurs unless it has been approved.
4. Staff wishing to organise a camp must complete a camp proposal form and lodge this with the Principal for approval. All camps must be approved prior to running. The Principal in consultation with appropriate staff will consider the educational outcomes of the camp as well as the impact on the school program for the proposed dates.
5. Parent/guardians can bulk pay for the year’s excursions or pay for individual excursions as they occur. To assist in this matter, parent/guardians have an opportunity to sign over their Camps, Sports, Excursions Fund (CSEF) if applicable. Payments can also be deducted from Centrepay or engage in a payment plan.
6. Office staff will be responsible for managing and monitoring the payments made by parent/guardians and will provide classroom teachers with detailed records on a regular basis.
7. The Principal in consultation with organising teachers will ensure that all camps, transport arrangements, emergency procedures and student/staff ratios comply with DET guidelines.
8. The Teacher-in-Charge will complete the “Notification of School Activity” online at www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp 4 weeks prior to the camp departure date.

Access to Camp.
• Students will not be excluded from camp for financial reasons. Parent/guardians experiencing financial difficulty, who wish for their children to attend a camp, are invited to discuss alternative arrangements with the Principal or Business Manager.
• All aspects of the camp will be outlined to parent/guardians in writing, including cost, sleeping arrangements, itinerary, activities, clothing and equipment lists, contact phone numbers, transport arrangements, student management processes, permission and medical forms and clearly stated payment finalisation dates.
• All families will be given sufficient time to make payments for camps. All parent/guardian consent and medical forms must be completed, signed and returned and all money must be paid prior to leaving. Copies of completed permission notes and medical information must be accessible at the camp location by staff at all times.
Only students that have displayed sensible, reliable behaviour at school will be permitted to participate in school camps. Parent/guardians will be notified if their child is in danger of losing the privilege to participate in a camp due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with the organizing teacher. Both the parent/guardian and the student will be informed of this decision prior to the camp.

Parent/guardians will be requested to collect their child from camp if their child exhibits behaviour that is considered unacceptable or a danger to others or if the child is unwell. The Teacher in Charge will make this decision. Costs incurred will be the responsibility of the parent/guardian.

**Organisation**

1. All food, equipment, staffing, organization of activities and student management procedures must be addressed prior to the camp. Consideration needs to be given to students with special dietary and medical requirements. Parent/guardians should notify the staff in writing regarding special dietary and medical requirements when returning consent forms.
2. Office staff will be responsible for managing and monitoring the payments made by parent/guardians and will provide organizing teachers with detailed records on a regular basis.
3. In the case where a camp involves a particular class or year level group, the organizing teacher will ensure that there is an alternative program available for those students not attending the camp.
4. The teacher in charge is responsible for ensuring a mobile phone and first aid kit is available for each camp.
5. Parent/guardians may be invited to assist in the delivery of school camps. When deciding which parent/guardians will attend the organizing teacher will take into account any valuable skills offered (e.g. bus licence, first aid, etc), gender balance and special needs of particular students.
6. Parent/Guardians attending any camp must have a current Working With Children check.
7. The teacher in charge will ensure that student medical forms are available at the site and all camp staff are aware of special medical issues or medication requirements of any student.
8. One staff member will be designated to take responsibility for administering student medication if required (following consultation with parent/guardians and/or appropriate medical practitioners).
9. A Risk Management Assessment is to be completed during the planning phases that includes the consideration of the risk of bushfire in the activity location.

**Site Safety**

1. All safety requirements must be considered and adequately resolved prior to the camp. Refer: Safety Guidelines for Education Outdoors
2. A designated “Teacher in Charge” will coordinate each camp. All camps will have an experienced teacher in attendance where possible.
3. The Teacher in Charge will ensure all students and adults attending the camp are aware of evacuation and emergency procedures.
4. The teacher in charge will communicate the anticipated return time with the office in the case where camps are returning out of school hours. Parent/guardians will be informed prior to students leaving for the camp, that they can phone the office to receive an updated anticipated return time.

**Evaluation:**
This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020
Pro-forma for School Approval for all Camps

*This form must be completed and handed to the Principal before School Council. If possible Council approval is required TWO normal meetings before the camp date.*

The processes outlined below provide adequate and appropriate supervision of students so that the school fulfils its duty care to its students in terms of on-site supervision.

**Camp Location / Phone**

Name of Camp: __________________________________________________________________________

Name of nearest town: _____________________________________________________________________

Address of Camp: _________________________________________________________________________

______________________________________________________________________________ Postcode: ________________

Telephone of Camp: ( ) __________________________________________________________________

Melways Reference: _______________________________________________________________________

GPS Reference: _________________________________________________________________________

*Type of Camp Accommodation: ____________________________________________________________*

1. **Dates / Times**

Leave School at ______ am/pm on ________(day/month/year)

Arrive back at School ________ am/pm on _______________ (day/month/year)

No. of days of Camp: ______________________________________________________________________

2. **Staff included**

Teacher(s)-in-charge: _____________________________________________________________________

No. of extra staff required to meet safety ratios:

Mr / Mrs / Ms: ___________________________ Position: _____________________________

Mr / Mrs / Ms: ___________________________ Position: _____________________________

Mr / Mrs / Ms: ___________________________ Position: _____________________________

3. **Method of Travel / Route**

Travel to the Camp: _____________________________________________________________________

Travel back to School: ____________________________________________________________________

Travel while at Camp: _____________________________________________________________________

Are staff member’s cars involved? YES ☐ NO ☐
If Yes, complete the details below:

<table>
<thead>
<tr>
<th>CAR OWNER</th>
<th>TYPE</th>
<th>REG. NO #</th>
<th>INSURANCE</th>
<th>COMPANY</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes ☐ No ☐</td>
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<td></td>
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<td>Yes ☐ No ☐</td>
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<td>Yes ☐ No ☐</td>
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</tr>
</tbody>
</table>

NOTE: All staff cars must be covered by comprehensive insurance policies.

Are staff member’s driving buses? YES ☐ No ☐

If the buses require drivers to have endorsed licences, list the staff drivers attending with such qualifications.

<table>
<thead>
<tr>
<th>NAME OF STAFF</th>
<th>LICENCE NUMBER</th>
<th>EXPIRY DATE</th>
</tr>
</thead>
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4. Certification

As the teacher-in-charge, I certify that the particulars in the application are true and correct. I am aware of the Department of Education and Early Childhood Development safety precautions for this camp.

Signed: ____________________________ Date: _________________
CAMPS, EXCURSIONS & SWIMMING PAYMENTS

RATIONALE:
The schools’ camps, excursion and swimming programs enable students to further their learning and social skills development in a non-school setting. Camps and excursions may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school.

AIMS:
- To provide all children with the opportunity to participate in a sequential camping, swimming and excursion program.
- To provide shared class experiences and a sense of group cohesiveness.
- To reinforce and extend classroom learning.
- To provide a program that delivers skills and knowledge to encourage and promote lifelong involvement in worthwhile leisure pursuits.
- To provide a program that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance.

IMPLEMENTATION
- The programs will be developed sequentially throughout the school.
- The School Council will ensure that all school camps, swimming and excursions are maintained and at a reasonable and affordable cost, and comply with DET requirements.
- The school will endeavour to provide parent/guardians with approximate dates and costs associated with the following year’s camp, swimming etc.
- Parent/guardians will be notified of the exact costs and other relevant details of individual camps as soon as practicable.
- Parent/guardians experiencing financial difficulty, who wish for their children to attend camp, swimming, excursions, will be required to discuss their individual situation with the Principal. The School Principal will make decisions relating to alternative payment arrangements on a case-by-case basis.
- All families will be given sufficient time to make payments for individual camps, swimming, excursions. Parent/guardians will be sent reminder notices at least a fortnight before the camp departure date reminding them of the need to finalise payment.
- Any student who has not completed the required payment before the commencement of camp, swimming, excursion, will be unable to participate.
- Office staff will be responsible for managing and monitoring the payments made by parent/guardians and will provide classroom teachers with detailed records on a regular basis.
- DET regulations and guidelines to be adhered to at all times
- Refunds will only be granted in accordance with school’s Refund Policy

- Evaluation:
  - This policy was ratified by the School Council in March 2017
  - This policy will be reviewed as part of the school’s review cycle annually.
CARE ARRANGEMENTS FOR ILL STUDENTS

Rationale:
All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid. The Care Arrangements are to be read in conjunction with the First Aid Policy which outlines our school's responsibility and procedures in respect of our “responsibility to provide equitable access to education and respond to diverse student needs, including health care needs”.

Aims
Our School will-
1. administer first aid to children when in need in a competent and timely manner
2. communicate children’s health problems to parent/guardians when considered necessary
3. provide supplies and facilities to cater for the administering of first aid
4. maintain a sufficient number of staff members trained with a level 2 first aid certificate

Implementation:
1. All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the teacher on duty and the child is brought to the office.
2. Minor injuries only will be treated by staff members on duty, while more serious injuries-including those requiring parent/guardians to be notified or suspected treatment by a doctor - require a level 2 first aid trained staff member to provide first aid.
3. Any children with injuries involving blood must have the wound covered at all times.
4. No medication including headache tablets will be administered to children without the express written permission of parent/guardians or guardians.
5. Parent/guardians of all children who receive first aid will be notified via phone. For more serious injuries/illnesses, the parent/guardians must be contacted by staff so that professional treatment may be organised. Any injuries to a child’s head, face, neck or back must be reported to parent/guardians. Students with head injuries must be taken home by a parent/guardian or emergency contact.
6. Any student who is collected from school by parent/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than “minor” will be reported and entered onto CASES21.
7. Parent/guardians of ill children will be contacted to take the children home.
8. Parent/guardians who collect children from school for any reason (other than emergency) must sign the child out of the school in a register maintained in the school office.
9. All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action.
10. All children attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms to be taken on camps and excursions, as well as kept at school, (this includes any new asthma plans for each new excursion).
11. All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.
12. A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of first aid materials. Expiry dates are recorded on a calendar.
13. At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma, diabetes and anaphylaxis management plans, high priority medical forms, and reminders to parent/guardians of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.
Key Reference:

**Evaluation:**
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.

**Related Policies:**
- Anaphylaxis
- Asthma
- Diabetes
- First Aid
- Medication Distribution
CASH HANDLING POLICY

RATIONALE:
To ensure the school implements internal control procedures to minimise risk and ensure accuracy of data transactions when receiving monies and processing payments.

AIMS:
- To provide enhanced risk control and security over transactions
- To provide clear documentation of processes
- To provide enhanced services to debtors

IMPLEMENTATION
- A locked, controlled access safe and secure cash drawer, also with controlled access, will be used to prevent any loss of cash from the school premises.
- Receipts will be entered onto CASES21 when received and original receipt issued stating the purpose of the remittance. In circumstances where this is not possible, a manual receipt can be issued. The receipt book should be reconciled to the CASES21 transactions when entered to ensure all receipts received by the school are banked.
- No receipt will be altered and no duplicate receipts issued. If an error has been made the receipt should be cancelled and the original of the incorrect receipt attached to the duplicate copy. If a duplicate receipt is requested, the receipt of money will be acknowledged by a typed note on school letterhead, (General Ledger receipts) or by providing a Family or Sundry Debtor Statement showing the receipt of the money.
- Personal cheques are not to be cashed under any circumstances.
- Money received in the classroom will be sent to the school administration office in the plastic pocket provided and receipted by administration staff. Receipts are to be printed and returned to the classroom teacher to be returned to the student.
- Money collected away from the general office is to be handed to the office on the day of receipt unless circumstances make this impracticable.
- Cash shall not be left in the safe during term holidays
- Trading operations (OSHC) – money counted by two people (where practicable) and a control receipt issued. Funds then submitted to the general office for reconciliation and banking.
- Electronic receipts, manual receipts or EFTPOS receipts – individual official receipt issued. Receipts and cash submitted to general office for reconciliation and banking.
- All documentation to be stored securely.

RESOURCES
- Provision of up to date CASES 21 software
- Provision of up to date secure banking software
- Maintenance and Upgrading of hardware and software as may be required.

Evaluation:
This policy was ratified by the School Council in March 2017
This policy will be reviewed as part of the school’s review cycle annually.
COMMUNITY GRIEVANCE POLICY

Rationale:
Positive, clear and effective processes for resolving grievances between the school and community members assists in the building of strong relationships, dispels anxiety, and ultimately provides students with an enhanced learning environment.

Aims:
To provide clear, positive and fair processes that allow grievances to be aired and resolved in a timely and effectively manner.

Implementation:
- Our school prides itself on clear, consultative and open communication.
- While we accept our responsibility to consult, and to communicate both clearly and effectively with the community, community members also have an obligation to read notices and newsletters, to attend briefings, and to seek clarification when required.
- There may, however, still be times when members of the community disagree or are confused about the things that we are doing.
- It is essential that the established process as outlined below is followed to resolve grievances:

GRIEVANCE RESOLUTION PROCESS
1. Try to establish the facts as clearly possible, be wary of third hand information or gossip.
2. If the matter involves your child or an issue of everyday class operation, make an appointment to see their classroom teacher, detailing the reasons for the appointment.
3. An appointment should be made with the principal to discuss issues involving school policy, operations beyond your child’s classroom, concerns about staff, or grievances that are probably not easily resolved.
4. If a matter is not easily and satisfactorily resolved, the principal will provide the concerned community member with a copy of the ‘Community Grievances Policy’.
5. The School Council will not become a conduit for community complaints, will not become involved in confidential or personal issues, and will refer grievances about individuals to the principal.
6. All grievances are to be kept confidential.
7. All formal discussions and processes involving grievances will be documented.
8. The principal will exercise their judgement as to whether or not they will act upon anonymous complaints.
9. The principal may provide community members with appropriate departmental contact names and numbers if grievances are not resolved.

Evaluation:
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle in 2020
CRITICAL INCIDENT MANAGEMENT

The Department of Education Policy and Guidelines must be followed.


1. RESPONDING TO A TRAUMATIC OR CRITICAL INCIDENT IN WHICH THE SCHOOL IS INVOLVED

   a) The School may become directly or indirectly involved in a tragic or traumatic event.

   b) The incident may involve loss of life, serious injury or emotional disturbance. The incident may occur in the school environment or outside. It may involve staff, students or those close to them. The network of those involved in a traumatic event can be wide, especially if it directly involves the school. Feelings of grief and loss can continue over long periods of time.

   c) Counselling should be provided for all those who need it. This may include many who do not seem to be closely connected to the event or the individuals involved. The school may be in a position to help grieving families at difficult times, e.g. through the school’s participation in the funeral service.

   d) While school should operate as normally as possible, some degree of flexibility should exist.

   e) It is essential that people be given clear, accurate information at all times. It is essential that a Critical Incident Recovery Team be formed to manage the short and long term effects.

2. ACTION TO BE TAKEN AS A RESULT OF A TRAGIC/TRAUMATIC EVENT WHICH INVOLVES THE SCHOOL

   2.1 Incidents vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases.

   2.2 However, the following 4 principles must be followed:

       1. provide clear, accurate information
       2. describe the actions to be followed
       3. provide help for all affected
       4. maintain a normal school program as close as possible

   2.3 Obtain accurate information. Deal only with substantiated facts.

   2.4 As soon as possible inform staff, especially those most directly involved. Inform close friends and family individually. Allow questions and discussion as they arise. Dispel rumours.

   2.5 Appoint a skilled Critical Incident Recovery Team to assist in the management of the incident. The team may include staff members, psychologists, counsellors, external DEECD personnel, support agencies etc. The size and composition of the team will be related to the nature of the incident. Distribute names of the Critical Incident Recovery Team members, and inform others of the role of the team.

   2.6 As soon as possible provide information to the community as to what has happened, and what is being done.

   2.7 Appoint a skilled Critical Incident Recovery Team member to respond to media enquiries. A written press release may be useful. If necessary, protect others from contact with the media. Advice
regarding this may be obtained from the DET Emergency Communications Centre and the DET Media Unit.

2.8 Establish an open line of contact with the family or families directly involved.

2.9 Provide out of school hours contact if necessary. This could be as simple as circulating the Principal’s telephone number. In more complex situations it may mean maintaining telephone contact at the school.

2.10 Continue contact with the family to identify their expectations of the school, e.g. student participation in funeral or memorial service.

2.11 Try to identify those most likely to need help, e.g. classmates, teacher, special friends. Some students not directly affected may become distressed.

2.12 Ensure that counselling help is available. Contact the Regional Office and/or DET if necessary. All emergency or criminal activity, in which the safety or well-being of staff or students is at risk, or where there is a threat to property, must be reported immediately to the Department’s 24 hour Emergency and Security Management Branch on (03) 9589 6266.

2.13 Continue to keep staff, students and parents informed, especially about what has happened and what the school is doing about it.

2.14 As soon as possible call students together and provide information about what has happened and what the school is doing about it. A follow up letter home or SMS messaging may be important.

2.15 Provide counselling services for all. Ensure that there are suitable places in which this can take place. Be prepared to modify the timetable and other arrangements so that people are free to make use of available help.

2.16 The class teacher may be the person to whom students first turn for help.

2.17 Children wishing to attend funerals should do so in the company of their parents. Provide meaningful participation for those not actually attending the service.

2.18 Continue normal routines at school but acknowledge the effect of tragedy on the school community. Be flexible with those in need of help. Be aware that many people may be deeply affected, e.g. an event may cause a person to recall some traumatic event involving them in the past. The anniversary may also be a difficult time.

2.19 Maintain links with the family. The school and family may wish to develop a memorial garden, erect a memorial plaque, or display a photo in a prominent position in the school.

2.20 Be sensitive to staff and student’s needs over a period of time.
LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

- DEECD Emergency Management Planning
- Emergency and Critical Incident
- Appendixes which are connected with this policy are:
  - Appendix A: Critical Incident Recovery Plan (CIRP)
  - Appendix B: Critical or Traumatic Incident Plan – First 24 hour Short Term Tasks
  - Appendix C: Emergency Message Record Form – Template

3. EVALUATION

Evaluation of the Plans will follow any critical incident at the school.

This guideline was ratified by the School Council in June 2017.

This guideline will be reviewed as part of the school’s review cycle in 2020.
Appendix A

Critical Incident Recovery Plan (CIRP)

Responsibilities and Procedures

1. PLAN STATEMENT

This Plan is an integral part of the Emergency Management processes of the school.

2. IMPLEMENTATION

2.1 The Recovery Team will be responsible for coordinating and implementing the Plan (refer to 4.3 for the composition of the team).

It will need to consider:

a) establishing the facts as soon as possible
b) developing an action plan of short, medium and long term tasks
c) contact with the Department of Education and Early Childhood Development (DEECD)
d) liaising with external bodies including the media
e) communicating with the whole staff as soon as possible
f) meeting with staff both as a whole and with individuals or groups for debriefing
g) communicating with the student body
h) meeting with students in groups or individually for debriefing
i) contacting parents/guardians
j) short term and long term counselling requirements for groups or individuals

The relevance of each of the above will depend on factors such as the nature and magnitude of the incident, the intensity of the impact on the School community and the number of people affected.

3. DEBRIEFING

Critical Incident Stress Debriefing has three components:

1. initial discussion about feelings and an assessment of the intensity of the stress responses
2. detailed discussion of signs and symptoms of stress responses
3. closing stage - provides overview and information with referral to an outside agency if required

3.1 The Recovery Team will assist the Principal to facilitate the recovery of staff and students and those of the School community affected by the critical incident.

3.2.1 The debriefing meeting of the Recovery Team should include a mental health professional and one peer who were not involved in the incident.

3.2.2 The Recovery Team will decide the structure and composition of debriefing meetings; such meetings should be held within eight hours of the critical incident. These meetings will review the impressions and reactions of the persons involved during or following the incident.

3.3 Counselling support and referrals for students and their families will be provided initially by the Principal or their nominee and a Regional Guidance Officer.
4. **REVIEW**

4.1 The Recovery Team will meet to review the implementation of the Critical Incident Recovery Plan within **seventy two (72) hours** of the critical incident.

4.2 As part of the Critical Incident Recovery Plan, the Principal will set up a Recovery Team at the beginning of each year.

4.3 Following a critical incident, the Principal will convene the Recovery Team as soon as possible.

**The composition of the Recovery Team will be:**

   a) the Principal  
   b) the assistant Principal  
   c) Student Welfare Manager  
   d) a member of the teaching staff  
   e) a member of the Educational Support staff (first aid trained)  
   f) other support staff as appropriate  
   g) as necessary, psychologists, counsellors and DEECD personnel. – (Bellarine Network)

4.4 The Principal will convene the Recovery Team once each semester to review planning and strategies for the Critical Incident Recovery Plan.

5. **EVALUATION**

Evaluation of the Plans will follow any critical incident at the school.

This guideline was ratified by the School Council in June 2017

This guideline will be reviewed as part of the school’s review cycle in 2020.
Appendix B

Critical or Traumatic Incident Plan – First 24 hour Short Term Tasks

Responsibilities and Procedures

5. Emergency Record

Record Information

a) nature of the incident
b) location of the incident, number and names of persons involved
c) name of the person reporting the incident
d) time incident reported
e) contact telephone number if away from school

Verify all Details

- confirm that the information given about the event is accurate

Record the Incident

- notify principal workplace coordinator
- ensure emergency services have been called notify the Department’s 24 hour Emergency Communications Centre on (03) 9589 6266

6. Ensure students and staff are safe from harm or injury

a) student Managers and Year Level Coordinators cordon off any ‘crisis’ area and keep students away from there
b) manage the grounds while staff are briefed and ensure media do not intrude
c) check corridors, toilets etc for stray students - try to prevent students leaving on their own particularly if distressed
d) send all very stressed students to the Recovery area in the Library
e) ensure that students do not make hysterical calls out of school
f) ensure the school continues as normally as possible

7. Establish Critical Incident Recovery Team

The composition of the Recovery Team will be:

a) the Principal
b) a member of the teaching staff
c) a member of the Educational Support staff (first aid trained)
d) other support staff as appropriate
e) as necessary, psychologists, counsellors and DET personnel.

8. Allocate responsibilities

a) emergency message register
b) emergency contact list
c) evacuation and assembly of staff and students
d) cordon off area of ‘crisis’
e) establish a Support Team and Communications Centre to:
   I. manage information and phone calls
   II. coordinate media requests for information
   III. provide information to parents arriving at school
IV. coordinate routine school activities – maintain where practical
V. notify students, staff and ancillary about the emergency
VI. notify parents first, and then siblings in the school
VII. establish a recovery room and supervisor for affected students
VIII. establish a waiting room for parents
IX. inform students
X. inform School Council
XI. inform School Community by newsletter
XII. monitor School Community’s reactions
XIII. liaise with outside agencies and emergency services
XIV. brief key personnel and review responses

4.1 Recovery Room(s)

Set Up Recovery Room

a) set up Library, and if necessary the Staffroom
b) empty adjoining rooms if possible and relocate to other rooms
c) screen windows
d) have available pens, textas, paper, scissors, envelopes, tissues

Appoint Recovery Room Supervisors

• First Aid staff

Recovery Room Supervisors’ Responsibilities

a) keep calm
b) monitor students for shock reactions, provide first aid if necessary
c) encourage students to gather in small friendship groups rather than bigger ones
d) keep a list of students attending the recovery room
e) give the students a task to undertake such as making a card or writing a letter
f) contact parents of students who remain in the recovery room and alert them to possible concerns

5. Informing Staff

a) provide teachers and ancillary staff with a brief outline of the incident
b) restate to ensure that staff understand and it sinks in
c) outline recovery management arrangements
d) discuss procedures to be followed by staff during the day
e) discuss the general procedures that Critical Incident Team will be following
f) discuss guidelines for informing students and ways of answering questions from them
g) give staff time to discuss this among themselves
h) provide a brief factual outline to others in the community on a need to know basis
i) inform staff as soon as possible about a serious emergency involving death or injury which occurs after hours, on the weekend or during the school holidays
j) inform staff as soon as possible about arrangements for holding a brief meeting before informing students at the start of the next school day
k) review with staff afterwards any issues and needs
l) provide staff with contact numbers for counselling or support services for themselves

6. Informing Students

Principal or senior staff

a) contact the bereaved family or police to ascertain what information may be released within the school
b) prepare a written factual statement, without graphic detail, for use as a reference by teachers when discussing the incident with students

c) determine whether to tell students about the incident at a whole school assembly, by year levels or individual classes, depending on the nature of the incident

d) discuss with teachers who feel uncomfortable raising the event with students and arrange for support from another teacher or a member of the recovery team

e) identify staff who may be too distraught to take classes and arrange replacements

f) inform students soon after briefing staff

g) ask teachers to mark a roll to identify who has been informed and who has not

Teachers

a) provide a factual account of the incident at the beginning of the first class in a way that ensures all students hears the same information

b) limit speculation and rumours

c) inform students about arrangements of counselling and recovery rooms

d) inform students about arrangements for services, and appropriate ways to express condolences

e) outline the arrangements for the day

Notifying close friends

a) notify close friends prior to making an announcement to other students

b) take these students aside when they arrive at school and inform them privately

c) consider contacting their parents prior to the start of the day

d) ensure individual attention is given to intimate friends who are likely to have special needs beyond those of other students

7. Communication Centre

Organise the following to be on hand:

a) telephone - dedicated line in case of jamming by incoming calls

b) telephone message if necessary

c) message records

d) phone lists

e) rolls

f) excursion list

g) timetable

h) maps

i) computer and printer

j) photocopier

k) disaster instructions

8. Media Coverage

a) nominate a media coordinator, prepare the School Council President and Principal to provide on camera interviews

b) contact DEECD Media Unit on 9637 2871 or 9264 5821

c) prepare a three paragraph report:

I. briefly outline the facts

II. outline what the school has done to assist those affected

III. outline support and recovery arrangements

IV. include a name and contact number for the school media coordinator

d) liaise with the family about any statements made to media

e) exclude discussion of policy matters, limit comment to the emergency and the school response

f) set rules for persistent media
g) keep a record of media enquiries
h) offer scheduled interviews in return for media commitment not to seek uninvited access to staff, students, parents
i) negotiate accepted areas for filming e.g. school/church boundary and not within
j) check that information provided does not conflict with court requirements or police proceedings
k) anticipate renewed interest arising from anniversaries, court proceedings

9. Long Term Actions

a) monitor and support members of the school community, particularly on significant dates such as anniversaries
b) consider longer term intervention activities such as counselling or specialist support
c) consider establishing an area within the school as a place of remembrance
d) reconvene key people at regular intervals to review the school response and effectiveness of planning arrangements
e) review the school emergency management plan in light of experience gained
f) consider a ritual of marking significant dates
g) prepare for legal proceedings if necessary
h) remove students name from the roll if deceased
i) consider article in school magazine

10. EVALUATION

Evaluation of the Plans will follow any critical incident at the school.

This guideline was ratified by the School Council in June 2017.

This guideline will be reviewed as part of the school’s review cycle in 2020.
Emergency Record Form – Template

Date: __/____/___

Time of notification: _____ _____ : _____ am/pm

Name of person taking the call ______________________________________________________

Position: ____________________________________________________________

Name of person reporting the incident __________________________________________

Contact telephone number _____________________________________________________

Details

Describe:

Where everyone is now

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What action is being taken to help?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Who: ______________________________________

When: ____________________________________

Where: ____________________________________

How: _____________________________________

Nature and extent of injury: _________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Immediate Actions Required

Principal notified? 0467 222 336
Yes □ Time:_______ : _______ am/pm

Other school staff? Yes □
Time: :__________ am/pm

Emergency Services notified? 132 500
Yes □ Time:_______ : _______ am/pm

Emergency & Security Management notified? (03) 9589 6266
Yes □ Time:_______ : _______ am/pm

Emergency Contact Telephone Numbers

POLICE 000

AMBULANCE 000

FIRE BRIGADE 000

STATE EMERGENCY SERVICES (SES) 132 500

LOCAL HOSPITAL The Geelong Hospital 4215 0000

ASSISTANT REGIONAL DIRECTOR 9265 2400

EMERGENCY SECURITY MANAGEMENT (03) 9589 6266
Emergency Message Record Form

Time: ______ ______ : am/pm

Message from ____________________________________________

Action required? Yes □ No □

If ‘YES’, please detail:

________________________________________________________

________________________________________________________

________________________________________________________

Completed □

Message taken by ________________________________________
CONTINUOUS IMPROVEMENT POLICY

**Rationale:**
Our school seeks to provide the best education it can for our students. As such, we subscribe and commit to a workplace of continuous and sustained self-improvement.

**Aims:**
- To establish a workplace where continuous improvement is embedded in the school’s ethos and culture.
- To provide the best education that we can for our students by constantly and strategically identifying and implementing improvements in all facets of our school.

**Implementation:**
- Continuous improvement is as much about attitude as it is about process.
- All staff at our school are committed to continuous improvement, and understand that a high performing school is to the benefit of everybody.
- Our school values and relies upon robust, authentic and valid performance data.
- Discussions relating to continuous improvement data will focus on opportunities for development and enhancement as opposed to shortcomings or deficits.
- All staff will have the opportunity to analyse whole school data and develop strategic plans to improve performance in identified areas of need.
- In doing so, the School Leadership will set high and realistic expectations, and clearly articulate expected levels of performance by students and staff.
- Individual staff members will, in consultation with others, analyse their own performance related data and propose strategic plans to the principal for consideration, to improve their own performance levels in targeted areas.
- Targeted whole school and personal professional development will provide significant support in the achievement of identified improvement goals.
- Mentors will be identified for all graduate staff members, and staff with expertise in specific fields will be identified and made available to all.
- Achievement progress will be closely monitored and constructive and precise feedback on data will be provided.
- Achievements will be publicly and enthusiastically celebrated, and will set benchmarks for new improvements.
- The school will maintain the Performance and Development Culture standards required for continued accreditation.

**Evaluation:**
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle in 2020
CURRICULUM POLICY

Rationale:
Implementation of the Victorian F-10 Curriculum across the school will provide all students with a sequential curriculum framework that guides their learning, as well providing measures of learning achievement that allow students, teachers and parent/guardians the opportunity to assess student performance against standardised learning outcomes.

Aim:
To improve student learning through the implementation of the Victorian F-10 Curriculum across all year levels in a manner consistent with departmental requirements and locally identified needs.

Implementation:
1. Our school is committed to the successful implementation of the strands and domains of Victorian F-10 Curriculum across all P-6 year levels.
2. School Leadership will drive and support the development and implementation of a strategic plan for the integration of Victorian F-10 Curriculum across the school.
3. In doing so, all Department of Education and Training timelines and reporting requirements will be met.
4. Whole school professional development opportunities will be provided, as well as personal professional development plans developed that cater for the Victorian F-10 Curriculum needs of each staff member.
5. The community will be kept well informed of the curriculum.
6. Audits of existing curriculum areas will occur as part of the school review cycle and teams of staff will work closely together to achieve consistency with the Curriculum implementation.
7. All teachers are required to work with their respective teams, sections or faculty to contribute to the development and implementation of a viable curriculum for all students, and to implement student needs based lessons using agreed planning templates and lesson structures.
8. Student achievement will be measured and reported to students, parent/guardians, Department of Education and Training and the wider community against the Victorian F-10 Curriculum standards and progression points, in each of the domains.
9. All staff will participate in the collection of student achievement data, and all staff will have input into school decisions resulting from interpretations of student achievement data.
10. Student Learning will be a key performance indicator of each staff member’s annual performance review.
11. School council will provide adequate resources for the implementation of the school curriculum and associated professional development etc.

Student Wellbeing and Learning
Portarlington Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:
   a) providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
   b) providing a flexible, relevant, inclusive and appropriate curriculum
   c) accommodating student developmental needs within the Victorian Curriculum stages of schooling

Students with Disabilities
The Department of Education and Training and Portarlington Primary School is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.
Portarlington Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.
Aboriginal and Torres Strait Islander Education
Portarlington Primary School is committed to providing culturally appropriate and inclusive programs to Aboriginal and Torres Strait Islander students through:

a) Working in partnership with the Aboriginal and Torres Strait Islander community to develop an understanding of Aboriginal and Torres Strait Islander culture and the interpersonal relationship with the Aboriginal and Torres Strait Islander community, for example via Local Aboriginal Education Consultative Groups (LAECG).

b) Supporting the development of high expectations and individualised learning for Aboriginal and Torres Strait Islander students creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum implementing initiatives and programs that meet student needs and in partnership with the Aboriginal and Torres Strait Islander community.

c) School Council will ensure that resourcing is adequate for the implementation of the planned curriculum.

Evaluation:
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.

Links

Links to DET School Policy & Advisory Guide:

- Curriculum
- Using Digital Technologies to Support Learning and Teaching
- Student Wellbeing and Learning
- Students with Disabilities
- Koorie Education
At Portarlington Primary School the curriculum is reviewed at different times for different purposes.

**School Strategic Plan (SSP)**
1. The School Improvement Cycle includes the development of the 4 year plan.

**Annual Implementation Plan (AIP)**
1. The yearly data is reviewed to ensure that the curriculum is impacting on the whole school data (see Analysing Student Data policy).

**Policy Review**
Occurs:
1. As part of the Department of Education school review process.
2. In line with any curriculum changes or adjustments at the central (Victorian) or national level (as required).
3. In line with any legislative changes (as required).

**School Council**
1. The school council is presented with a principal’s report each month.

**Professional Learning Teams**
1. As part of the Professional Learning Team meeting cycle, time is directed to curriculum review. Reviews and reflections are conducted to ensure consistency across the school and are based on one or more of the following:
   a) School data and research.
   b) In response to professional learning around best practice (new learning- what are the implications for our programs or practice?).
   c) Observations (in particular to reference to consistency across the school).
2. Professional Learning is conducted regularly with a view to reviewing content knowledge and pedagogical practice. For example,
   a) Moderation of student work samples.
   b) Observation of teacher practice to ensure consistency across the school.

**Collaborative Planning**
1. Team levels are scheduled for one hour of collaborative planning week within the school timetable.
2. Teams also meet for one hour collaborative team work once a week after school.
3. Each term the teachers are given one full day of planning together to produce curriculum framework based on the yearly plan Victorian F-10 Curriculum, and integrated units of work-term theme topics.
4. Data from assessment informs the point of need for groups and individual students.

**Individual Learning Implementation Plans**
1. Based on student data and progress, the ILIPs are reviewed as learning goals are achieved for those students that qualify for the Program for Students with Disabilities (PSD) or those students in Out of Home Care.
2. Student Support Group meetings are held once per term for students funded through the program with disabilities. Where required, these meetings are held more often. The curriculum is reviewed with the consultation of the parent/guardians/guardians

**Other**
1. Specialist staff (consultancy or network staff) are involved to observe individual children to assist staff to review the curriculum needs and strategies for individual students (eg-DET Network Student Support Service Officers such as Speech Therapists, Psychologists or Social Workers and Specialist Development School consultants).
CURRICULUM - ASSESSMENT & PROTOCOLS GUIDING EFFECTIVE USE OF DATA

RATIONALE
Accurate and comprehensive assessment of school and student performance aids in establishing open communication, improve student leaning and is essential in developing programs that support every child’s learning. Strong assessment practice provides opportunities to establish and inform strategic planning.

AIMS
1. Inform teaching and learning and enhance whole school performance. (School’s Strategic Plan)
2. Improve learning outcomes for all students
3. Data will be disseminated for the purposes of building teacher effectiveness.
4. Data will be used to analyse the strengths and weakness of the whole school cohort and to identify specific areas for improvement.

IMPLEMENTATION
1. Data sets will be used by the Principal and teachers within the school and not distributed any further than the school context.
2. Data will be used in a de-personalised, non-judgemental manner to avoid labelling or drawing conclusions too quickly.
3. Data use must be relevant and fit the purpose. There will be ‘triangulation’ of data sets.

Data interpretation will focus on:
1. Helping teachers and teams to implement effective instructional practices
2. Building a collaborative approach to reflection and sharing of regular and relevant class and school data
3. Skilling teachers to use their own data regularly to improve practice
4. Identifying and analysing trends to determine the progress of cohorts of students

Data will be used to assist teams and individual teachers to:
1. Monitor student progress against Victorian F-10 Curriculum levels, standards and domains.
2. Compare students against students over time
3. Assist student to identify and develop specific goals for learning
4. Compare their results relative to an external or absolute standard.
5. Build a collegiate approach to data sharing and school improvement
6. Provide targeted assistance for students through the allocation of resources to improve performance where students are continuing to underperform against expectations.
7. Monitor student progress, and ensure classroom practices differentiate to cater for all student learning needs.

Data will be used to assist the leadership team to:
1. Track individual students
2. Track cohorts of students
3. Analyse school performance and student growth over time
4. Identify goals and targets to improve school performance

At Portarlington Primary School, data is collected from a variety of sources (but is not limited to):
1. English and Maths online
2. Observation Surveys
3. Carry over goals from Individual Learning Improvement Plans
4. Guided reading levels (including previous year)
5. On Demand testing in Reading and Number (years 3-6 plus year 2 two end of year)
6. Running Records – including the Fountas and Pinnell framework for assessing comprehension
7. Student Writing Samples and teacher moderation of these
8. Oxford Word List- monitoring of the 300 high frequency words
9. Pre and post testing mathematical units
10. Progressive Achievement Tests (PAT)- Maths and Comprehension
11. Attitudes to school survey data
1. **Use of Literacy and Numeracy Data**
   a) Ongoing monitoring and tracking throughout the year
   b) Half yearly reporting to parents
   c) Groupings and planning
   d) Strategy selection and point of need teaching
   e) Individual Learning Plan adjustments
   f) Setting targets and goals for students (including investigation/planning for children who have made little or no growth across all levels development)
   g) Colour coding (Traffic Light Data) to identify the range of student achievement.
   h) To provide an overview of the whole school and year level cohorts
   i) To provide the capacity to look forwards (feed forward, student goal setting) and backwards (feedback and celebrating student progress).

2. **Use of NAPLAN**
   a) Forms part of the triangulated data
   b) Analysis of data highlights trends and patterns for cohorts but also for content and informs future teaching directions (strengths and weaknesses in the data are analysed)

3. **Additional Data for Students considered At Risk with their Learning, Engagement or Wellbeing**
   a) Identified from student learning data but also from wellbeing and engagement information
   b) Assessments include Ravens and Peabody Screening tools and those of the network staff if required (speech, social work, psychology)
   c) Observational data from others (parents, consultancy, wellbeing, principal class) is also collected where required

4. **Use of SPA - Student Performance Analyser**
   a) Collection and Analysis of Student Learning Data (including Teacher Judgement data, NAPLAN data for example)
   b) (as for literacy and numeracy data –see above)

5. **Use of ZPD tool – Zone of Proximal Development (Excel Spreadsheet)**
   a) For identifying the instructional teaching needs of the group
   b) For measuring growth and achievement of groups of students and individual students.

**Evaluation:**
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
DAY EXCURSIONS POLICY

Rationale:
The school’s excursion program enables students to further their learning and social skills development in a non-school setting. Day excursions complement, and are an important aspect of the educational programs offered at our school. Any time the child leaves the school with a staff member is classified as Day Excursion.

Aims:
1. To reinforce, complement and extend learning opportunities beyond the classroom.
2. To develop an understanding that learning is not limited to school, and that valuable and powerful learning takes place in the real world.

Implementation:
1. Day excursions are defined for the purpose of this policy as any organised and supervised school activities that require children to venture beyond the school boundary.
2. The principal is responsible for the approval of all non-adventure single-day excursions other than those that must approved by the School Council (e.g., Students walking to the kinder, walking to aged residents facility to read to the elderly, walking to the church or Parks Hall for school programs).
3. School Council is responsible for approval of all other day excursions, excursions requiring sea or air travel, excursions involving weekends or vacations and adventure activities.
4. A designated ‘Teacher in Charge’ will coordinate each day excursion.
5. Prior to the commencement of any detailed planning relating to a proposed day excursion, the Teacher in Charge must meet with the principal/assistant principal/business manager, to present a planning summary, to discuss the proposed activity, and to seek ‘in principle’ support for the event.
6. If the principal’s approval is granted, detailed planning should commence using the planning questions proforma as a guide. This must include risk assessment including the risk of bushfire in the activity location.
7. When presenting information to the Principal, the Teacher in Charge must be aware that the Principal will consider the following:-
   a) What is the purpose of the excursion and its connection to student learning?
   b) Do staff members attending have the competence to provide the necessary supervision of students throughout the excursion?
   c) Is an appropriately trained member of staff able to provide first aid?
   d) Have supervisory adults who are not registered teachers completed a Working with Children Check?
   e) Is the location of staff and students throughout the excursion including during travel known?
   f) Is a record of telephone contacts for supervising excursion staff available?
   g) Is a record of the names and family contacts for all students and staff available?
   h) Are copies of the parent/guardian consent and confidential medical advice forms for those students on the excursion available?
8. If day excursions include adventure activities organising staff should consult the adventure activities website, or seek advice from peak bodies or skilled and experienced staff with recent experience instructing the activity to satisfy the principal’s requirements.
9. If approved, the online Notification of School Activity form then be submitted three weeks prior to the activity if required. (required if country schools travelling beyond the local town/city, rural schools travelling beyond the local area, metropolitan schools travelling beyond the greater metropolitan area).
10. Students will only travel on buses fitted with seatbelts.
11. The principal requires that a report from the Teacher in Charge occur after each day excursion if any mishaps or concerns have arisen.
12. The schedule of excursions, including costs, will be distributed as early as possible, and will be updated on a needs basis.
13. Parent/guardians can bulk pay for the year’s excursions or pay for individual excursions as they occur. To assist in this matter, parent/guardians have an opportunity to sign over their Camps, Sports, Excursions Fund (CSEF) if applicable. Payments can also be deducted from Centrepay or engage in a payment plan.
14. All endeavours will be made not to exclude students simply for financial reasons. Parent/guardians experiencing financial difficulty, who wish for their children to attend a day excursion, will be required to discuss their individual situation with the Principal. Decisions relating to alternative payment arrangements will be made by the Principal on a case-by-case basis.

15. All families will be given sufficient time to make payments for excursions. Children whose parent/guardians have not paid deposits by the due date, who do not make full payment by the due date, or who have not made alternative arrangements with the Principal will not be eligible to attend.

16. Office staff will be responsible for managing and monitoring the payments made by parent/guardians and will provide classroom teachers with detailed records on a regular basis.

17. Information will be provided to all parent/guardians of non-English speaking families in a manner that allows them to provide an informed consent to their children attending excursions.

18. A First Aid trained staff member will attend any excursion.

19. The school will provide a first-aid kit for all day excursions.

20. Copies of completed Permission forms, and signed Confidential Medical Information forms must be carried by excursion staff at all times.

21. A senior staff member will be in attendance at school whilst the children are returning from any out-of-school-hours excursion. The Teacher in Charge will communicate with this person with regards the anticipated return time.

22. While school excursions are a team activity requiring the cooperation and common-sense of all participants, it is the Teacher in Charge who oversees the operations of the excursion, takes charge of events, makes key decisions and accepts ultimate responsibility for the excursion.

23. Parent/guardians may be invited to participate in excursions. When deciding on which parent/guardians will attend, the Teacher in Charge will take into account –
   a) Working with Children check status-all parents/guardians attending day excursions must have a Working With Children check.
   b) Any valuable skills the parent/guardians have to offer. eg. bus licence, first aid etc.
   c) The preference to include both male and female parent/guardians.
   d) The special needs of particular students.

24. Parent/guardians selected to assist with day excursions may be required to pay their excursion costs.

25. Only children who have displayed sensible, reliable behaviour at school will be invited to participate in school day excursions. Parent/guardians will be notified if a child is in danger of losing their invitation to participate in an excursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with other staff members and the Teacher in Charge.

26. The primary references that must be consulted when considering all day excursions is the DET School Policy and Advisory Guide in particular- Student Safety & Risk Management.

Evaluation:
This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020
Planning Summary

The following planning summary provides an overview of four issues that should be considered before undertaking detailed planning of an outdoor or adventure-based program. This summary is most useful when used in the initial stages of planning for the proposed activity or program, and before bookings are made and dates are confirmed. It can also be applied as a final check before the program commences. It is strongly recommended that you obtain the support of your principal for the proposed program before undertaking detailed planning.

**Purpose**
You will need to explain the educational benefits that your students will gain, and how they relate to your school’s curriculum.

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**Environment**
The environment in which an activity is conducted is one of the most dynamic elements of the excursion. You will need to assess the opportunities and challenges that are reasonably foreseeable in the environment in which you will be operating (including the risk of bushfire in the activity location).

You will need to consider how to manage the impact your program will have on the environment. You will need to contact land managers/owners, well in advance, to check for usage requirements or constraints. Transport arrangements should comply with the [School Policy and Advisory Guide - Transporting Students](#) and [VicRoads regulations](#).

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**Activities**
The activities undertaken as part of your program should support the educational purpose. You will need to follow the specific guidelines for any activity you will be offering students, and to carefully develop detailed risk management plans.
People

Your students must have the capacity to manage the range of challenges that your proposed experience may present. You will need to prepare them adequately, and provide information that will allow for informed consent to be provided.

Ultimately it is the staff responsible for the planning, instruction and supervision of students who will contribute to the learning and wellbeing of students.

You must be able to supply a safe and effective supervision and instruction framework.

The school leadership must give formal approval for your detailed plans.

Prior to departure, prepared documentation that might assist with emergency management must be lodged with the Principal and the designated 24-hour school contact person.
DIABETES POLICY

Rationale:
Appropriate preparations and safeguards should ensure that students with diabetes are able to participate fully in the school’s educational programs.

Aims:
1. To ensure that schools support students with diabetes, and to provide advice for schools as they develop and implement support and management plans for students living with diabetes mellitus (‘diabetes’).
2. To ensure that students with diabetes are happy and safe members of the school.

Implementation:
2. A qualified health practitioner (such as diabetes health nurse) will facilitate training for staff in accordance with the DET guidelines.
3. Students with diabetes are identified to all staff.
4. Students whose parent/guardians indicate that they are capable of managing their own diabetes will be encouraged to do so, and will be provided with an appropriate private space to manage their diabetes. To be deemed capable of managing their own diabetes, students will have to demonstrate that they have the ability to measure an insulin dose accurately, inject an insulin dose reliably, carry out blood glucose tests accurately, recognise the early signs of hypoglycaemic or hyperglycaemic reactions and to take sugar as necessary, estimate their diet in portions if necessary, understand the need to take extra food before increased physical activity, and have meals and snacks on time consistent with their diabetes management plan.
5. Students not capable of managing their own diabetes will be managed by staff in accordance with an agreed management plan developed by a doctor, and provided by parent/guardians.
6. A student’s diabetes management kit or ‘Hypo Box’ (which may include adequate supplies of insulin, disposable syringes or pen injector devices, blood testing equipment, and glucose or suitable sugar products to prevent or treat an insulin reaction) may be kept in the first aid room, or with the child as appropriate. One kit will always accompany the child on any camp or school excursion.
7. It may be desirable that a student’s friends be aware of the student’s diabetes to give moral support if needed, at blood testing and insulin giving times, and to give appropriate help if needed should the student have an insulin reaction.
8. In general, the student should undertake all educational activities including school camps and excursions, as long as emergency medical aid is available within two hours. Some free time before breakfast and before the evening meal during camps may be needed for blood testing and insulin injections, and before bed for urine testing. Special considerations need to be undertaken during swimming programs.
9. All school meal times should be adhered to as closely as possible. If a meal is delayed, the student should have access to food containing some complex carbohydrate (for example, fruit, biscuits, fruit juice) at the normal meal time while waiting for the meal. A diabetic student should be permitted to take extra food at odd times before extra physical activities to prevent insulin or hypoglycaemic reactions. The student or teacher must take some extra carbohydrate form of food or confec tionery on excursions.

Evaluation:
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
DRUG EDUCATION

Rationale:
Drug Education is a joint responsibility between school, home and the broader community. Drug Education will be provided at all levels of schooling and will include specific drug education curriculum as well as resilience education, problem solving skill and appropriate coping strategies. Drug education will be based on a Harm Minimisation approach.

Aims:
Drug Education will focus on a prevention model.
1. To provide all students with a comprehensive, age appropriate drug education curriculum.
2. To ensure that drug education is embedded across all key curriculum learning areas.
3. That resilience education forms a strong basis for drug education at our school.

Guidelines:
1. Create an awareness in all students about what a drug is.
2. Work towards the development of a feeling of self-worth in all students.
3. Develop an understanding of strategies students can use if faced with pressure in regard to drug usage.
4. Lessons to focus on the concept of harm minimisation with regards to drug usage.

Implementation:
1. Years Prep, 1 and 2 to focus on developing positive social attitudes and self-esteem.
2. Specific drug issues for Prep 1 and 2 will concentrate on helpful drugs and legal drug usage (medicines)
3. Years 3-6 will focus on dealing with feelings, issues and situations and developing strategies to deal with these issues.
4. Years 5 and 6 only will include focus on legal & illegal drugs and the effects of legal drugs both physically and mentally.
5. The Life Education Van drug education curriculum program for schools will be provided every two years.
   - 90 minutes for students in years 3-6.
   - 60 minutes in years prep – 2.

Evaluation:
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

**Definition**

Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: “A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.” (Richards v State of Victoria (1969) VR 136 at p. 141) As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

**School authorities in breach of the duty of care may be liable for injuries inflicted by one student on another, as well as for injuries sustained by a student.**

Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

**Rationale:**

In addition to their professional obligations, principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable.

**Aims:**

1. To ensure that staff have an understanding of their duty of care to students, and behave in a manner that does not compromise these legal obligations.
2. To ensure that all parent/guardians understand the legal responsibilities of school staff (including mandatory reporting—see Mandatory Reporting Policy on page 79).

**Implementation:**

1. Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.

2. A teacher’s duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher’s instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have ‘assumed’ the teacher pupil relationship.
3. Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.

4. The teacher’s duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.

5. Whilst each case regarding a teacher’s legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:
   a) arriving late to class or leaving a class early
   b) arriving late to scheduled timetabled yard duty responsibilities
   c) failing to act appropriately to protect a student who claims to be bullied
   d) believing that a child is being abused but failing to report the matter appropriately
   e) being late to supervise the line up of students after the bell has sounded
   f) leaving students unattended in the classroom
   g) failing to instruct a student who is not wearing a hat to play in the shade
   h) ignoring dangerous play
   i) leaving the school during time release without approval
   j) inadequate supervision on a school excursion
   k) failing to report (based on a reasonable belief) any adult collecting a child who is intoxicated or under the influence of drugs.

6. Staff members are also cautioned against giving advice on matters that they are not professionally competent to give (negligent advice). Advice is to be limited to areas within a teacher’s own professional competence and given in situations arising from a role (such as careers teacher, year level coordinator or subject teacher) specified for them by the principal.

7. Teachers must ensure that the advice they give is correct and, where appropriate, in line with the most recent available statements from institutions or employers. Teachers should not give advice in areas outside those related to their role where they may lack expertise.

**Risks to students outside the school environment**

1. Legal cases establish that a teacher’s duty of care does not start nor end at precise times during the day. The approach generally taken is that a teacher’s duty applies irrespective whether the risk occurs in or outside the school environment. However, the important issue in all cases will be whether the school took reasonable steps to protect the student from the risk.

2. Risks outside the school environment may sometimes call for immediate and positive steps by a school depending on the age of students, urgency and threat of injury. Consider for example, if a live power line came down outside the school, no emergency workers had arrived, and primary children are about to be dismissed to walk home. No school would allow the children to walk out to that danger unsupervised.

3. There will be a number of other situations where the school will be under a duty to take reasonable steps. In some instances, the school’s control over the activity may require it to take more active measures to satisfy the requirement that it take reasonable steps. For example, a known bully on a school bus may require the school to suspend or refuse to transport the bully. In other instances, the school may not control the activity, and the reasonable measures available to it will be limited. For example, fights at a local train or bus stop between students from rival schools may involve informing
the police, contacting the other school to implement preventative measures, and notices to parent/guardians and students.

4. While students are generally free to move around the buildings and work independently in break out spaces and designated study areas they must be under adult supervision at all times.

Staff are responsible for their students at all times.

The following instructions and notices apply to all staff.

Classroom Supervision

1. Staff must not leave the classroom unattended at any time during a lesson.
2. It is not appropriate to leave students in the care of ancillary staff, parent/guardians or trainee teachers (At law, the Duty of care cannot be delegated)
3. It is not appropriate to leave students in the care of external education providers for example incursions (At law, the duty of care cannot be delegated)
4. In an emergency situation use the red card system to request assistance from the Principal or Assistant Principal or contact the teacher in the next room. (if appropriate – send another student for assistance)
5. No student should be left unsupervised outside the classroom as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague’s classroom, or to the Assistant Principal or Principal. This should be accompanied by documentation and appropriate follow up. The teacher, Principal or Assistant Principal is to be contacted first to alert them that the student is on their way.

Movement of Students

1. Care needs to be taken in allowing students to leave the room to work in other areas of the school.
2. Use of students as monitors outside the room during class time must only occur with the approval of the Principal or Assistant Principal
3. Discretion is to be used when allowing students to visit the toilet or the Resource Centre during class time.

Yard supervision

1. Yard supervision is an essential element in teachers’ duty of care. It is now clearly established that in supervising students, teacher’s duty of care is one of positive action.
2. Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
3. Be aware that yard duty supervision within the school requires the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and duty of care responsibilities. Teachers are also expected to follow school policy whilst on yard duty.
4. Teachers rostered for duty are to attend the designated area at the time indicated on the roster.
5. Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable.
6. The handing over of duty from one teacher to another must be quite definite and must occur in the area of designated duty. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, but not leave the area until replaced.
7. No changes to the yard duty roster are to be made without the approval of the Daily organiser, or Assistant Principal.
8. Be alert and vigilant -intervene immediately if potentially dangerous behaviour is observed in the yard - enforce behaviour standards and logical consequences for breaches of safety rules.
9. Staff should always be on the move and highly visible (wearing high visibility vests).

**Excursions, Incursions and Camps**

1. Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
2. Be aware that an incursion with an external provider, (ie- another school, registered training organisation or an organisation not registered as an education and training provider-eg: visiting performance providers) does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.
3. Be aware that camps and excursions outside the school require the teacher to fully comply with DET guidelines and bring with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and remain the person designated with duty of care.
4. Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to DET guidelines.
5. Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion, sporting events, extra-curricular or camp activities.
6. The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.
7. Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.
8. The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.
9. If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parent/guardians can be contacted and a senior staff member will remain at school until they arrive.
10. If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

All staff must follow the DET guidelines when organising an excursion, incursion or camp. All procedural steps contained in the School camping, excursions and incursions Policy and Procedure outlines must also be followed.

**Informing Staff of the legislative liability of Duty of Care**

All staff will be informed of their legal requirement via:-

1. A copy of this document will be provided to each member of staff at the first staff meeting at the commencement of the school year, and will be placed on the intranet.
2. New staff will be informed of their Duty of Care as part of the school’s Induction Program
3. Duty of Care will be addressed an agenda item at staff meetings and/or briefings regularly throughout the year and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Guide.
4. Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions.
5. Staff will be directed to the student wellbeing policy annually.


**Evaluation:**
This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020.
EFTPOS POLICY

Rationale:

- The use of cheques and cash to make payments are rapidly becoming outdated practises. Instead EFTPOS and similar card transactions have become the norm. In order to reflect community behaviour, our school will offer Electronic Funds Transfer Point Of Sale (EFTPOS) facilities.

Aims:

- EFTPOS allows schools to increase the options and convenience provided to parent-guardians and debtors, as well as improve security by reducing the amount of cash handled and kept at the school.

Implementation:

- School Council, after considering the costs, benefits, fraud prevention controls, information privacy implications, and security controls etc, has authorised the provision of EFTPOS facilities at our school.
- Due to the competitive fee structure available for EFTPOS through the Whole of Government Banking contract, our EFTPOS facility will be set up through Westpac.
- All staff operating the merchant facility will be made aware of the security requirements, and of the need to protect data from fraud. All staff authorised to process transactions will be minuted by School Council and entered on an EFTPOS Register which will include their name, any unique IDs, and the functions they are permitted to perform.
- The school and all staff involved with EFTPOS will treat all acquired and retained EFTPOS customer information in accordance with Schedule 1 of the Victorian Privacy Act 2000.
- School Council appoints the business manager as the authorising officer for approval of phone and refund transactions.
- The EFTPOS facility will be limited to one non-mobile terminal, will be located in the school reception office, and stored in the school safe out of normal school operating hours.
- Transaction costs will not be passed on to the customer, maximum limits will be set by the card holder’s limit and no minimum limit will be enforced.
- To minimise potential for fraud, our EFTPOS terminal will be connected to the bank via phone connection and not via the internet.
- Our school does accept EFTPOS transactions via the telephone or post per the appropriate school form when this is required by the family however this service is only provided where the family is unable to attend the school. The school will use BPay facilities to eliminate this requirement. We will only process transactions to accept school invoice payments, and we will not provide a ‘cash out’ service.
- All credit card transactions will require the operating staff to check the signature obtained on the merchant receipt with that on the signature panel on the back of the card.
- We will ensure that customers required to enter a PIN can do so privately and PINs will not be recorded by the school.
- All credit card transactions will include a check that the card does not appear to have been tampered with, and that it has not expired.
- Receipts will be entered onto CASES21 at the time the EFTPOS transaction is processed, and both original receipts (EFTPOS and CASES21) issued.
- We will always print both the merchant and customer copies of the receipt for both credit and debit card transactions, and retain the merchant copy for audit purposes.
- If an EFTPOS transaction error occurs prior to entering the receipts on CASES21, the school will immediately either ‘void’ or ‘refund’ the transaction via the EFTPOS terminal. If the error is not processed on the same day as the original transaction occurred, it must be treated as a ‘refund’ – see below. All documentation for ‘void’ errors will be retained for audit purposes, the void transaction must be signed by the cardholder, the school copy will be signed by the authorised officer plus the terminal operator (if different people), and all transaction details must be entered in a ‘void transaction’ section of the EFTPOS Register.
• If an EFTPOS refund transaction has been processed and the receipt entered on CASES21, the original receipt is to be produced, or the receipt number identified, and the refund must be approved by the authorised officer. Details of the refund, including the name of the cardholder, card number, transaction details, date, name of staff member processing transaction, and signatures of the cardholder and the Principal will be recorded in the ‘refunds’ section of the EFTPOS Register.

• If the refund is not performed on the same date as the receipt, the school will not process the refund until it has been determined that the funds have been credited into our official account.

• Refunds can only be made by cheque or via the EFTPOS terminal to the cardholder’s account that made the original payment.

• The cardholder will be given the customer copy of the refund voucher, and must sign the merchant copy which will be retained by the school. The EFTPOS refund will be processed on the terminal and CASES21 on the same day. The original receipt and merchant copy of the refund will be stapled to the CASES21 voucher which will be checked and approved by the authorised account signatories before processing on the EFTPOS terminal.

• Should the EFTPOS facility be ‘off-line’ for any reason, our school will not process manual transactions despite the potential for the school to process manual transactions up to the floor limit set by the bank during such times.

• Due to the anticipated high volume of EFTPOS transactions each day, our school will use a separate receipt batch for EFTPOS receipts which is updated at the end of each day.

• The settlement on the terminal (where the day’s EFTPOS transactions are closed off for the day and a total determined) will be performed at the same time the batch is updated, ensuring that the daily total on each match, including adjustments for refunds.

• The batch total for that day (less refunds) will then match the direct credit amount paid by the bank on our Bank Reconciliation.

• Any problems associated with the EFTPOS in the school will be reported to the authorising officer and the principal.

**Evaluation:**
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle annually.

Please note: As part of the internal control procedures of the DET, all customer card details are attached to the receipts, card details are blacked out and the paperwork is filed in the Bank Deposits folder.
Schools must retain paperwork for the purposes of proof of payment and for DET financial auditing processes.
ENROLMENT POLICY

Rationale:
• All children enrolling at our school deserve a smooth transition that enables them to become part of our school with a minimum of disruption and maximum support.

Aims:
• To provide an efficient process of enrolment that satisfies the needs of both students and the school.

Implementation:
• A meeting with principal and a school tour will be conducted prior to any enrolment
• Students enrolling at our school as part of a prep intake will be required to provide proof of age (indicating that they have turned 5 years of age by the 30th April of that year) and an immunisation certificate.
• A child who is less than the minimum age of entry for Victorian schools but has transferred from an interstate school is eligible for enrolment. Evidence of age and full-time enrolment at the interstate school must be provided.
  • Other parent/guardians seeking early age entry for their children must make a written application to the Regional Director—see EarlyAgeEntry—
• Information regarding the enrolment of overseas students can be obtained from the DET School Policy and Advisory Guide:— see International Student Program
• Students of all abilities will be eligible for enrolment.
• All enrolments will require the completion of the Department of Education and Training ‘Student Information Enrolment Form’, with details entered immediately on CASES21.
• All students will be given a unique student identification number known as the ‘Victorian Student Number’.
• Parent/guardians of students wishing to enrol at our school from a neighbouring school will be required to speak with the principal of the previous school prior to the transfer
• If there has been a change of address that places the student closer to our school than the previous school, or if the student seeking enrolment is from a non-government school, parent/guardians are still encouraged to discuss the transfer with principal of the previous school
• Our Principal will contact principals of previous schools of all students seeking transfers to discuss the circumstances of the transfer, to seek a transfer note or an immunisation certificate (if enrolling), and to discuss any academic or behavioural matters. The principal has the authority to defer admission in order that enquiries of the previous school are carried out in the interests of the student.
• Students will be allocated to classes according to a combination of class size and student need.

Evaluation:
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle in 2020
E-SMART POLICY

Rationale:
Portarlington Primary School recognises the importance of Information Communication Technology (ICT-Computers) in preparing students for the world around them and believes ICT is an integral part of the curriculum. We want our students to be confident and safe using this technology. Our school will be an eSmart school and promote cybersafety in the community. We believe that explicitly teaching students about safe and responsible online behaviours is essential, and is best taught in partnership with parent/guardians/guardians. We expect that parent/guardians will work with us and encourage this behaviour at home.

Definitions
Bullying is when a person or group of people deliberately upset another person, hurts another person; damages another person’s property, reputation or social acceptance on more than one occasion.

Cyber bullying is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another person or persons using the Internet, digital technologies (for example: mobile phones or tablets), social media or social networking sites such as Facebook and Twitter, or any other type of digital technology.

Cyber Safety is the act of taking precautions to protect and maintain anonymity of your own and/or another person’s security and wellbeing when connecting and interacting with people in an online environment.

Digital Citizenship is a set of skills and behaviours required to be a successful learner, confident individual and effective contribution today’s digital age.

Digital Literacy is the knowledge, skills and behaviours required to use a broad range of digital devices to critically navigate, evaluate and create information and develop new social and economic opportunities for oneself and others in the community.

Digital Technologies are electronic devices, systems and resources that generate, store or process data. In this document it includes, but is not limited to, computer workstations, notebooks, cameras, smart phones, tablets, video and audio players/recorders, social media and networking sites and cloud solutions.

eSmart means knowing how to guard against security and privacy risks online, download content in a legal and ethical way, research and reference information, as well as manage reputation and relationships in cyberspace (The Alannah and Madeline Foundation).

Social Media is computer-mediated services that are used as a means of supporting interactions among people and organisations in which they create, share and exchange information and ideas (for example: Twitter, Facebook, Tumblr, Snapchat).

Aims:
This policy aims to:
1. Provide a safe, secure and caring learning environment
2. Develop safe practices for the use of the Internet and digital technologies for learning
3. Establish transparent expectations for students, teachers and the community when using the Internet and Digital Technologies
4. Assist students and members of the school community to differentiate between bullying and inappropriate social interactions
5. Foster social responsibly in all students so that they report inappropriate behaviour towards others rather than act as bystanders
6. Recognise that explicitly teaching students about safe and responsible eSmart behaviour
IMPLEMENTATION:
1. Portarlington Primary School’s Acceptable Use Agreement of Internet and Digital Technologies is discussed with students.
2. All students in Years Prep to 6 have signed a copy of the Acceptable Use Agreement of Internet and Digital Technologies
3. Members of staff use Digital Technologies and Internet in accordance with the DET Acceptable Use Policy for ICT Systems
4. Protocols for safe, respectful and responsible use of technology are present and clearly visible in all Learning Spaces
5. A copy of the eSmart policy is displayed on the school website
6. Breaches of Acceptable Use Agreements are recorded on the COMPASS school administration portal and are dealt with accordingly
7. The school community will be updated on a regular basis through newsletters, fact sheets, special events and the school website
8. Victorian Curriculum eSmart Scope and Sequence implemented from Years Prep to 6 and supported in classroom.

Members of Staff at Portarlington Primary School have the responsibility to ensure that:
1. They are familiar with eSmart approaches and understand the philosophies of the eSmart program, necessary for teaching digital literacy.
2. They are aware of cyber bullying.
3. Students are aware that any form of cyber bullying is prohibited at Portarlington Primary School.
4. Students are aware of the consequences of cyber bullying (Acceptable Use Agreement of Internet and Digital Technologies).
5. All cases of cyber bullying are reported to the ICT Leader/Principal/Assistant Principal and responded to promptly
6. There is effective supervision of digital technology usage in Learning Spaces and the school to monitor and deter cyber bullying.

Students at Portarlington Primary School have the responsibility to ensure that:
1. The Portarlington Primary School values of respect, responsibility, kindness and safety are demonstrated when using digital technologies.
2. Only approved digital technologies are used in accordance with the signed Acceptable Use Agreement of Internet and Digital Technologies and in line with the school curriculum program.
3. They do not breach the privacy of students, staff and members of the school community through any unauthorised publishing of photography, video, or defamatory comments on social media or networking sites and applications.
4. All incidents of cyber bullying are reported to a member of staff.
5. They take steps to protect their own (and others) privacy and personally identifiable information.

Parents/Guardians at Portarlington Primary School have the responsibility to ensure that they:
1. Are familiar with the school’s Acceptable Use Agreement of Internet and Digital Technologies so they can support their child to adhere to the expectations set out in the document.
2. Report any incident of cyber bullying or unsafe cyber behaviour that they become aware of, to the school and police as soon as possible.
3. Respect the privacy of students, staff and members of the school community through only authorised uploading, recording or filming.

Incidents and Complaints
1. Any form of bullying, whether physical, verbal or cyber, are unacceptable.
2. All incidents of Cyber bullying must be reported to a staff member and the police.
3. Incidents will be investigated and recorded on the COMPASS school administration portal.
4. All teachers have a responsibility to respond to, investigate, follow up and monitor incidents of cyber bullying.
5. Any parent/guardian who believes that their child is being cyber bullied should contact the school. In the first instance, contact will be with the classroom teacher or team leader and then the Assistant Principal or Principal.

6. Parents should also contact the police.

7. Parents will be notified if students are involved in any incidents of cyber bullying and appropriate and proportional consequences will be followed.

PARENT/GUARDIANS and CAREGIVERS ARE ASKED TO SIGN THE ACCEPTABLE USE AGREEMENTS AND RETURN THE SIGNED FORM TO THE SCHOOL.

**Evaluation:**
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
FIRST AID POLICY

RATIONALE:
The school will provide a basic first aid response as set out in the procedure below to the ill or injured due to unforeseen circumstances and requiring emergency assistance.

IMPLEMENTATION:
Consistent with the Department of Education and Training’s First Aid Policy and Procedures, the school will allocate two staff members as First Aid Officers and will ensure that their training is always up to date.
All staff members will have regular training in CPR, Anaphylaxis and Asthma management.

The First Aid Officer is required to undertake a coordinating role maintaining standard medical service provision, student medical records and parent/guardian notifications.

Their specific duties include:
1. Participating in the risk management process within the school as part of the school’s OHS team.
2. Maintaining first aid room and first aid kits
3. Providing first aid services commensurate with competency and training. This may include all or some of emergency life support including response to life threatening conditions which may occur in the school (e.g. cardiac arrest or respiratory difficulties associated with asthma), management of severe bleeding, basic wound care, fractures, soft tissue injury.
5. All first aid treatment is recorded on the COMPASS online school administration portal. This information will also be forwarded with the patient where further assistance is sought (for example, ambulance). The first aider should respect the confidential nature of any information given.
6. Providing input on first aid requirements for excursions and camps.

The First Aid Officer/s will be available at the school during normal working hours and at other times when authorised Department programs are being conducted.

Where possible, only staff with first aid qualifications will provide first aid. However, in an emergency other staff may be required to help within their level of competency.

Procedures for Medical Treatment
1. In the event of a student requiring medical attention, an attempt will be made to contact the parent/guardians before calling for medical attention except in an extreme emergency.
2. In serious cases, parent/guardians will always be informed as quickly as possible of their child’s condition and of the actions taken by the school.
3. All accidents and injuries will be recorded on the Department’s injury management system on CASES21.
4. A Record of First Aid Treatment will be recorded on COMPASS for all students treated. It is the policy of the school that all injuries to the head are reported to Principal and Team Member in charge of First Aid and that parent/guardians/emergency contacts are contacted regarding the injury.
5. First aid kits will be available for all groups that leave the school on camps/excursions. The content of these kits will be dependent on the nature of the activities, the number of students and staff, and the location of the excursion.
6. Portable first aid kits will be available for staff on yard duty. These kits will contain:
   a) band-aids
   b) record book & pen
First Aid Trained:
A register of first aid trained staff is located in the first aid room, in the staff room and in the office.

Anaphylaxis Trained:
✓ All staff

Asthma Trained:
✓ All staff

Evaluation:
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
HEAD LICE POLICY

Rationale:
Head lice (pediculosis) are tiny insects that live on the human scalp where they feed and breed. Between 2-3% of primary school children are infested at any one time. While they do not carry or transmit disease, they are a cause of head itch and scratching, which may lead to infection and swollen lymph glands; therefore, they need to be controlled. It is important to understand that anyone can catch head lice. Head lice cannot fly, hop or jump. They spread from person to person by head to head contact, and may also be spread by the sharing of personal items such as combs, brushes and hats.

Aims:
1. To respond to reports of head lice quickly and effectively.
2. To ensure effective processes for treating head lice are well known and consistently followed.
3. To ensure that parent/guardians and guardians are well informed about head lice and their treatment.

Implementation:
1. As outlined in the school’s Uniform Policy, students with shoulder length hair will be must wear it tied back when at school.
2. While it is parent/guardians who have the primary responsibility for the detection and treatment of head lice on their children, the school will assist by offering up-to-date information, by offering a screening process, and by alerting parent/guardians of lice when detected.
3. The school principal will ensure that selected staff are available to manage this policy within the school.
4. Staff with the responsibility of managing this policy are provided with professional development regarding head lice and will be authorised to-
   - conduct visual checks of students heads for head lice (observations without touching of the students head or hair) and to
   - conduct head lice inspections (physical examinations) of students head and hair for the presence of head lice.
5. The school will ask parent/guardians to sign a permission form allowing their children to be inspected by our specific staff members for the presence of head lice. Only children whose parent/guardians have returned the permission form (which forms part of the enrolment form) will be physically inspected, however, all students may be visually checked.
6. The parents/guardians of all children checked or inspected who show evidence of eggs or lice will be contacted by the school.
7. Consistent with Health (Infectious Diseases) Regulations 2001, the principal will ensure that the parent/guardians of any child found to have live lice are informed so that appropriate treatment is commenced as a matter of urgency. Such children will not be sent home during the school day, but will be dismissed as usual. Lice and eggs are not grounds for exclusion.
8. The school will also provide parent/guardians of children found to have live lice with information about head lice treatment and prevention.
9. Upon their return to school, children undergo another inspection from specific trained staff to determine if the treatment has been successful.
10. A follow-up phone call to parents will occur should the issue continue.
11. The school will ensure that information relating to the prevention and eradication of head lice is available at the school.

Evaluation:
This policy was ratified by the School Council in May 2017
This policy will be reviewed as part of the school’s review cycle in 2020
Rationale:
Sexual Health education is an integral part of health education. In providing a comprehensive sexual health education curriculum consideration will be given to the age appropriateness of material and will be provided in consultation with parent/guardians and school council.

Aims:
1. To provide age appropriate information regarding all areas of sexual health.
2. To ensure students are provided with accurate information regarding sexual health issues.
3. To ensure students have the necessary skills to increase their ability to make positive choices.

Implementation:
1. Comprehensive sexuality education is a compulsory health education curriculum component from prep to year 10 as outlined in the Victorian F-10 Curriculum.
2. Year 5 and 6 students will be provided with a sexual health curriculum relevant to developing puberty and human reproduction.
3. Children will be expected to display appropriate behaviour during these sessions. Individuals who fail to do so may be excluded from future sessions.

Evaluation:
This policy was ratified by the School Council in May 2017
This policy will be reviewed as part of the school’s review cycle in 2020
HEALTHY EATING POLICY

Rationale:

1. Leadership and staff acknowledge that healthy eating is fundamental to the physical and mental development and wellbeing of children. Portarlington Primary School believes they have a shared responsibility toward the community to provide education about nutrition, healthy eating habits and good food choices which follow Australian Dietary Guidelines.
2. As a health promoting school we will encourage children develop healthy eating habits which meet their nutritional requirements, Portarlington Primary School will encourage families and staff in the application of a whole school healthy eating policy.

Aims:

1. To maximise learning potential for all students
2. To increase the capacity of students and parent/guardians to make informed and better diet choices.
3. To educate and encourage children, volunteers and staff to bring food to school which is consistent with a healthy eating policy.
4. To provide continuity between Healthy Eating Policies of Portarlington Pre-School and Portarlington Primary School.

Implementation:

Healthy Policies:

1. The development of an appreciation of healthy foods and healthy eating habits will form part of our Healthy Together Achievement Program.
2. To develop and make accessible to all children a breakfast program which provides a nutritious breakfast from an approved menu consistent with the Australian Dietary Guidelines for children
3. Staff, families and students are involved in guiding the development and implementation of the whole school healthy eating policy and are seen as key partners in promoting and supporting healthy eating initiatives in the school.
4. Each class will have “Brain food” at 10am which is a piece of fruit or vegetable only.
5. Students and families will be encouraged to participate in Nude Food Friday each week.
6. Lunch orders will be available once a week when a local accredited supplier is available.

Healthy Physical Environment:

1. The Breakfast Club menu and Lunch order menus are assessed by the Healthy Eating Advisory Service as compliant with the School Canteen and other School Food Services Policy.
2. Families are encouraged to provide healthy lunchboxes. Healthy food options are encouraged for staff at meetings, professional learning events and in the staff room.
3. Safe drinking water is available at all times, and water bottles filled with water are to be accessible during class.
4. Lunchboxes which include good food choices at brain food, snack and lunch times are celebrated so that students become familiar with which foods are better choices.
5. A whole school approach to healthy eating which involves a consistent message from all areas including the classroom, breakfast club, special and fundraising events will be developed.

Healthy social environment:

1. Occasional whole school breakfasts which reflect our healthy food policy will be provided.
2. Occasional healthy lunches which reflect our healthy food policy will be provided.
3. Staff will ensure that students are not sharing food and that food is not used as a reward at school.
4. We recognise that sometimes children do not have adequate time to eat their food in suitable and inviting eating spaces which encourage the social interaction of students. We will endeavour to work towards this goal in our new school.
5. A “sometimes food” day once a term which could be used as a celebration day is an option for classes.

Learning and Skills:

1. Healthy eating is incorporated into the curriculum across multiple key learning areas.
2. Students have the opportunity to engage in regular food-related activities, such as planning and growing (community garden) cooking and eating foods which are culturally appropriate and varied.
3. Staff are supported to access resources, tools and professional learning to enhance their knowledge and capacity to promote healthy eating across the curriculum.
4. Engaging children, educators, staff and families:
   a) Students are consulted about healthy eating initiatives via classroom and curriculum structures as well as junior school council.
   b) Families and staff are, on a regular basis, provided with information, ideas and practical strategies to promote and support healthy eating at school and at home.
   c) Families are encouraged to be involved in healthy eating initiatives at school.
   d) The school will respect the cultural values and expectations about food and eating of families and students from culturally diverse backgrounds.

Community Partnerships:

The school will work with local health professionals, services, businesses or agencies, where possible, to support staff, students and families to promote healthy eating.

Definitions:

Foods not allowed: peanuts, cashews, lollies, soft drinks, flavoured milk, cordial

Foods we avoid: packaged foods including juice boxes, commercially made cakes and sweet biscuits, foods high in sugar such as donuts, chocolate bars; foods high in fat and salt - potato crisps, foods high in colour – twisties and cheesy rings.

Home-made cooking is encouraged.

Healthy eating: Eating a wide variety of foods from the five food groups each day. Healthy eating also means eating in a way that is socially and culturally appropriate, having regular meals and snacks and eating food to satisfy hunger and nutritional needs.

Nutrition: Everyone needs food to provide the right balance of vitamins, minerals and nutrients to feel energised and to help them grow and stay healthy. Our bodies need to be correctly fuelled for quality of life including work, exercise and learning.
Relevant accountability documents:
1. DET School Canteen and other School Food Services Policy

Related Policies:
1. Breakfast Club Policy
2. Staff health and wellbeing Policy
3. Student Welfare and wellbeing policy

Evaluation:
This policy was ratified by the School Council in May 2017
This policy will be reviewed as part of the school’s review cycle in 2020.
INTERNET BANKING

Rationale:

- Internet banking has become a very common banking practice that provides several distinct advantages, whilst at the same time offering high levels of security and convenience.

Aims:

- To utilise the advantages of internet banking for our school whilst simultaneously enhancing banking security, decreasing transaction speed, improving convenience and lessening environmental impact.

Implementation:

- School Council, after carefully considering the costs, benefits, fraud prevention, internal controls, and information privacy implications etc, has authorised the use of internet banking at our school for the following facilities. In doing so, School Council requires that all actions related to internet banking are consistent with DET’s ‘S385-2007 School Internet Banking Guidelines’.

- All payments through internet banking software are simply another form of payment from the school’s accounts and consistent with DET requirements, must be authorised by the principal and one other member of council nominated by the council.

- School Council approves CBA Bank CommBiz as the approved software for all of our internet banking activities.

Direct Debit

- A direct debit facility allows an external source eg: a regular supplier to remove funds of a pre-arranged amount from our school’s official account on a pre-arranged date. Typical examples may include annual insurance premiums or monthly lease payments. Direct debit may also be used by suppliers to remove irregular amounts from the school as a result of pre-arranged agreements.

- The School Council requires all suppliers to provide tax invoice/statements to the school prior to direct debiting any funds from the school’s account.

Direct Credit

- A direct credit facility allows families to make regular payments directly from their bank accounts in order to assist them with making payments to the school. The school can take advantage of the Centrepay system which take automatic deductions from benefits and pays them to the school. Other third party direct credit facilities maybe used to facilitate prompt collection of OSHC fees.

- The School Council requires that annual budgets take into account the affect of fees for the use of such facilities.

BPay

- BPay is a secure electronic banking product identified on a supplier/creditor account with a unique biller code.

- All of the standard controls and processes related to creating and paying orders are to be met.
Whilst it is possible to pay BPay amounts by telephone, our School Council requires that we make BPay payments via the internet.

‘Pay Anyone’ Facility

- This form of internet banking allows the school to pay funds directly into a person’s or businesses nominated bank accounts e.g.: creditors or local payroll employee.
- Whilst this facility is particularly convenient and cost effective, it has minimal security. Consequently, internal controls surrounding the process at the school are critical. Such controls include:

  1. Proper authorisation and approval of both the initial setting up of account details and any subsequent transactions against the account(s). The principal and the previously mentioned School Council nominee only are authorised to use the security token associated with the CommBiz internet banking software.
  2. The proper segregation of duties at all times.
  3. The safe, secure and confidential storage of information and data, including the storage of PIN’s and security tokens in the school safe.
  4. Proper retention of all transactions relating to accounts such as purchase orders, tax invoices/statements, vouchers, payroll listings, signed or initialled screen prints and payee details, relevant CASES21 reports etc, including principal signed and dated internet transaction receipts attached to authorised payment vouchers.
  5. The retention of printed payment receipts that display all details of a payment so as to confirm payment details.
  6. Compliance with all bank imposed security measures, limits and requirements.
  7. Prior approval by School Council and minuting of a list of all personnel or creditors (including bank account details and payroll numbers) to be paid via the Pay-Anyone facility.
  8. The provision of printed documentation to the finance committee, School Council and auditors as required.
  9. That alternative procedures using the ‘Pay-Anyone’ facility exist during periods when the business manager or the principal are absent for an extended period.

This policy is required to be reviewed annually by School Council to confirm/enhance internal control procedures.

**Evaluation:**
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle annually.
INVESTMENT POLICY

Rationale:

- School Council has a responsibility to manage school funds and in doing so, has a responsibility to invest funds in a manner that generates the maximum interest revenue with institutions that represent low risk.

Aims:

- To ensure maximum interest returns on low-risk investments.
- To ensure the cash flow needs of the school are not compromised by the investment of funds into inaccessible accounts.

Implementation:

- All grants and other payments from the Department of Education are paid into our school’s individual ‘at call’ High Yield Investment Account with exception of OSHC subsidies which are paid into the Official account.
- These funds, plus locally raised funds, are then transferred into the school’s Official Account on a needs basis.
- School Council, after determining sufficient cash flow to meet the school’s needs, must consider whether or not it should leave excess funds in the High Yield Investment Account, or seek other investment opportunities. The Finance sub-committee of school council will monitor and make recommendations regarding investment of targeted funds to school council.
- School Council must maintain a manual Investment Register for all investments other than the High Yield Investment Account. The register will detail date of lodgement, investment institution, account number, amount invested, deposits & withdrawals, and terms of investment including interest rate, maturity date and interest earned.
- When considering investment opportunities, school council can only invest funds in financial institutions regulated by the Australian Prudential Regulation Authority and are listed by them as an Authorised Deposit-taking Institution. School Council can only invest in cash management accounts, term deposit accounts, accepted or endorsed bills of exchange, or negotiable, convertible or transferable certificates of deposit.
- All investment details and changes to investments, including the ‘roll over’ of existing investments, must be approved and minuted by school council, must be reported to School Council at least annually must and authorised by the principal and a school council delegate.
- All investments will be made in the name of school council and be reported through CASES21.
- The cash-flow requirements of the school must be monitored to ensure that there are sufficient funds available to meet commitments.
- School Council must not deposit money directly into, or make payments directly from an investment account. All receipts and payments must be made via the Official Account with the exception of interest earned and paid directly into an investment account, funds deposited by Department directly into the High Yield Investment Account, and schools with ATO endorsement to operate a gift deductible trust fund (eg school library or building fund).

Evaluation:
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle annually.
LEARNING POLICY

Rationale:

- Student learning is fundamental to achievement and self-esteem in later life, and is the core responsibility of schools, School Councils, teachers and principals.

Aims:

- To provide all students with the learning opportunities and experiences that they individually require.

Implementation:

- Our school has made a commitment to provide for the individual needs of each student.
- We do not accept that students be provided with whole class generic lessons that do not allow for individual difference or need.
- Learning experiences will be challenging, engaging, and involve practical ‘hands-on’ activities and first-hand encounters where ever practicable.
- Student learning goals will be developed identifying targets and achievement goals.
- Prior to each unit of work, students will be assessed against relevant skills and concepts (pre-test) with subsequent learning experiences reflecting each student’s needs.
- Learning opportunities will be open-ended, cater for the learning styles of all students, and be based upon cooperative learning strategies.
- Sequential courses of study will be provided in all learning areas.
- Homework will consist of activities that reflect the needs of each student.
- Both extension and intervention opportunities will be provided for all students according to need.
- Teachers will draw upon the expertise of others by working in Professional Collaborative Learning teams to develop and implement the curriculum.
- The learning technologies will be incorporated into the instructional programs to enhance learning.

Evaluation:

- This policy was ratified by the School Council in February 2017.
- This policy will be reviewed as part of the school’s review cycle in 2020.

More information about learning can be found on the DET website-
LEAVE POLICY

Rationale:

The school principal has the responsibility for managing all leave and leave requests, as well as ensuring the smooth and efficient operation of the school.

Aims:

1. To provide guidelines and processes to accommodate the leave requests of staff with minimum disruption to the daily organisation and administration of the school.
2. To ensure discretionary leave is granted on a fair, reasonable and equitable basis.

Implementation:

1. Leave may be an entitlement (eg: maternity leave), or may be awarded at the discretion of the principal (eg: bereavement leave). Leave may be paid or unpaid.
2. The principal is responsible for managing a wide range of leave matters, whilst ensuring the smooth and efficient operation of the school as well as budgetary constraints.
3. Each form of leave is granted or denied subject to a variety of legislative requirements and school based matters.
4. Information about leave entitlements can be obtained by staff through the EduPay system.
5. Staff seeking planned leave must apply in writing two terms before the leave date to assist with forward planning. Staff seeking approval for unplanned leave they have already taken (typically sick leave) are required to record the leave using the EduPay system on the day that they have returned to work and provide the Business Manager with medical certificate/s on the same day.
6. Staff members who do not comply with this requirement will generally have their leave entered as ‘Sick Leave Without a Certificate’ which may result in the loss of a day’s pay.
7. All staff are reminded that sick leave is for the purpose of supporting the staff member during times of illness or to receive medical treatment etc – it is not designed to be used as a form of paid flexi-leave from the school to carry out domestic or recreational pursuits.
8. Absence from school for reasons other than approved Departmental leave will result in leave being entered as ‘Leave Without Pay’.
9. Staff taking unplanned leave (typically sick leave or carer’s leave) are to notify the school as early as practicable to the CRT coordinator or Business Manager, so as to maximise the chances of employing suitable replacement staff.
10. Staff members who are attending professional development must have the activity approved by the Principal well in advance, irrespective of whether or not a replacement staff member is required.
11. Time in lieu refers to periods of time when non-teaching staff may work outside their normal working hours in compensation for time during their normal working hours that were (or are to be) taken as leave. All time in lieu arrangements must be approved by the Principal prior to any implementation.
12. Staff members who are attending professional development must have the activity approved by the Principal well in advance, irrespective of whether or not a replacement staff member is required.
13. Applications for planned extended (greater than 2 weeks) Long Service Leave or Leave Without Pay or similar discretionary leave must be made in writing and the matter discussed with the Principal at least 2 full terms in advance, or by the first of October of the previous year – whichever occurs later.
14. The Principal will make provision for replacement of staff and higher duties where appropriate.
15. In determining whether leave may be granted, the Principal will consider: 
   a) Whether the leave is discretionary or an entitlement.
   b) Whether or not exceptional circumstances exist.
   c) The impact the granting of the leave will have the operations of the school.
d) The financial impact of the leave and the school's budgetary situation.

e) The entitlement of the staff member to the leave for which they have applied.

f) The order of leave applications.

g) Availability of replacement staff.

h) The staff member's previous leave record.

**Evaluation:**

This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.

**Department of Education links-**

Human Resources- HRWeb  

- Leave
- Leave without pay
MAINTENANCE POLICY

Rationale:
A well maintained school contributes toward a safe and pleasant working environment, builds school pride and morale, enhances school image and attracts enrolments.

Aims:
To maintain the school buildings and grounds to a high standard.

Implementation:
1. School Council in partnership with the principal are responsible for the maintenance of the school buildings and grounds, and all urgent works projects (this includes annual compliance procedures such as Tagging and Testing, Fire Extinguisher checks as per the DET online School Maintenance System)
2. School Council will ensure that Student Resource Package (SRP) maintenance funds and School Maintenance System funding will be used for their intended purposes and be recorded according to the Department of Education Guidelines (for example, on the online DET School Maintenance System).
3. School Council will consider contributing additional funds to school maintenance when required (for example, re-painting of the hall, replacement of fences).
4. School Council will employ an appropriate grounds/maintenance person payable at an award level, who will be directly accountable to the Business Manager and principal.
5. Depending on the curriculum links, individual classes of students may be responsible for the care of gardens and various areas of the school.
6. Adults will not allow the use of powered, electrical or otherwise dangerous equipment for the purpose of school maintenance or leave this type of equipment unattended at any time.
7. School Council will ensure a supply of basic gardening, maintenance and safety equipment is available for use by students.
8. Use of loud equipment such as mowers, drills, blowers are not to be used close to learning spaces during instructional times as it is disruptive to the teaching and learning programs.
9. The school will comply with the Department of Education School Site Safety and Occupational Health and Safety policies and guidelines at all times.
10. Staff are required to email the Business Manager and report all equipment, facilities or areas of the school that they believe require attention.
11. Defective maintenance items need to be removed from use, and brought to the immediate attention of the Business Manager or principal or the OH&S officer as appropriate.
12. All other issues relating to maintenance are to be brought to the attention of Principal or Business Manager.
13. Toxic chemicals (such as round up) will not be utilised during school hours.

Evaluation:
This policy was ratified by the School Council in April 2017
This policy will be reviewed as part of the school’s review cycle in 2020
MANDATORY REPORTING POLICY

Rationale
All children have the right to be safe and protected, including at school. The purpose of this policy is to ensure Portarlington Primary School staff and volunteers comply with reporting obligations under child protection law and criminal law and fulfil their duty of care to protect and uphold the safety of students at all times.

BACKGROUND - COMMITMENT TO CHILD SAFETY

Portarlington Primary School is a child safe school. All staff have a duty of care to protect the safety, health and wellbeing of children. We take a zero tolerance approach to all forms of child abuse. Our school supports and respects all children, staff and volunteers. We are fully committed to preventing child abuse, identifying risks early, and will take every reasonable action to eliminate the risk of child abuse.

AIMS –
This policy will:
1. Define the roles and responsibilities of school staff in protecting the safety and wellbeing of children and young people.
2. Enable staff to identify the indicators of a child or young person who may be in need of protection.
3. Enable staff to follow the appropriate procedures to report a child or young person who may be in need of protection.

DEFINITION
Child abuse includes any act committed against a child involving:
1. A sexual offence; or
2. An offence under section 49B(2) of the Crimes Act 1958 (grooming) and
3. The infliction, on a child of physical violence or serious emotional or psychological harm and serious neglect of a child

Child abuse can have a significant effect on a child's physical or emotional health, development and wellbeing.

Types of child abuse include:
1. physical abuse
2. sexual abuse
3. emotional abuse
4. neglect
5. medical neglect
6. family violence
7. human trafficking (including forced marriage)
8. sexual exploitation (including pornography and prostitution)

A report should be made to DHHS Child Protection in circumstances where, for example:
1. the child is engaging in risk-taking behaviour
2. female genital mutilation has occurred, or there is a risk of it occurring Mandatory reporting
   Users/Policy/Updated Policy 2016
3. there is a risk to an unborn child
4. a child or young person is exhibiting sexually-abusive behaviours
5. there are indications that a child is being groomed. For information see: Department of Justice and Regulation – Grooming offence.

There are many indicators of child abuse and neglect. The presence of a single indicator, or even several indicators, does not prove that abuse or neglect has occurred. However, the repeated occurrence of an
indicator, or the occurrence of several indicators together, should alert teachers to the possibility of child abuse and neglect.

**IMPLEMENTATION**

1. In all cases where staff or volunteers have concerns about a child or young person, they should discuss their concerns with the Principal or a member of the school leadership team.

2. Mandatory reporters, who believe on reasonable grounds that a child or young person is in need of protection from physical injury or sexual abuse, must report their concerns to Department of Human Services (DHS) Child Protection.

3. All other school non-teaching school staff who believe on reasonable grounds that a child or young person is in need of:
   a) Protection, are encouraged to report their concerns to DHS Child Protection or Victoria Police.
   b) Therapeutic treatment, are encouraged to report their concerns to DHS Child Protection.

4. If staff have significant concerns for the wellbeing of a child or young person they are encouraged to report their concerns to DHS Child Protection or Child FIRST.

**LEGAL OBLIGATIONS**

**Failure to Disclose**

Any staff member who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must disclose that information to police. **Failure to disclose** the information to police is a criminal offence, except in limited circumstances such as where the information has already been reported to DHHS Child Protection. The offence applies to all adults in Victoria, not just professionals who work with children.

**Duty of Care**

School staff have a duty of care to protect the safety, health and wellbeing of children in their care. If a staff member has concerns about the safety, health and wellbeing of children in their care it is important to take immediate action. In the case of a child who may be in need of protection or therapeutic treatment, or where there are significant concerns about the wellbeing of a child, school staff can discharge this duty of care by taking action which includes the following:

1. Reporting their concerns to the DHS Child Protection or another appropriate agency (as identified above)
2. Notifying the Principal or a member of the school leadership team of their concerns and the reasons for those concerns

**Forming a belief on reasonable grounds**

A person may form a belief on reasonable grounds that a child is in need of protection after becoming aware that a child or young person's health, safety or wellbeing is at risk and the child’s parent/guardians are unwilling or unable to protect the child.

There may be reasonable grounds for forming such a belief if:

1. a child or young person states that they have been physically or sexually abused
2. a child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
3. someone who knows the child or young person states that the child or young person has been physically or sexually abused
4. a child shows signs of being physically or sexually abused.
5. the staff member is aware of persistent family violence or parent/guardian substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person’s safety, stability or development
6. the staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
7. a child’s actions or behaviour may place them at risk of significant harm and the child’s parent/guardians are unwilling or unable to protect the child.

Protecting the identity of the reporter

Confidentiality is provided for reporters under the Children, Youth and Families Act (CFYA) 2005 (legislation). The CYFA prevents disclosure of the name or any information likely to lead to the identification of a person who has made a report in accordance with legislation, except in specific circumstances.

Professional protection for reporters

If a report is made in good faith:
   a. it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter
   b. the reporter cannot be held legally liable in respect of the report.
This means that a person who makes a report in accordance with the legislation will not be held liable for the eventual outcome of any investigation of the report.

Support persons

Children and young people should be advised of their right to have a supportive adult present during interviews. If a child is too young to understand the significance of the interview, a staff member should make arrangements for a supportive adult to attend with the child.

A staff member may be identified as a support person for the child or young person during the interview. Prior to the commencement of the interview, the Child Protection practitioner should always authorise the staff member to receive information regarding Child Protection’s investigation.

Independent persons must refrain from providing their opinions or accounts of events during interviews. A principal or their delegate may act as an independent person when the child or young person is to be interviewed, unless they believe that doing so will create a conflict of interest.

Staff Training

Staff members are required to undertake the Mandatory Reporting online Professional Learning Module annually.

PROCEDURE FOR MAKING A REPORT

1. School staff should keep comprehensive notes that are dated and include the following information:
   a) Description of the concerns (e.g. physical injuries, student behaviour).
   b) Source of those concerns (e.g. observation, report from child or another person).
   c) Actions taken as a result of the concerns (e.g. consultation with Principal, report to DHS Child Protection etc).

2. School staff should discuss any concerns about the safety and wellbeing of students with the Principal or a member of the school leadership team. The individual staff member should then make their own assessment about whether they must or may make a report about the child or young person.

3. School staff should gather the relevant information necessary to make the report. This should include the following information:
   a) Full name, date of birth, and residential address of the child or young person.
   b) Details of the concerns and the reasons for those concerns.
   c) The individual staff member’s involvement with the child and young person.
   d) Details of any other agencies who may be involved with the child or young person.
4. Make a report to the relevant agency.
5. Make a written record of the report which includes the following information:
   a) The date and time of the report and a summary of what was reported.
   b) The name and position of the person who made the report and the person who received the report.
6. Notify relevant school staff and/or Departmental staff of the report.
   a) School staff should advise the Principal or a member of the leadership team if they have made a report.
   b) In the case of international students, the Principal must notify the International Education Division of the Department on (03) 9637 2990 to ensure that appropriate support is arranged for the student.
   c) In the case of Aboriginal and Torres Strait Islander (ATSI) students, the Principal must notify the Regional Office to ensure that the regional ATSI support officer can arrange appropriate support for the student.
7. Notify the Victoria Police if there is concern that a criminal offence may have been committed.

References:

Evaluation:
This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020
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<thead>
<tr>
<th>Type of Reporting</th>
<th>By Whom</th>
<th>To Whom</th>
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<tbody>
<tr>
<td>Mandatory Reporting</td>
<td>Mandatory reporters</td>
<td>DHS Child Protection</td>
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<tr>
<td></td>
<td>1. Teachers registered to teach or who have permission to teach pursuant to the Education and Training Reform Act 2006 (Vic)</td>
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<td>2. Principals of government and non-government schools</td>
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<td>3. Registered medical practitioners</td>
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<td>4. Nurses</td>
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<td>5. All members of the police force</td>
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<tr>
<td>Child in need of protection</td>
<td>Any person</td>
<td>DHS Child Protection</td>
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<td>Victoria Police</td>
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<td></td>
<td>1. The child has been abandoned and there is no other suitable person who is willing and able to care for the child.</td>
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<td>2. The child’s parents are dead or incapacitated and there is no other suitable person who is willing and able to care for the child.</td>
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<td>3. The child has suffered or is likely to suffer significant harm as a result of physical injury and the parents are unable or unwilling to protect the child.</td>
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<td>4. The child has suffered or is likely to suffer significant harm as a result of sexual abuse and their parents are unable or unwilling to protect the child.</td>
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<td>5. The child has suffered or is likely to suffer emotional or psychological harm and the parents are unable or unwilling to protect the child.</td>
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<td>6. The child’s physical development or health has been, or is likely to be significantly harmed and the parents are unable or unwilling to provide basic care, or effective medical or other remedial care.</td>
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<tr>
<td>Child in need of therapeutic treatment</td>
<td>Any person</td>
<td>DHS Child Protection</td>
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reasonable grounds that a child who is 10 years of age or over, but under 15 years of age, is in need of therapeutic treatment because he or she has exhibited sexually-abusive behaviour

| Significant concerns about wellbeing of a child | Any person | DHS Child Protection
| Any person may make a report if they have significant concerns for the wellbeing of a child |  | Child First |
DISTRIBUTION OF MEDICATION POLICY

Rationale:

Teachers and schools are often asked by parent/guardians to administer medication for their children while at school. It is important that such requests are managed in a manner that is appropriate, ensures the safety of students, and fulfils the duty of care of staff.

Aims:

To ensure the medications are administered appropriately and hygienically to students in our care.

Implementation:

1. A DET staff member will be responsible for administering prescribed medications to children.
2. All parent/guardian requests to administer prescribed medications to their child must be in writing on the form provided and must be supported by specific written instruction from the medical practitioner or pharmacist’s including the name of the student, dosage and time to be administered (original medications bottle or container should provide this information).
3. Students are not permitted to take their first dose of a new medication at school in case of an allergic reaction.
4. Requests for prescribed medications to be administered by the school ‘as needed’ will cause the Principal to seek further written clarification from the parent/guardians.
5. All student medications must be in the original containers, must be labelled, must have the quantity of tablets confirmed and documented, and must be stored in either the locked office first aid cabinet or office refrigerator, whichever is most appropriate.
6. Consistent with our Asthma policy, students who have an Asthma Management Plan have their asthma inhaler stored in the school office.
7. All completed Medication Request Forms and details relating to students, their prescribed medication, dosage quantities and times of administering will be kept and recorded in a confidential medications register located in the school office.
8. Students involved in school camps or excursions will be discreetly administered prescribed medications by the ‘Teacher in Charge’ in a manner consistent with the above procedures, with all details recorded on loose-leaf pages from the official medications register. Completed pages will be returned to the official medications register on return of the excursion to school.
9. Parent/guardians/carers of students that may require injections are required to meet with the principal to discuss the matter.

Evaluation:

This policy was ratified by the School Council in June 2017. This policy will be reviewed as part of the school’s review cycle in 2020.
Students are not permitted to take their first dose of a new medication at school in case of an allergic reaction.

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<table>
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<th>PARENT/GUARDIAN’S NAME:</th>
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<th>CONTACT NO:</th>
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I request that my child ________________________ be administered the following medication (Child’s Name) whilst at school, as prescribed by the child’s medical practitioner.

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<th>TIME/S of MEDICATION:</th>
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<th>DATES MEDICATION TO BE GIVEN:</th>
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My child has taken this medication before. Yes

I have sent the medication in the original container displaying the instructions provided by the pharmacist.

Yours sincerely

(Parent/guardian Signature)
Mental Health and Wellbeing Policy

Rationale:
The mental health and wellbeing of both staff and children is fundamental to creating an environment for effective learning and development. A strong sense of wellbeing and positive mental health gives both staff and students the confidence and capacity to support teaching and learning potential. It is important to build positive, safe and supportive environments where relationship skills, resilience, and social and emotional competencies can be practised.

Aims:

- To provide a safe, welcoming, inclusive, empowering and supportive environment.
- To embed social and emotional learning into the curriculum.
- To promote a culture of respect, fairness and equality.
- To improve and sustain family, community and service partnerships.
- To ensure that families, students and staff are key partners in mental health and wellbeing initiatives.
- To build our capacity to promote mental health and wellbeing of students, staff and families.

Implementation:

Healthy Policies

→ Staff, families and students are involved in guiding the development and implementation of a school mental health and wellbeing policy and are seen as key partners in promoting and supporting positive mental health in the school community.
→ Staff, families and students are kept informed about policy requirements.
→ Students who may be deemed to be experiencing social, emotional, behavioural or mental health difficulties will be supported through Student Support Group meetings with parents and referred to network support staff and health professionals.

Healthy Physical Environment:

→ The school provides a welcoming and inclusive physical environment which reflects the diversity and interests of the students, families and staff.
→ The school provides a warm and welcoming space for students, families and staff to meet informally to discuss private matters.

Healthy Social Environment:

→ The school encourages and values the contribution of students, families and staff to a positive school environment. Our school community promotes a culture of respect, fairness and equality.
→ Our school teaches through our Positive Behaviour Support culture, a range of strategies to promote behaviours which reflect our school values – Safe, Kind, Respectful and Responsible.
→ Positive behaviours are celebrated and reinforced across all school activities and encouraged outside of school.
→ All staff have the appropriate knowledge and skills to recognise and support students who may be at risk of or experiencing social, emotional, behavioural or mental health difficulties, including how to access support and make appropriate referrals.

Learning and Skills:

→ The school provides a curriculum which actively engages and builds students’ self-awareness, social awareness, responsible decision making and risk taking, self-management and relationship skills. Social and Emotional learning is delivered in one or more key learning areas.
→ Staff are supported to access resources, tools and professional learning to enhance their knowledge and capacity to promote mental health and wellbeing across the curriculum.
Engaging students, staff and families:
- Families, students and staff are key partners in developing and supporting mental health and wellbeing initiatives and are regularly provided with information, ideas and practical strategies to promote and support mental health and wellbeing at school and at home.
- The school incorporates a culture of inclusion and engagement for families and students from diverse cultural backgrounds so that cultural values are respected.

Community Partnerships:
- The school engages with local health professionals, services and other organisations to increase their capacity to deliver and promote mental health and wellbeing initiatives.
- Community groups are encouraged to participate in the school’s mental health and wellbeing initiatives.
- The school provides information to students and families about local mental health and wellbeing services, parenting and family services, and other resources that are available to support the mental health and wellbeing of students and families.

Evaluation:
This policy was ratified by the School Council in July 2016
It will be reviewed as part of the school’s review cycle.

Definitions:
**Mental Health:** is the capacity of an individual to:
- participate in the physical and social environment
- form healthy and secure relationships
- experience, regulate, understand and express emotions
- understand and regulate their behaviour
- interact appropriately with others, including peers
- develop a secure sense of self.

Mental health and wellbeing is related to healthy physical, cognitive, social and emotional development. This development and life experiences contribute strongly to a person’s mental health and wellbeing during childhood and later in life.

**Resilience:** is the capacity to deal with tough times, solve problems or recover from difficult events. Resilience is what helps us to bounce back from a challenge and to re-establish our mental health and wellbeing.*

**Social and Emotional Competence:** is the ability to recognise and manage emotions (self- awareness) develop caring and concern for others (social awareness) make responsible decisions, establish positive and respectful relationships (relationship skills) and handle challenging situations effectively (self- management).**

**Relevant Documents/links:**

**Related School Policies:**
- Staff Health and Wellbeing
- Bullying and Harassment
- E-smart
- Anti- Discrimination
Evaluation:
This policy was ratified by the School Council in **July 2016**
This policy will be reviewed as part of the school’s review cycle in 2019.
OCCUPATIONAL HEALTH AND SAFETY POLICY

RATIONALE
Portarlington Primary School is committed to providing employees, students, parents, caregivers, contractors, volunteers and visitors with a healthy and safe environment.

AIMS
1. To provide and maintain, so far as is reasonable practical, a working environment that is safe and aims to mitigate risks to individual health and wellbeing. This responsibility extends to all employees, students, parents, caregivers, contractors, volunteers and visitors to the school site.
2. To minimise the occurrence of injury and illness through systematic hazard identification, risk assessment and control.
3. Providing appropriate information and training for Principals/managers and employees at the school, to enable them to effectively perform their OH&S roles and responsibilities.

GUIDELINES
Portarlington Primary School is committed to:
1. Preventing injury and illness occurring in Portarlington Primary School workplaces.
2. Consulting and cooperating with employees on health, safety and wellbeing issues, directly, as well as through their Health and Safety Representatives (HSRs) and employee representative organisations on OH&S issues affecting them.
3. Achieving continuous improvement through the monitoring and review of measurable targets and objectives and improvement of health and safety management systems and initiatives.
4. Complying with all relevant health and safety legislation and allocating adequate resources to maintain healthy, safe and supportive workplaces.
5. Portarlington Primary School will meet its commitment to Occupational Health and Safety (OH&S) by all staff completing all required DET Learning Portal OH&S e-learning modules as required.

IMPLEMENTATION
1. The selection, implementation and review of risk controls and monitoring, reviewing and improving health, safety and wellbeing management systems will be continuously implemented.
2. A Health and Safety Representative (HSR) will be appointed from a school staff voting or nomination process.
3. The appointed HSR will be provided with training and practical support to fulfil their role effectively and will be consulted of changes in the school, which may affect staff and student health, safety or wellbeing.
4. OH&S actual and potential issues will be revealed, discussed and addressed during monthly OH&S staff meetings and will be recorded in the minutes of these meetings.
5. The HSR and the Assistant Principal will be responsible for developing an OH&S Issue Resolution Flow Chart. This Flow Chart will be endorsed by the School Leadership team for approval and will be displayed on the OH&S notice board in the staff room in an A3 format.

6. The workplace nominee OH&S is the Principal.

7. The OH&S activities calendar will be updated annually to indicate inspections or actions relating to: emergency management plan drills, electrical equipment testing and tagging, update of the chemical register, playground audits, induction of new employees, approved contractor list, approved first aid kit contents and checklist, update first aid training as required.

8. The OH&S activity calendar is to be completed and displayed annually.

9. All accidents and incidents will be reported, recorded and investigated with actions taken to prevent re-occurrence. The Principal will report any serious incident to School Council in the Principal’s School Council report.

10. A documented process of hazard identification is undertaken to reduce health, safety and wellbeing risks.

11. Portarlington Primary School employees, visitors, volunteers and contractors are required to report hazards and incidents; participate in training; consult and cooperate with DET on safety related matters and follow safety instructions and observe the wearing of personal protective equipment as required.

12. To ensure safe manual handling practices are followed and that staff are encouraged to use trolleys and/or to seek assistance when lifting heavy objects.

13. Notification will be made to the whole school community of any infectious diseases.

14. All staff and any visitors/contractors must sign in and out, if leaving the school premises during the school day.

15. All visitors and contractors must sign in and out at the office stating their purpose of their visit.

16. OH&S issue resolution procedures have been developed in consultation with staff and these are documented and publicised in accordance with the OH&S Regulations and are placed on the staff OH&S notice board.

17. Electrical tagging is conducted annually or when new electrical items are purchased.

18. All staff will have access to the current Emergency Management Plan and procedures. These are on display on the OH&S notice board in the staffroom and in individual classrooms.

19. Sufficient staff are trained in First Aid, Level 2, asthma, anaphylaxis and CPR to ensure that there are trained staff in case of any emergency that arises at school, on an excursion or camp.

**STRATEGIES**

**Risk Management:** Portarlington Primary School will maintain an Occupational Health and Safety system, which will identify, assess and control workplace hazards, in consultation with employees.

**Occupational Health and Safety Management System (OHSMS):** in order to implement the general provisions of this policy an OHSMS will be implemented. It will contain all aspects of OH&S including:

1. OHS&R training and education
2. Workplace design
3. Changes to work methods and practice
4. Safety rules including disciplinary penalties for non-compliance
5. Emergency procedures and drills
6. Provision of OH&S equipment services and facilities
7. Workplace inspections and evaluations
8. Reporting, recording and investigating work related incidents, accidents, injuries and illnesses
9. Provision of information to employees
10. Employee consultation
Senior Management Responsibilities (Principal Class Officers)

Senior management is required:
1. to ensure that this policy and the OH&S program are effectively implemented
2. to support managers and supervisors in fulfilling their responsibilities
3. to hold managers and supervisors accountable for their specific responsibilities
4. to provide a system of employee consultation in all OH&S matters
5. to evaluate the implementation of this policy as part of OHSMS Review, and
6. to participate in regular reviews of the policy and its programs.

Team Leaders and Specialist Teachers

Each team leader / specialist teacher is responsible, and will be accountable, for taking all practical measures to ensure:
1. The implementation of the OH&S Plan in their area.
2. That the workplace under their supervision is safe and without risk to health or safety of everyone.
3. Consultation with their team in all OH&S matters.
4. That the behaviour of the employees in the workplace is safe and without risks to health.
5. That when they do not have the necessary authority to fix a problem, they will report the matter promptly, together with any recommendations for corrective action, to the Principal or another staff member with the necessary authority.

Employee Responsibilities

1. All employees are required to co-operate with the OH&S policy and program to ensure their own health and safety and the health and safety of others in the workplace.
2. All employees will carry out their work according to safe systems of work; use protective equipment provided and use all equipment, tools and materials as per training provided & in the manner for which they are intended.
3. All employees will participate in the consultation process.

Relevant Legislation and Regulations

3. Occupational Health and Safe ty Regulations 2007

DOCUMENTS IN SUPPORT OF THIS POLICY

1. DET Occupational Health and Safety Policy Guidelines
2. DET Learning Portal OH&S modules
3. Occupational Health and Management System (OHSMS) Implementation Guide
4. OH&S Responsibility Policy, DET
5. Portarlington Primary School 2016-17 Emergency Management Plan
6. OH&S Activities Calendar
7. Portarlington Primary School Risk Register
8. Portarlington Primary School Asbestos audits and reports
9. Portarlington Primary School Arborist reports

Evaluation:

This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020

1. This policy will also be reviewed in the light of legislative changes (ie-changes in regulations or circumstances)
2. The management of Portarlington Primary School seeks the cooperation of all employees in implementing this policy.
3. All employees will be advised, in writing of agreed changes to this policy and arrangements for their implementation.
ORAL HEALTH POLICY

Rationale:
Oral health is fundamental to overall health, wellbeing and quality of life. Oral disease, particularly dental caries (tooth decay and gum disease) are a significant and costly burden to families. The Australian Dental Association reported that dental admissions are the highest cause of acute preventable hospital admissions in children. Proper nutrition and dental care in childhood are important in preventing dental disease.

Aims:
1. To provide information about oral care to children and parent/guardians.
2. To promote good oral health habits as part of our overall health and wellbeing program.
3. To promote, support and encourage healthy eating for children and the school community so that good dental health becomes a natural outcome.

Implementation:
1. The school promotes the consumption of fruit and vegetables and healthy food options in line with Australian Guidelines.
2. The school encourages and provides information to families on the contents of lunch boxes of which are in line with the school's healthy eating policy. This includes guidelines for brain food, healthy snacks and lunches.
3. The school will give clear guidelines about food which is highly discouraged – foods which are high in fat and sugar. This includes lollies and sugary drinks.
4. All children and staff have access to water bottles during class times.
5. Food will not be used as an incentive or reward at any time.
6. Students are encouraged to undertake oral hygiene and safety practices in the school where appropriate (eg. school camps, sleepovers)
7. The staff will be encouraged to access local health professionals including Bellarine Health Centre to increase their capacity to deliver and promote healthy eating and oral health initiatives.
8. Oral health is included in the curriculum as part of a healthy eating plan.

Evaluation:
This policy was ratified by the School Council in June 2017. This policy will be reviewed as part of the school’s review cycle in 2020.
PARENT/GUARDIAN CONCERNS and COMPLAINTS POLICY

Rationale
The purpose of this policy is to support the promotion of a safe and respectful school environment and to manage and address complaints and concerns in a timely and professional manner which reflects the school’s core values of:
Respect, Responsibility, Safety and Kindness.

Definition of Concerns and Complaints
A concern or complaint may include the following:
1. General issues of student behaviour that are contrary to Portarlington Primary School’s student engagement guidelines
2. Incidents of bullying or harassment in the classroom or the school yard (refer to Portarlington Primary School’s Bully and Harassment policy)
3. Learning programs, assessment and reporting of student learning
4. Communication with parents
5. School fees and payments
6. General administrative issues
7. Any other school-related matters except as detailed below.

This policy does not cover matters for which there are existing rights of review or appeal, as detailed in the Victorian Government Schools Reference Guide.
Those matters include:
1. Student discipline matters involving expulsions
2. Complaints about employee conduct or performance and complaints that should be dealt with by performance management, grievance resolution or disciplinary action
3. Complaints by the Department’s employees related to their employment
4. Student critical incident matters
5. Other criminal matters

Implementation
Portarlington Primary School will communicate the concerns and complaints policy to all staff and parents annually and review the policy every 3 years. Updated school policies will be published on the school’s website once reviewed as part of the Department of Education School Review Cycle.

Expectations
The staff at Portarlington Primary School expect a person raising a concern or complaint to:
1. Provide complete and factual information about the concern or complaint, preferably in writing
2. Maintain and respect the privacy and confidentiality of all parties
3. Acknowledge that a common goal is to achieve an outcome acceptable to all parties
4. Act in good faith, and in a calm and courteous manner
5. Show respect and understanding of each other’s point of view and value difference, rather than judge and blame
6. Recognise that all parties have rights and responsibilities which must be balanced.

A parent raising an issue or complain at Portarlington Primary School can expect the staff to:
1. Listen to the nature of the complaint and treat it with importance.
2. Act courteously, efficiently, and fairly
3. Deal with the issue promptly, or within the timeline agreed with the person with the concern or complaint
4. Act in accordance with due process, principles of natural justice and the Department of Education and Early Childhood Development’s regulatory framework.
5. Report back to the parent any resolution or outcome.
6. Maintain the right to terminate or postpone any meeting where a parent chooses not to operate according to Portarlington Primary School’s expected code of behaviour

**Procedure for raising concerns or complaints**
In the first instance, as soon as possible after an issue or complaint occurs, contact should be made to the school. The complainant should telephone, visit and/or write to:

1. The student’s teacher or the school Student Wellbeing Manager (Margaret Browne) about learning issues and incidents that happened in the class or group or any welfare/health and wellbeing concerns.
2. The principal about issues relating to staff members, school policy or school management.
3. If you are not sure who to contact, contact the school office on 52592572.

**Procedure for addressing complaints and concerns**
1. Staff who receive concerns or complaints are required to bring this information to the attention of the principal, so all complaints can be recorded and monitored.
2. Portarlington Primary School will record the following details of all complaints received, even if the complaint appears to be minor:
   a) Name and contact details of the person with a concern or complaint
   b) The date the concern was expressed or complaint made
   c) The form in which the concern or complaint was received (such as face-to-face, by telephone, in writing, by email)
   d) A brief description of the concern or complaint
   e) Any recommendations for future improvement in the school’s policy or procedures.

However, in the first instance, when the complaint is easily resolved in a telephone call, a brief note in the school’s/principal’s/teacher’s diary recording the issue and the resolution may be all that is required.

3. The resolution or outcome for the complaint will be communicated to the parent within the agreed time frame.
4. If a concern or complaint is substantiated in whole or part, Portarlington Primary School will offer an appropriate procedural process.

**Help with raising concerns or complaints**
1. Personal support is most appropriate in situations where the complainant and others involved in the complaint process have emotional issues related to the complaint.
2. Complainants can seek the services of an advocate when they feel they are unable to express their concern clearly. An advocate can be a friend or someone who is available through an appropriate support organisation who does not receive a fee for service.
3. All parties involved in addressing a complaint may seek the services of a mediator when there is difficulty coming to an agreement.
4. The school will ensure that the complainant is aware of these supports. A complainant who wishes to use these support services should ensure the person addressing the concern or complaint is aware of their intention and is in agreement.

**Addressing serious concerns or complaints**
1. Portarlington Primary School will make every effort to resolve concerns and complaints before involving other levels of the Department of Education and Early Childhood Development.
2. Portarlington Primary School will determine whether a concern or complaint should be managed through the school’s concerns and complaints process or through other complaints processes of the Department of Education and Early Childhood Development.
3. Should the complaint involve complex issues, Portarlington Primary School may need to take advice from the Department of Education and Early Childhood Development’s regional office. The school will inform the complainant of the expected timeline for addressing the complaint and the reasons for any delays.
4. In all cases, the school will try to resolve a concern or complaint within 20 days.
Referral of concerns or complaints

1. If a person with a concern or complaint is not satisfied with the outcome determined by the school, they should contact the Department of Education and Early Childhood Development’s appropriate regional office.

2. The officer from the region will ask the complainant for a complete and factual account in writing of the concern or complaint and the complainant’s opinion about why the school did not resolve it to their satisfaction.

If the complaint cannot be resolved by the complainant, school and regional office working together, the regional office may refer it

Evaluation:
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.

Resources- see documentation on the following pages.
Parent Concern Process

Issue or Query is reported to the class Teacher

- Resolved
  - Yes
  - No

Make an appointment with the Student Wellbeing Coordinator – Margaret Browne

- Resolved
  - Yes
  - No

Make an appointment with the Assistant Principal – Jackie Kaiser

- Resolved
  - Yes
  - No

Meeting with the Principal - Lesley Allbutt

- Resolved
  - Yes
  - No

Student Wellbeing Coordinator briefs assistant principal and principal regularly.

Make an appointment to discuss the concern with the teacher. The issue is recorded by the teacher on our student management system.

Document any agreed goals, recommendations or actions from the meeting. All information is recorded on our system.

Important Information to be considered-
1. Parents/guardians and teachers can discuss the policies and procedures the school has in place when dealing with concerns.
2. Parents/guardians should present information in a way that makes it clear to the school that they see themselves, the child and the school as partners in resolving any concerns.
Our Service Standards

(from the Portarlington Primary School Strategic Plan 2015-2018)

In accordance with the school’s purpose and values, the school provides high standards of service-

General

- The school fosters close links with parents and the broader school community through its commitment to open and regular communications.
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan.
- The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
- All students will receive instruction that is adapted to their individual needs.

Specific

- The school will respond to all communication from parents and caregivers within 2 working days.
- Parents will be engaged regularly when their child does not behave in a socially acceptable manner.
- All teachers will provide timely and targeted feedback to students on their learning.
Our School Values & Our Expected Code of Behaviour

Respect – Responsibility – Safety - Kindness

Communication – Staff at our School
The staff of Portarlington Primary will always treat adults and children with RESPECT. In line with our school values, all adults and children are expected be respectful of the staff.

Frustration and Anger – There is a Communication Problem
There may be times when you may feel frustrated or angry when there has been a communication problem with the school. We encourage all families to contact the school in a respectful way if they feel confused, uncertain or anxious about anything.

Please ring the school and say-
“Good Morning/Afternoon. My name is ………………………… I think that there may have been a communication problem recently. I was wondering if ……………………(say teacher’s name) could call me back.”

School Protocol for Dealing with Rude and Angry Phone Calls
In the event that we receive angry, rude or disrespectful phone calls, the staff will let you have some time to re-think your phone call and call back later. Staff will say-

“I can hear that you are extremely concerned. I am sorry that I cannot continue with this conversation in this way. I will arrange for a staff member to call you back”. The staff member will then end the conversation- (to prevent the situation getting worse)

This is not hanging up on you. This is not ignoring your concern. It just means that our staff are to be treated in a respectful manner.
We will take your concerns seriously and follow them up.

**Approaching Other Children**

Please understand that it is not appropriate under any circumstances to approach a child, other than your own, and discuss a school or community related well-being issue. Whilst we understand that it is always with good intent, it can leave the child feeling uncomfortable or even threatened. If you have any concerns about an issue to do with your child, please contact the school for support in dealing with it. Thank you for your understanding.

**Approaching Other Parents**

It is not appropriate under any circumstances to approach another parent/adult to discuss a school or community related well-being issue. Whilst we understand that you would like another parent/adult to know how you are feeling about a certain problem, angry, abusive or threatening behaviour will not be tolerated at Portarlington Primary School. If you have any concerns about an issue to do with your child, please contact the school for support in dealing with it.
PARENT PAYMENT POLICY

RATIONALE

This policy is governed by the *Education and Training Reform Act 2006* (the Act) which provides for free instruction in the standard curriculum program to all students in government schools.

Free instruction includes the teaching staff, administration and the provision of facilities in connection with the instruction of the standard curriculum program, including reasonable adjustments for students with disabilities. The standard curriculum program refers to the eight key learning areas – English, Mathematics, Sciences, Humanities and Social Sciences, the Arts, Languages, Health and Physical Education, Technologies, and four capability areas – Critical and Creative Thinking, Intercultural, Ethical and Personal and Social.

The Act also empowers Portarlington Primary School Council to charge parents for items that the school provides or makes available to the student. The items may be categorised as either Essential Student Learning Items or Optional Items. Portarlington Primary School Council may also ask parents to make a voluntary financial contribution to the school for a stated purpose.

Parent Payments support and enrich the school’s learning and teaching program by providing extra learning opportunities with a wider variety of resources and experiences to increase student inclusion, wellbeing and engagement in education. This enables provision of learning opportunities that supplement the standard curriculum, offering extension and enrichment across all levels of learning abilities.

AIMS

To provide a fair and equitable payment system that supports increased student learning outcomes and supports all families including those experiencing hardship.

IMPLEMENTATION

Parent Payment Charges

Parent payment charges are divided into three categories

- **Essential Student Learning Items**
  - Books
  - Materials for teaching and learning, activity sheets
  - Standard art, cooking and technology materials

- **Optional items – for example**
  - Swimming
  - Sporting events
  - Camps and excursions
  - Incursions for Guest Speakers

Payment arrangements and methods

Portarlington Primary School offers a wide variety of payment arrangements and methods at the general office:

- Cash
- Cheque
- EFTPOS
- Centrepay
- BPAY
Portarlington Primary School is happy to negotiate payment plans to suit individual families. This can be arranged by contacting Principal, Assistant Principal, Student Wellbeing Manager or Business Manager.

FAMILY SUPPORT OPTIONS

- Second hand and low cost options e.g. second hand uniforms are available
- Camps, Sports and Excursion Fund (CSEF), available to Health Care Card holders
- State Schools Relief - may cover *the cost of new school uniforms, shoes, books and more for disadvantaged students.* State Schools’ Relief only responds to requests from school principals, assistant principals or welfare coordinators. Parents or carers wishing to investigate this option need to make an appointment with the school to discuss their situation.
- Contact our Student Welfare Staff for donated items.

CONSIDERATION OF HARDSHIP

Portarlington Primary School will provide support to parents and students experiencing hardship:

- Parents can communicate with the Principal, Assistant Principal, Student Wellbeing Manager or Business Manager by phone, email or in person about their financial situation and related difficulties.
- Information regarding assistance for parents experiencing hardship eg. CSEF & State Schools Relief will be included in enrolment packs and newsletters.
- Portarlington Primary School will employ proactive strategies to engage with parents disconnected from the school who may be experiencing hardship, such as discreetly approaching families who may need support and special payment arrangements.
- Unallocated CSEF will be used to support students experiencing hardship for optional camps and excursions.

Communication with families

- This policy and its implementation will be communicated to the school community via the school newsletter, website and Compass portal.
- Parents are encouraged to contact the Principal or Business Manager to discuss any issues or concerns, and /or make general inquiries about charges and payments

EVALUATION

Portarlington Primary School Council is responsible for monitoring the implementation of this policy; and identifying the factors/measures to be taken into account, such as transparency of processes and engagement with parents. The Finance Committee of School Council will monitor payment of parent charges and report the percentage received in the February Finance Meeting as well as the Financial Summary of the Annual Report. This policy will be reviewed by School Council on an annual basis at the February meeting.

*Evaluation:*
This policy was ratified by the School Council in March 2017
This policy will be reviewed as part of the school’s review cycle annually.
PHILOSOPHY POLICY

RATIONALE:
- This school has a clear statement outlining its philosophy through the vision, mission and values statement

AIMS:
- To ensure that the whole school community is aware of the direction and guiding values of our school

IMPLEMENTATION:
1. The School Strategic Plan is developed on a cyclic basis through a consultative process outlining the key improvement strategies of our school
2. The Annual Implementation Plan (AIP) is developed each year and includes yearly targets (based on the School Strategic Plan)
3. At the beginning of the school year the staff and community are reminded of our vision statement and values
4. Our values are clearly displayed on windows (decals), in classrooms and around the school
5. An induction process is implemented for new staff
6. The School Wide Positive Behaviour Framework is based on our school values
7. The school newsletter and other school documentation includes the school’s values
8. The school website and school app contain the vision and values statement
9. The school community is expected to integrate and enact the schools values daily
10. At the beginning of each year a comprehensive “start right” program is implemented. Students are reminded of the expectations at the beginning of each term or as the need arises
11. Recognition for those displaying positive behaviours and the school values include-
   - Weekly assembly awards
   - Acknowledgement with dolphin tokens
   - Certificates on a Friday for the students with the most tokens from each class
   - Recognition in the school newsletter

Evaluation:
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle in 2020
PORTARLINGTON PRIMARY SCHOOL

We believe that all children can learn, be healthy and succeed within a supportive and academically rich environment.

Our MISSION is:

To provide our students, staff, families and wider community with the provision of quality learning opportunities both academically, socially, emotionally and physically through contemporary teaching practices and a healthy, nurturing, challenging, safe and secure environment.

Our VISION is:

That our students:

1. progress in their learning
2. develop individual strengths
3. set and pursue goals
4. become aspirational and inspired to achieve personal fulfilment

Our VALUES:

We have a strong commitment to collaborate with our families the local community to reflect socially appropriate values.

1. Respect for self, others, property and the environment
2. Responsibility
3. Safety
4. Kindness

Our school values are reflected throughout all of our teaching and learning programs and they are embedded into our school culture.

Our AIMS:

Our values guide the way we work and we aim to:

1. Provide learning experiences which will engage, challenge and extend all students to reach their full potential
2. Ensure that our school culture supports our children to be healthy and positive
3. Develop high levels of self-confidence, self-discipline and self-worth
4. Strive to always do our best and be the best that we can be
5. Develop resilience and persistence
6. Be connected to the school and wider community
7. Develop honesty and integrity
8. Develop appropriate social skills, positive relationships and strategies to handle our emotions
9. Develop problem solving skills, inquiring and receptive minds
10. Work in close partnership with parents in guiding the educational progress of each child so that they are able to succeed developmentally at their own individual rate

We achieve great outcomes because we work together and set high standards of achievement and behaviour that are shared by students, families, staff and the wider community.
At Portarlington Primary...

I am a **Successful Learner** when...

- **I am Respectful**
  (self, others, environment, property)

- **I am Responsible**
  (self, others, environment, property)

- **I am Safe**
  (self, others, environment, property)

- **I am Kind**
  (self, others, environment, property)

then I am building

- **my Confidence skills**
- **my Resilience skills**
- **my Persistence skills**
- **my Getting Along skills**
- **my Organisation skills**

and...

- **I am Happy and Healthy**
PHYSICAL ACTIVITY POLICY

Rationale:
Physical activity is essential for the physical and mental development and wellbeing of children. Portarlington Primary School believes they have a shared responsibility toward the community to provide education and opportunities for establishing behavioural habits which are crucial to life-long health and wellbeing.

Aims:
1. To increase the activity levels and wellbeing of the whole school by providing a supportive environment that encourages and enhances physical activity opportunities irrespective of race, ethnicity, gender, ability, disability, sexuality and religion.
2. To promote the importance of a healthy lifestyle, which includes being physically active every day.
3. To ensure that relevant mandated requirements for physical education and sport are incorporated into the curriculum.

Definitions:
Physical Activity: includes sport, incidental exercise and many other forms of recreation. The Australian Physical Activity Guidelines recommend a combination of moderate and vigorous activities for at least 60 minutes each day for children and young people (5-18 years old)

Implementation:
1. Appointed Physical Education staff will provide a sequential PE skills and sporting program for all students.
2. Staff are supported to access resources, tools and professional learning to enhance their knowledge and capacity to promote physical activity across the curriculum.
3. To raise awareness that all members of our school community including staff, students, families and volunteers can have an impact on student’s health by creating an environment that promotes physical activity.
4. To ensure that the community are provided with information about our whole school physical activity policy and are welcomed to contribute to the development and support of these initiatives.
5. To expect that some fundraising activities and celebration days will reflect the physical activity policy and promote healthy lifestyle messages such as walkathons, games or sports days.
6. A range of play equipment and environments are provided, which encourage physical activity at break times as well as before and after school. The equipment and environment will cater for diverse ages, abilities and interests.
7. Active travel to and from school is encouraged and supported to all members of the school community. The school will provide safe storage of equipment that encourages active travel such as bikes, skateboards and scooters.
8. The school promotes physical activity which ensures inclusiveness and participation in addition to performance.
9. Staff and families recognise that they are role models and are encouraged to actively engage in physical activity and active travel.
10. Students will be involved in the running of physical activity initiatives in the playground.
11. Students are encouraged to take part in after school physical activity programs including extra-curricular activities as part of the Kelly Club Out Of School Hours (OSHC) program or the Sporting Schools activities when available.
12. Links are established with local community sports and recreation services to create and strengthen opportunities for students to participate in physical activity outside of school hours.
13. Families and staff are regularly provided with information, ideas and practical strategies to promote and support physical activity at school and at home. eg Victoria Walks website
14. The school will work with local health professionals, services and organisations to increase capacity to deliver and promote physical activity initiatives.

Evaluation:
This policy was ratified by the School Council in May 2017
This policy will be reviewed as part of the school’s review cycle in 2020
POLICE RECORD CHECKS POLICY

Rationale:
Police record checks of employees and volunteers assist in ensuring a safe environment for our students, and are critical to maintaining high standards of professional conduct.

Aims:

1. To ensure all employees, and any adult involved in activities with potentially high levels of student contact, are responsible and of sound character.

Implementation:

2. In order to maintain high levels of safety for all students and a commitment to maintaining high standards of professional conduct, it is a Department of Education and Training requirement that all new employees, including those applying for transfer or promotion undergo a satisfactory police records check signed by the General Manager, Human Resources, Department of Education.

3. Police records checks have a ‘life span’ of 3 years. Employees seeking re-employment, transfer or promotion after that date will require a new check, those seeking re-employment, transfer or promotion within the 3 years, are required to present the original report as well as sign a Statutory Declaration indicating any proven or pending criminal offences since the applicant signed the last police records check form.

4. The wording of Statutory Declarations must be as follows:
   “I declare that I do not have any convictions, findings of guilt and/or pending charges (non traffic) in either Victoria, any other state of Australia or under Commonwealth Law”

5. New employees requiring police records checks will be required to complete, sign and provide the principal with a ‘Consent to Check and Release Criminal Report’ form accompanied by 100 point ID evidence, and will be required to pay a fee. Department of Education meets the cost of record checks for transferred or promoted staff.

6. The applicant and the school will each retain copies of police record checks.

7. The results of all police record checks are strictly confidential.

Evaluation:
This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020
POLICY DEVELOPMENT

Rationale:
The policies of the school guide and describe the main processes, functions and operations of the school. The development and review of policies should therefore have an agreed process so that various stakeholders are part of the consultation and review process.

Aims:
To have the best school policies in place to best guide the operations and directions of the school.

Implementation:
1. The policies describe the rationale, aims and implementations of the operations and directions of the school as a whole.
2. The process of developing school policies will be managed by the principal, will be a continuous cycle, and will use a transparent and consultative process.
3. All policies will use the school policies are entered on to the school data base with a layout that includes the following elements: School Name, policy name, rationale, aims, implementation, evaluation/cycle review time.
4. When developing a new policy, the principal will consult with appropriate personnel in order to draft the initial policy statement. The draft policy will then be circulated for comment to the appropriate committee/s, to all staff members, to parent/guardians via the newsletter, back to the school leadership and finally to the School Council for ratification, preferably within a term.
5. Policies will be developed taking into account Department of Education and Training policies, memos and circulars relevant to each policy area.
6. When reviewing an existing school policy, the principal will consult with all staff and the appropriate committees and to School Council for ratification.
7. Changes as a result of policy developments and/or reviews will be widely advised to staff and parent/guardians.
8. The focus of all school policies must be based on the needs of the students and school operations.

Evaluation:
This policy was ratified by the School Council in April 2017
This policy will be reviewed as part of the school’s review cycle in 2020
PURCHASING POLICY

Rationale:
The devolution of responsibility for implementation of the approved school budget means that a wide variety of staff members have authority to purchase goods and services on behalf of the school. Such purchases need to be well monitored, need to comply with school expectations, and have to reflect the school’s budgetary intentions.

Aims:
To provide an effective and efficient process for purchasing goods identified by school council.

Implementation:
1. The school’s limited funds are allocated each year by school council to various budgets for specific purposes.
2. School council’s budgeting decisions are made after the principal has sought input from staff.
3. The school’s priority programs attract high precedence when budgets are being decided.
4. Whilst the principal always retains overall responsibility for the day-to-day financial management, the principal delegates individual staff members the responsibility of management of specific program budgets.
5. Staff members responsible for expenditure of program budgets will be provided with professional development as required.
6. All purchases from school funds must be made using an official school order form, and will conform with the required Departmental written and verbal quotes and tender thresholds.
7. Whilst a number of staff members will complete official order forms, only staff members approved by school council will have the authority to sign and approve each order.
8. Goods or services that are intended to be ordered that have an inherent health or safety risk may only be ordered consistent with our school’s ‘OHS- Purchasing’ policy.
9. School councils do not have the authority to borrow money so therefore are unable to enter into finance leases, however, an operating lease is similar to a rental agreement where the goods are eventually returned to the lessor, and so Council can enter into such agreements.
10. Goods that arrive at school and have been ordered without an official order form, or ordered by staff who do not have budget authority will be returned to the vendor.
11. Staff will be provided with regular financial reports indicating the expenditure history of their respective budgets and unspent balances.
12. The school’s business manager will monitor budgets, will ensure that expenditure does not to exceed budget allocations, and will regularly advise the principal and school council of the status of all budgets.
13. Staff members responsible for budgets will also be responsible for checking goods that arrive against orders, for chasing up discrepancies or back orders, and communicating the results with the business manager.
14. Unspent budget funds will not be carried over to the following year.
15. The expenditure of, and outcomes achieved by each budget will be monitored and reported in full to the school council.

Evaluation:
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle in 2020.
PURCHASING CARD POLICY

RATIONALE
Portarlington Primary is committed to delivering the best education, innovative practices and student experience that builds the foundation for a successful life for each student. To facilitate the efficient running of the school and support the strategic goals and priorities, School Council may authorise school based staff to be issued with a purchasing card to purchase goods, services, equipment or material. This card will be a Visa issued by the Westpac Banking Corporation (WBC).

AIMS
To utilise the benefits of a Purchasing Card whilst ensuring the school's procedures and internal controls meet the Department requirements in accordance with Section 14A of the Education Act 1958 Ministerial Guidelines and Directions 1 – 6 of 2008.

IMPLEMENTATION
1. The School Council may authorise the Principal and/or other nominated staff members as Cardholders.
2. A School Purchasing Card Agreement and Acknowledgement form is to be completed by the Cardholder.
3. Current cardholders and credit limits will be reported to the School Council annually.
4. All normal internal controls for use of a purchasing card will be followed with appropriate documentation completed, checked and authorised by approving officers as per Department guidelines.
5. Lost cards are to be immediately reported to the Westpac Bank and appropriate Authorising Officer (School Principal) by the relevant Cardholder.
6. Purchasing cards may be used for online purchasing subject to the usual internal control requirements.

REFERENCES
1. Department School Purchasing Card Guidelines and Procedures (pdf 629.04kb)
2. Department Westpac Administration Guide (pdf 456.48kb)

Evaluation:
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle in 2020.
REFUND POLICY

**Purpose:**
This policy seeks to ensure compliance with DET financial manual requirements, provide clarity on when refunds apply and the rules for a fair and equitable refund system.


**REFUNDS TO PARENT/GUARDIANS:**
Should an event be cancelled, refunds to parent/guardians/guardians are to be made by preparing a credit for the amount to be refunded.

Should a parent/guardian/guardian seek a refund of excursion money paid to the school because of the inability of the student to attend (because of illness) a refund is made in accordance with school refund policy by payment to the parent/guardian/guardian and not by cash to the student.

Before a school processes a refund, the original receipt is to be produced or the receipt number identified. Payment vouchers for the refund of excursion fees should be endorsed with the number(s) of the relevant receipts issued for the original collection of the excursion fees.

**Rationale:**
The school must ensure that the provision of services for students, (ie excursions/incursions, camps and swimming, OSHC etc) do not incur direct costs to the school, nor cause the school to run at a loss. If a refund is requested certain guidelines need to be adhered to, as outlined below.

**Implementation:**

**Excursions/Incursions/Camps/Swimming:**
The school’s Excursion/Incursion Policy does not include any details regarding refunds.

1. Where the school is charged for the provision of a program or service as a bulk cost (for example bus hire) and not per head cost, no refund is able to be given.
2. Where a “per head” fee (for example entry fees to a museum) is charged refunds are able to be given.
3. Where there is a combination of a bulk charge and a “per head” charge in an excursion eg. visit to a zoo, the bus charge is a bulk cost and entry fee is per head cost.
4. Only the “per head” component is able to be refunded. In the event that the school can get a refund from the service provider, this will be passed on.
5. All claims for reimbursements must be made in writing to the principal within 14 days of the event and include a medical certificate
6. Points 3 and 5 to be included on all excursions/camps/visiting groups/services notices where there are charges

**Evaluation:**
This policy was ratified by the School Council in February 2017
This policy will be reviewed as part of the school’s review cycle in 2020.
REPORTING POLICY

Rationale:
Accurate and comprehensive reporting of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Aims:
1. To report school and student performance accurately and comprehensively.
2. To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

Implementation:
1. Schools are responsible for accurately reporting student achievement against Victorian F-10 Curriculum to the students themselves, to parent/guardians, other teachers and schools, to School Council, and to the Department of Education and Training.
2. Each year our school will provide parent/guardians with two written Student Reports indicating their child’s academic progress against Victorian F-10 Curriculum levels, strands and domains. Where necessary, translations into other languages will be provided.
3. The Student Reports will be generated using Department of Education and Training provided software, and will include assessments against state-wide academic standards, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies and areas beyond the Victorian F-10 Curriculum (eg. attitude, participation, social skills)
4. Staff will participate in moderation professional development involving assessment guidelines and annotated work samples so that staff can apply consistent judgements of student progress against Victorian F-10 Curriculum standards across the school.
5. We will provide two formal student/parent/guardian/teacher interviews per year – an introductory interview early in term one to establish learning goals, and one interview after the mid-year written report is distributed. Where necessary, interpreters will be provided.
6. Our school will progressively develop learning improvement plans for individual students in consultation with parent/guardians and, where appropriate, with others with specific expertise.
7. We will participate in the National Assessment Program - Literacy and Numeracy (NAPLAN) so as to gain information for staff, parent/guardians and students on students’ progress in relation to the Victorian F-10 Curriculum levels.
8. The schools will assess the achievements of students with disabilities and impairments in the context of the Victorian F-10 Curriculum and ABLES (document outlining the broad stages of development for students working towards level 1). Program support groups will help develop individual student learning programs containing learning goals, progress towards learning goals will be reviewed and reported by the program support group
9. The school will provide all required performance data to the Department of Education and Training and the community by means of an annual report.
10. Students for whom English is a second language will have their progress in English reported against the EAL Companion to the Victorian F-10 Curriculum

Evaluation:
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
SAFE ENVIRONMENTS POLICY

Rationale:
1. Portarlington Primary School acknowledges the importance of an environment which contributes to the health and wellbeing of the school community.
2. A safe environment is essential to providing a supportive learning community where all students feel and are safe.
3. Schools should be safe places for everyone including students, staff, families, volunteers and local community. The involvement and commitment of the whole school community is required to achieve a culture in which safe and respectful values are upheld.
4. Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect.
5. School staff members have the right to teach, work and participate in an environment that is safe, supportive and respectful.
6. Parents and other local community members have a right to feel safe, supported and respected in the school context.

Aims:
1. To provide a safe, inclusive and empowering school environment for students, families, staff and visitors.
2. To deliver safety education in one or more key learning areas of the curriculum as part of a whole school approach to health and wellbeing.
3. To work towards creative and reflective nature play spaces which provide different play opportunities for students.
4. To ensure that families, students and staff are key partners in promoting a safe environment.
5. To teach, promote and reinforce positive behaviours which reflect our school values.
6. To encourage reinforcement of our school values in the home and community.

Whole School Engagement:
It is recognised that staff, students, families, volunteers and the local community have an impact on student health and contributing to a safe environment, and will be supported to meet this policy.

Staff, families and students are involved in guiding the development and implementation of the whole school safe environment policy and are provided with information about policy requirements

Implementation:

Healthy Policies:
1. Staff, families and students are involved in guiding the development and implementation of the whole-school safe environment policy and are provided with information about policy requirements.
2. Students who may be deemed to be experiencing or involved in social, emotional, behavioural or bullying difficulties will be supported through SSG meetings with parents and referred to network support staff and health professionals if applicable.

Healthy Physical Environment:
1. The school provides a welcoming and inclusive physical environment which reflects the diversity and interests of the students, families and staff.
2. The development of healthy and engaging outdoor play spaces will be a priority in future planning for school buildings and grounds.
3. The school ensures the use of appropriate precaution during physical activity to reduce risk of injury.
4. The school takes action to support safe travelling to and from school including school crossings and car parking and traffic flow in school vicinity.
Healthy Social Environment

1. The school provides a safe, inclusive and empowering social environment which promotes a culture of respect, fairness and equality.
2. The school implements strategies to promote positive and responsible behaviour and to prevent and respond to any antisocial behaviour.
3. Staff and families recognise that they are role models and are encouraged to demonstrate behaviours which promote safety and respect, responsibility and kindness.

Learning and Skills:

1. Social and emotional learning, safety education and related health messages are incorporated across the curriculum at all year levels and are delivered in one or more key learning areas of the curriculum.
2. The school provides a curriculum which actively engages and builds student self-awareness, social awareness, responsible decision making and risk taking, self-management and relationship skills.
3. Collaborative group activities which encourage inclusion, participation, team-work and cooperation are incorporated in the curriculum.
4. Staff are supported to access resources, tools and professional learning to enhance their knowledge and capacity to promote safe environments and behaviours.

Engaging staff, students and families:

1. Staff, students and families are key partners in developing and supporting safety initiatives and are provided with information, ideas and practical strategies on a regular basis to support safety in the school and at home.
2. Staff are supported to develop and facilitate engagement of families and students from diverse cultural backgrounds.

Community Partnerships:

1. Staff are encouraged to work with local health professionals, services and organisations to increase the school’s capacity to deliver safety initiatives and promote a safe environment.
2. The school works with local government and other agencies to minimise safety hazards in the surrounding area.

Definitions:

1. A safe environment is one where the risk of harm is minimised and students and adults feel secure.
2. Harm relates not only to dangers in the physical environment such as facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening, sexual harassment and racial vilification, and includes online social media.
3. Supporting and maintaining a safe environment involves facilitating and enhancing the social, learning, physical and emotional development of students.

Includes, but is not limited to-

1. students are treated with respect and fairness by teachers, other staff and other students
2. members of the school community feel valued
3. effective teaching and learning takes place
4. positive support and encouragement are provided by members of staff and students
5. non-discriminatory language and behavioural practices are defined, modelled and reinforced by members of the school community
6. consultation takes place on matters relating to students’ education and welfare.
7. Specific teaching of safe and responsible online behaviour and response to incidents.
8. Specific teaching of personal safety
9. Responsible supervision of students at all times
10. Duty of Care of all students where all reasonable steps are taken to reduce harmful risk.
11. Policy and procedures applicable to child protection, child safety, personal safety, child abuse and neglect.
**Evaluation:**
This policy was ratified by the School Council in July 2016
It will be reviewed as part of the school’s review cycle in 2019

**Relevant documents/links**

Board of Studies Teaching and Educational Standards NSW


**Related School Policies:**
- Staff Health and Wellbeing
- Student welfare and Wellbeing
- Bullying and Harassment
- E-Smart
- Anti-Discrimination
- Mandatory Reporting
- Physical Activity
- Mental Health and Wellbeing
- Care for Ill Children
- Critical Incident Management Protocol
- Asthma
- Diabetes
- Anaphylaxis
- Duty of Care
- Drug Education
- First Aid
- Medication Distribution
- Occupation Health and Safety
- Police Record Checks
- Sunsmart
SCHOOL FRUIT AND VEGETABLE GARDEN POLICY

Rationale:
Our community garden provides opportunities for our students to study and learn about plants and foods. It encourages and fosters positive multicultural community relationships.

Aims:
To create an exciting and healthy garden in partnership with the students and families of the school community – to grow flowers, vegetables, fruits and herbs for the enjoyment and benefit of all involved.

Implementation:
1. The principal and school garden volunteers will be required to present School Council with a detailed site and management plan for approval prior to commencement of any works.
2. School Council will provide funds for installation of infrastructure including fences, garden borders, watering systems, water tanks etc. In doing so, School Council will seek support from private industry and the City Of Greater Geelong.
3. The community garden will be primarily for the growing of flowers, vegetables, fruits and herbs by students.
4. The principal will seek to overcome any issues as they arise, with any major or irreconcilable problems being referred to School Council.
5. The garden will also be organic, without the use of herbicides and/or pesticides.
6. The garden will have a learning focus for students (linked to Victorian F-10 Curriculum), with their regular involvement in all aspects of the garden widely expected.

Evaluation:
This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020
STAFF COMPLAINTS RESOLUTION POLICY

Rationale:
Our school has both a desire and a responsibility to ensure that high standards of conduct are maintained by staff and students at all times, and that complaints are managed and resolved fairly, efficiently, promptly and in accordance with relative legislation.

Aims:
1. To provide a harmonious, positive and productive school environment.
2. To resolve complaints fairly, efficiently, promptly and in accordance with relative legislation.

Implementation:
1. Our school seeks to provide a positive, harmonious and productive environment.
2. It is the principal’s responsibility to provide a healthy and positive school environment that is free from discrimination and harassment. In doing so, principals must ensure that all staff are aware of their rights and responsibilities.
3. The principal is required to use local complaints resolution procedures, where appropriate, for resolving complaints in relation to issues that fall within the school’s area of responsibility. All cases of serious misconduct – sexual offences, criminal charges, or other serious incidents – must instead be referred to the Department of Education and Training for advice.
4. It is incumbent upon the principal to act where unacceptable conduct is observed or brought to his or her attention.
5. It is important that all complaints, ensuing procedures and outcomes are fully documented and confidential.
6. The principal may choose to respond to a complaint through an informal process in cases where the complaint is minor, the complainant wishes the matter to be dealt with informally or the complaint has arisen from lack of or unclear communication.
7. Formal processes will be used when informal processes haven’t been successful, a complainant seeks a formal process, or the principal believes the complaint warrants formal investigation.
8. Full details regarding formal complaint resolution procedures are contained within the Department of Education and Training Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance’ handbook, and contain the following steps.
9. The formal process involves:
   a) Investigating the complaint including formal interviews, written statements, conveying the details of the complaint to the respondent in writing providing the opportunity for a written response.
   b) Dismissing or accepting the complaint. Acceptance may involve the Conduct & Ethics Branch, verbal or written warnings, conciliation, counselling or consequences etc.
   c) Preparation of a detailed confidential report.
   d) Monitoring of the situation.
10. Parties dissatisfied with the process can appeal to the previously mentioned external agencies.
11. All matters must be treated with utmost confidentiality, and professional respect at all times.

Evaluation:
This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020
STAFF HEALTH & WELLBEING POLICY

Rationale:
Our school staff is our most highly valued resource. Their health and wellbeing is important to the school as individuals and as a healthy team which is vital to the successful delivery of programs for our students. All staff have a responsibility to help maintain and support a healthy workplace while respectfully recognising that individuals maintain the right to choose their level of participation.

Aims:
1. To promote and encourage the importance of individual health and wellbeing of staff members.
2. To develop further awareness of ways that each individual can implement positive behaviours to assist them to undertake a healthy work/life balance.
3. To think about, discuss and implement ways to improve staff health and wellbeing.
4. To help provide a level of support which enables each individual to perform both mentally and physically at their best.
5. To promote the importance of healthy lifestyle habits which are crucial to life-long health and wellbeing.
6. To develop a safe, enjoyable, healthy and caring environment where staff have the opportunity to engage in positive health and wellbeing practices.
7. To acknowledge that staff are key partners in developing and supporting health and wellbeing initiatives.

Implementation:
Healthy Eating and Oral Health:
1. To encourage staff to bring food to school which is consistent with our healthy eating policy.
2. To assist with a consistent message about healthy eating being given to the school community by choosing healthier options at school.
3. To increase our modelling of healthy eating practices to the children such as during brain food, snack or lunch. This includes having access to a water bottle in the classroom and having conversation about how healthy eating habits keep our brain and body healthy and help us to learn.
4. To provide healthy choices at morning tea.

Physical Activity:
1. Staff are encouraged to participate in physical activity on a regular basis to contribute to their overall health and wellbeing.
2. As role models, staff are encouraged to participate in walk to school days to encourage children and families and join in active travel to school.
3. To encourage staff to participate in physical activity with the children. This could include joining in with games at recess and lunch time or during sport time.
4. Going for an occasional walk with the class within the school grounds.

Sun Protection:
1. All staff are required to wear hats which protect their face, neck and ears whenever they are outside from Sept 1st – April 30th annually.
2. Sunscreen is provided in each classroom for staff and student use.
3. Assist staff to be responsible for their own sun protection including sunglasses, sunscreen and shade when participating in outdoor activities and when on yard duty during Sept 1st – Apr 30th or if UV levels reach 3.
4. Staff to become familiar with Vitamin D education and follow Sunsmart Policy.
5. All staff will follow OH&S guidelines relating to sun protection.
Mental Health and Wellbeing:
1. To provide a supportive school culture which promotes positive relationships and caring for one another
2. To encourage each staff member to take time to talk over successes and difficulties.
3. To encourage one another through positive feedback and conversations.
4. To occasionally engage wellbeing speakers who are able to increase our knowledge and participation in good mental health strategies.
5. To be mindful of the demands of the profession and be alert to the ways to share the load and decrease stress levels.
6. Staff members to be intentional about taking time for themselves and their own pursuits.

Safe Environments:
1. Staff are to comply with all relevant health and safety legislation and guidelines.
2. To be aware of potential health and safety hazards in the environment and communicate where necessary to assist monitoring and improving of safety and wellbeing management systems.
3. To be familiar with all safety procedures including location of first aid kits and emergency procedures.
4. To consult and cooperate with DET on safety related matters.

Tobacco Control:
1. To ensure that all staff are made aware of the dangers of smoking.
2. To encourage staff to be positive anti-smoking role models.
3. To recognise the negative outcomes of smoking and access the Employee Assistance Program where appropriate.
4. To respect and comply with our School Tobacco Control policy.

Alcohol and other Drug Use:
1. Recognise and support that Portarlington Primary School is an alcohol free zone at all times.
2. Recognise and support that Portarlington Primary School has a zero tolerance of illicit drugs and any such matters will be referred to police.
3. Staff are encouraged to access information and resources that increase worker knowledge and awareness around key health areas, including the risk associated with alcohol consumption and drug use and seek professional help where appropriate.
4. The consumption of alcohol by staff during work related activities, camps or excursions is not permitted.

Evaluation:
This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020
STUDENT BEHAVIOUR POLICY

Rationale:
Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Aims:
1. To build a school environment based on positive behaviour, mutual respect and cooperation.
2. To manage poor behaviour in a positive and professional manner.
3. To establish well understood and logical consequences for student behaviour.

Prevention

1. Our school has developed, through a process of community consultation, a comprehensive Student Engagement & Inclusion Policy based upon the Department of Education (DET) Student Engagement and Inclusion Guidance - Student Engagement Policy which outlines amongst other things-
   a) Agreed behavioural expectations.
   b) Responsibilities of all parties.
   c) Management strategies.
2. Our Engagement & Wellbeing Policy will place significant emphasis on the development and recognition of positive behaviours.
3. Whole school rules will be developed with input from students
4. We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.
5. Positive student behavioural achievement will appropriately recognised.
6. A confidential up-to-date database of student behaviour is maintained.
7. All staff will undertake professional development on student engagement, behaviour and discipline management.
8. Student Learning opportunities will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.

Implementation:

1. **Corporal punishment is not permitted**
2. Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
3. Consequences for ongoing inappropriate behaviour will involve a graded series of sanctions including counselling, withdrawal, loss of privileges, suspension or expulsion.
4. Parent/guardians will be kept informed, and engaged to assist in the development of their children’s behavioural performance.

Evaluation:
This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020
STUDENT WELFARE & WELLBEING POLICY

Rationale:
The emotional and physical wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life’s challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults.

Aims:
1. To provide an educational environment which recognises, values and builds student wellbeing.
2. To develop students who are physically and emotionally healthy.

Implementation:
1. Developing the wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy.
2. Staff, parent/guardians and the school community will be informed of the policies and procedures on the care, safety and welfare of the students on enrolment to the school, through the newsletter, website and through consultation.
3. A culture of positive reinforcement and encouragement will permeate all facets of our school.
4. Student work and achievements will be regularly showcased and publicly recognised.
5. Our school will value and encourage student individuality, differences and diversity.
6. Programs that provide for the emotional health of students and support a safe environment that encourage open discussion, such as Wise Child, Kids Matter and Brave Hearts will inform our curriculum and be implemented across the school.
7. The Life Education van will visit the school every second year to provide programs for all students.
8. The curriculum will be broad, will provide for the needs of individual students, and will be developed to cater for multiple intelligences.
9. Programs that support the wellbeing of parent/guardians and families will be available.
10. The school will provide a student wellbeing coordinator and will access DET regional and network staff with wellbeing and/or welfare expertise as required.
11. An active student leadership team will form part of the school’s decision-making team, (for example, Junior School Council, Outdoor Mentors, School and House Captains).
12. Staff will be provided with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues, (for example, The School Wide Positive Behaviour Support framework and Kids Matter).
13. The school will actively engage in the Healthy Together Achievement Program and promote the 8 key initiatives which include:
   a) Healthy Eating & Oral Health
   b) Physical Activity
   c) Sun Protection
   d) Safe Environments
   e) Tobacco Control
   f) Alcohol & other Drug Use
   g) Mental Health & Wellbeing
   h) Sexual Health & Wellbeing

Evaluation:
This policy was ratified by the School Council in July 2017
This policy will be reviewed as part of the school’s review cycle in 2020
SUNSMART POLICY

This policy applies to all school events on and off site.

Rationale:
It’s important to have a healthy balance of ultraviolet radiation (UV) exposure. Too much UV can cause sunburn, skin and eye damage and skin cancer. Overexposure to UV during childhood and adolescence is a major factor in determining future skin cancer risk. Too little UV can lead to low vitamin D levels. Vitamin D is necessary for the development and maintenance of healthy bones and muscles, and for general health.

AIMS:
This SunSmart Policy has been developed to:
1. Ensure all students and staff get some UV for vitamin D but are protected from over-exposure to UV radiation
2. Encourage the entire school community to use a combination of sun protection measures whenever UV Index levels reach 3 and above to minimise skin and eye damage and skin cancer risk.
3. Work towards a safe school environment that provides shade for students, staff and the school community at appropriate times.
4. Assist students to be responsible for their own sun protection.
5. Ensure that families and new staff are informed of the school’s SunSmart policy.

Staff are encouraged to access the Sunsmart App or SunSmart UV Alert at sunsmart.com.au to find out daily local sun protection times to assist with the implementation of this policy.

IMPLEMENTATION:
We use a combination of sun protection measures for all outdoor activities from 1st September to the end of April and whenever UV levels reach 3 and above, the level that can damage skin and eyes.

Healthy Policies:
1. Staff, families and students are active participants in development and implementation of whole school policy.

Healthy Physical Environment
Seek shade
1. A shade audit is conducted regularly to determine the current availability and quality of shade.
2. The school council makes sure there is a sufficient number of shelters and trees providing shade in the school grounds particularly in areas where students congregate e.g. sports, outdoor lesson areas and popular play areas.
3. The availability of shade is considered when planning excursions and all other outdoor activities.
4. In consultation with the school council, shade provision is considered in plans for future buildings and grounds.
5. Students are encouraged to use available areas of shade when outside.
6. Students who do not have appropriate hats or outdoor clothing are required to sit under the shade sail.

Healthy Social Environment
1. Sun protective clothing is included in our school uniform / dress code and sports uniform. School clothing is cool, loose fitting and made of densely woven fabric. It includes shirts with collars and longer sleeves, longer style dresses and shorts and rash vests or t-shirts for outdoor swimming.
Hats
1. All students and staff are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats, whenever they are outside. Baseball or peak caps are not considered a suitable alternative.

Sunscreen
1. Students must supply and apply their own SPF 50+ broad spectrum, water resistant sunscreen.
   and/or
2. The school supplies SPF 50+ broad spectrum, water resistant sunscreen for staff and student's use. This will be provided in each classroom, and the brand is put in the school newsletter, so parent/guardians can decide if their child can use it (due to allergies).
3. Students to have access to and be reminded to apply sunscreen especially prior to outdoor activities

Sunglasses
Where practical, sunglasses may be worn which are to be wrap-around sunglasses which meet the Australian Standard 1067 (Category 2,3 or4) and cover as much of the eye area as possible.

Families and visitors are required to use a combination of sun protection measures (sun protective clothing and hats, sunglasses, sunscreen and shade) when participating in and attending outdoor school activities.

Learning and Skills
Programs educating children about skin cancer prevention and vitamin D are included in the curriculum for all year levels.

Engaging children, educators, staff and families
1. SunSmart behaviour is regularly reinforced and promoted to the whole school community through newsletters, school homepage, parent/guardian meetings, staff meetings, school assemblies, student and teacher activities and at student enrolment/new staff orientation
2. As part of OHS UV risk controls and role-modelling, staff, families and visitors:
   a. Wear a sun protective hat, covering clothing and, if practical, sunglasses
   b. Apply sunscreen
   c. Seek shade whenever possible
3. All staff will follow OH&S Guidelines.

Evaluation:
This policy was ratified by the School Council in May 2017
This policy will be reviewed as part of the school’s review cycle in 2020

Relevant Documents / Links
- SunSmart policy for Schools ( Feb 2017)

See:
- SunSmart - homepage
- SunSmart - SunSmart app
- SunSmart - Widget
- Bureau of Meterology - UV Index Forecast
TOBACCO CONTROL POLICY

This Tobacco Control Policy is in line with current federal, state and local smoking acts and legislation.

Rationale:
Our school recognises the importance of a smoke free environment, which contributes to good health and overall wellbeing. It is important that the school community including staff, parents and volunteers understand that they are positive role models to students.

For the protection of staff, students and visitors, smoking is not permitted within any area of the school property or within view of children and visitors entering and leaving school grounds. This also applies to students, staff and visitors at any school related activity or function.

Our school will continue to provide tobacco education to our students and support staff, parents, volunteers and the wider school community to understand the benefits of not smoking.

Aims:
1. To ensure that all students, staff, volunteers and parents understand the dangers of tobacco smoke.
2. To ensure that children are protected from the dangers of second-hand smoke while at school.
3. To encourage families, staff and students to be key partners in developing and supporting smoke-free curriculum and other forms of education to the wider school community.
4. To encourage and support parents and staff to be positive role models by being smoke free.
5. To ensure that a fair and reasonable process for responding to incidents of smoking is developed, understood and consistently followed.

Implementation:

Healthy Policy
On 1 July 2009 the Minister for Education exercised the power under the Education and Training Reform Act 2006 to prohibit smoking in all government schools.

The smoking ban applies to-
1. Anyone on school premises during and after school hours including students, teachers, contractors, parents/guardians or the wider community, such as sporting groups
2. All activities that take place on school premises including OSHC, cultural, sporting or recreational activities and school fetes

From 13 April 2015, smoking is banned within four metres of an entrance to all primary and secondary schools in Victoria, and within the school grounds, under an amendment to the Tobacco Act 1987. A similar ban applying to the entrances and grounds of Victorian childcare centres and kindergartens is also in place.

1. While smoking was banned on the grounds of all Victorian Government schools by the Minister for Education in 2009 via a Ministerial Ban Order, the bans are enacted in current legislation.
2. Staff members are not permitted to smoke outside of the school property within the view of students
3. It is a legislative requirement that each school installs suitable ‘No smoking’ signs at all entrances to the school grounds.
4. A whole school tobacco control policy is developed in consultation with the school community and implemented.
5. The tobacco control policy is communicated to the school community via the newsletter annually

- Link to Tobacco Policy implementation process and legislation is outlined in Appendix A
Healthy Physical Environment
1. The school provides a totally smoke free environment and smoke free signage is clearly displayed in appropriate places
2. All school events/excursions/trips (on and off the school grounds) are totally smoke free
3. Parents and visitors will be discouraged from smoking, displaying tobacco packaging or unlit cigarettes within view of children
4. School council should ensure that all agreements entered into by the school council include a requirement that the other party agrees to comply with the smoking ban when on school premises

Healthy Social Environment
1. Encourage DET employees who require supports complying with this policy are to use the Employee Assistance Program and provided with information about local cessation services.
2. Those people in our school community with culturally diverse backgrounds are engaged to ensure cultural values are respected when smoking curriculum materials and information for families is communicated.
3. Staff, families, school contractors and visitors role model smoke-free behaviour and promote the benefits of a healthy lifestyle and being smoke free.

Learning and Skills
1. Tobacco prevention education will be delivered throughout years P-6 through the Life Ed program every 2 years.
2. Staff will be supported to access resources and tools to enhance their knowledge and capacity to deliver tobacco education and prevention initiatives across the curriculum.
3. Children and teachers will be key informants in developing smoke free curriculum and activities.
4. A whole school approach will be used regarding tobacco education.
5. A combination of support and appropriate actions will be taken if students are smoking at school.

Community Partnerships
The school will work in partnership with local health professionals, services and other organisations to:
1. increase the capacity of staff to deliver and promote tobacco in the school curriculum.
2. provide information to support the school community to understand the risk of smoking tobacco and how they can be supported to quit.

Engaging Children, Young People, Staff and Families
1. Students are consulted about smoke-free initiatives via junior school council, student action teams or other representative structures.
2. Student learning about tobacco is complemented by opportunities to share their knowledge with peers, parents and the community.
3. Families and staff are, on a regular basis, provided with information, ideas and practical strategies to promote and support smoke-free behaviour at school and at home.

Evaluation:
This policy was ratified by the School Council in May 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
Appendix A – Process to Implement this Policy


Department Resources

For more information see:

- Tobacco reforms - Smoke free learning environments
- Drug Education - Learning and Teaching:
UNIFORM POLICY

RATIONALE:
A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. The following dress code states the expectations Portarlington Primary School Council and community holds with regard to student appearance. This code will apply during school hours, while travelling to and from school and when students are engaged in school activities out of school hours. The Portarlington Primary School student dress code takes precedence over student’s individual preference in matters of dress. In the establishment of this Dress Code, issues such as expenses, health and safety and equality have been considered. The wearing of school uniform by all students is strongly encouraged at all times.

AIMS:
1. To create a sense of collective and individual pride in Portarlington Primary School students and their identification with our school
2. Uniforms are to be as affordable, practical and smart as possible so that students will want to wear them
3. To maintain and enhance the positive image of the school in the community
4. To promote equality amongst all students
5. To assist in individual student safety and group security when travelling to and from school and on school excursions and activities
6. To promote active and safe participation in school life
7. To provide durable clothing that is cost effective and practical for our school environment and learning programs
8. To facilitate a uniform supply service to families.

IMPLEMENTATION:
- Student’s cultural and religious identity will be taken into account.
- The school uniform is free from gender restraints.
- School colours are red and navy blue.
- School information booklets outline the school’s policy with regard to the expectation that parent/guardians will send their children to school in uniform.
- All students will wear a school uniform when on any excursion outside the school.
- Year 6 students will have the opportunity to wear a special jumper that recognises their last year of schooling.
- Hats will be a part of school uniform in line with the Sunsmart Policy. Broad brimmed, legionnaire or bucket hats are compulsory from the 1st of September until the 30th of April.
- An outside company will be in charge of the uniform shop.
- House Captains may wear the coloured polo top that represents their House when coordinating House events and activities.
- For any senior student given a position of responsibility in the school, the responsibility that will go with this position will be that of wearing a school uniform to set an example to the rest of the school.
- Students representing the school in extra-curricular activities may be required to wear a school representative top.
- Inappropriate clothing and footwear worn at school by students will not be accepted eg. short shorts, Bike shorts, tank or singlet tops, thongs, platform shoes. School information booklets outline the clothing that students are permitted to wear.
- Jewellery (other than watches and stud earrings) and nail polish are not to be worn at school.
- In line with the head lice policy students with hair at a length that can be tied back are required wear it tied back when at school.

Evaluation:
This policy was ratified by the School Council in April 2017
This policy will be reviewed as part of the school’s review cycle in 2020
VISITORS POLICY

Rationale:
To develop positive relationships with external support agencies and/or departments and those who are visiting
the school aware of the schools processes.

Aims:
 To ensure Portarlington Primary School staff have an understanding of the way in which external agencies
work collaboratively with the school.
 Those who are visiting/volunteering in the school and are helping in classrooms and school events must
have a current Working with Children’s Check that is registered with the Portarlington Primary School office.

Implementation:
1. A school register of current visitors Working with Children’s Check will be kept at the office. All new
visitors will be added to this register on arrival to Portarlington Primary and their Working with
Children’s Check card copied. Regular checks by the administration staff will occur to ensure that all
Working with Children’s Checks are up to date and the school has the latest copy.
2. Portarlington Primary School will not promote or favour any particular religion or political party.
3. Visitors must adhere to all Portarlington Primary School policies and codes of conduct.

External Agencies
1. External agencies work with parent(s)/carer(s) and any action plans developed are to be forwarded to
the school via the Principal in accordance with the Privacy Act.
2. External agencies inform the school of school visits prior to the visits and adhere to the sign in
procedures at the school’s reception.
3. Where external agencies are invited to attend Student Support Group meetings, the Assistant Principal
or school Principal is informed of attendance in advance of the meeting.
4. Where external agencies are requested to attend Student Support Group meetings by a parent/carer
the relevant Principal or school Principal is informed prior to the meeting.
5. Where the school develops a support plan for individual students, recommendations from external
agencies may be incorporated.
6. Knowledge and resources should be reciprocated from external agencies to school and school to
external agencies.
7. Professional learning opportunities for staff are made available (by external agencies) if required and/or
appropriate.
8. All visitors are required to make an appointment via email or phone with the Principal, Assistant
Principal or Business Manager. The classroom teachers will then be informed by from the school
Principal, Assistant Principal or Business Manager depending on the nature of the visit. A representative
from an external agency or department is then required to follow the visitor sign in process following a
confirmed meeting time from the school representative.

If used as a Voting Location:
Schools do not distribute, promote or display material that may be considered political in nature and no
perceived or actual preference for political party is generated by Portarlington Primary
Volunteers
1. Must provide the school office a current copy of their Working with Children’s Check.
2. Must sign in and out at the school office.
3. Should coordinate and communicate their visit with the school prior to attending to ensure it is suitable time.
4. Staff who invite volunteers into the classroom to help must communicate with a Principal Class Officer prior to the visit for approval. All volunteers must have a current WWC card and this is to be included in the schools register.

Evaluation:
This policy was ratified by the School Council in April 2017
This policy will be reviewed as part of the school’s review cycle in 2020

OTHER LINKS AND REFERENCES

Department resources:

This policy should be read in conjunction with:

School Policy and Advisory Guide

- Child Safe Standards
- Duty of Care
- Visitors in schools
- Volunteer Checks
- Volunteer Workers

Creating Respectful and Safe School Communities

External Resource

- Department of Justice and Regulation-Working with Children Check
WORKING WITH CHILDREN CHECKS POLICY

Rationale:
As of the 1 January 2008, all schools are required to comply with the Working with Children Act 2005.

Aims:
1. To ensure children under our care are protected.
2. To ensure all people engaged in ‘child related work’ with our students have current Working with Children Checks
3. To ensure that our school complies with the relevant Acts and laws.
4. To provide an environment that is safe.

Implementation:

a) As of 1 January 2008, all workers or volunteers related in ‘child related work’ must undergo Working with Children checks prior to commencing work.

b) You are considered to be performing ‘child related work’ if you work or volunteer at a school or school related activities, and you volunteer or do this work on a regular basis, and you have direct contact with children under 18yrs of age which is unsupervised, and you do not qualify for an exemption.

c) All teaching staff members are registered with the Victorian Institute of Teaching, and undergo ongoing monitoring that satisfies Working with Children check requirements, and are therefore exempt. Police officers are also exempt.

d) Parent/guardians who volunteer in relation to an activity in which his or her child ordinarily participates (eg: classroom reading) is also exempt. If the same parent/guardian volunteers in a class or activity that his or her child does not ordinarily participate in, then a check is required.

e) The school does not pay for Working with Children checks, which are free to volunteers.

f) All people required to have Working with Children checks are issued a WWC Check Card

g) The school will maintain a record of volunteers with up to date WWC Checks by updating the register in line with any changes in staff or volunteers

h) School Council requires that all volunteers directly involved in school camps, excursions, sleep-overs, teaching of swimming lessons, transport of students without staff members present, extra-curricular activities such as school sporting teams etc all have Working with Children Checks.

i) The principal will consider other activities such as incursions on a case-by-case basis.

Evaluation:
This policy was ratified by the School Council in June 2017.
This policy will be reviewed as part of the school’s review cycle in 2020.
YARD SUPERVISION

Rationale:
Adequate supervision of students in the school yard is a requirement of the school’s duty of care.

Aims:
To provide adequate and appropriate supervision of students in the school yard.

Implementation:
1. The School will comply with all Department of Education Guidelines with regard to the Supervision of students.
2. Supervision of students is the responsibility of all staff.
3. A roster system will be used to timetable staff members for yard supervision.
4. Yard supervision will include before school, recess and lunch breaks, and after school.
5. Parent/guardians will be informed regularly via the newsletter that staff members are not rostered to take yard duty until 8:40am each morning. Parent/guardians are discouraged from sending their children to school before this time.
6. Parent/guardians will also be informed via the newsletter that staff members will not be rostered to undertake yard supervision after 3:30pm each day. Parent/guardians are required to make sure that their children have been collected or have left the school grounds by this time. Students still in or about the school yard after that time will be brought to the school office by the supervising teacher and parent/guardians contacted. An Out of School Hours Care program is offered by the Kelly Club (registered Service Provider). On the last day of terms 1, 2 and 3, staff members will not be rostered to undertake yard supervision after 2:45pm. On the last day of term 4, staff members will not be rostered to undertake yard supervision after 1:45pm.
7. The yard supervision roster will require staff members to undertake yard duty before school, for a part of recess or lunchtime, or after school on specific days.
8. An experienced staff member will be responsible for coordinating the roster, and for negotiating specific duty times or days with individual staff members.
9. Yard duty staff members will be provided with a bag/satchel containing basic first aid supplies, pad and pencil and red emergency card
10. Yard duty staff members will keep a record of individual student behaviour where necessary. This will be followed up by the Yard Duty Teacher.
11. Casual Relief Teachers will be responsible for the yard duty responsibilities of staff members they are replacing.
12. Staff members who are aware that they cannot fulfil their yard duty obligations due to excursions etc are required to either make a swap with another staff member, or discuss the matter with the Yard Duty Coordinator.
13. Staff are required to wear broad-brimmed hats and sun block between September the 1st and April 30th each year.
14. Staff are required to wear ‘high visibility’ vests at all times whilst on supervision duty (that are provided by the school).
15. Staff on yard supervision must approach unknown people in the yard, or alternatively send a student with the red emergency card into the office or staff room to seek assistance.
16. Staff members must be prompt at arriving at their yard duty location on time, and must ensure that all students are directed promptly out of the yard at the end of the break time.
17. Yard Duty staff must exercise an effective handover to the next teacher (when starting/finishing a Yard Duty Shift). This involves a verbal handover.
18. Education Support Staff are responsible for the individual students that they have been rostered to track and monitor.

Evaluation:
This policy was ratified by the School Council in April 2017
This policy will be reviewed as part of the school’s review cycle in 2020

Related Policies:
- Department of Education Duty of Care Policy