POLICY HANDBOOK

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Introduction

Creating a Culture of Curiosity

College Philosophy

At East Doncaster Secondary College we have a strong tradition of academic excellence and we aim to promote and sustain a reflective learning culture. We want students to experience a sense of achievement and growth in their academic, personal, social and emotional development. We have high expectations of our students' commitment to being mutually supportive and striving for success as learners. We are proudly multicultural with a student population from 43 nationalities including a number of International Students 68% of our students speak a language other than English at home.

A student's life at school is full of opportunities, being rich and varied with a range of co-curricular activities in music, sport, productions, debating, clubs as well as camps and international experiences for the educational and personal development of students. Our students are vibrant, energetic, and talented young people. There are many student leadership opportunities and we aim to continue to increase student access to decision-making and self-determination as learners.

We endeavour to create a "Culture of Curiosity" with goals of ensuring learning improvement for every student – every student, every period, every day.

Our school's purpose is to develop passionate learners who are critical thinkers with the confidence and capability to engage in the global community.

Care and Compassion, Curiosity, Excellence, Fairness, Resilience, Respect and Teamwork are the core values that underpin the culture of our school as we embrace the challenges of 21st Century learning.

We aim to sustain a learning culture that provides every student with a sense of achievement and of being their best in their academic, personal, social and emotional development.

Evaluation				Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
Principal:	**Name:**	John Roberts	**Signature:**		**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*				

College Vision

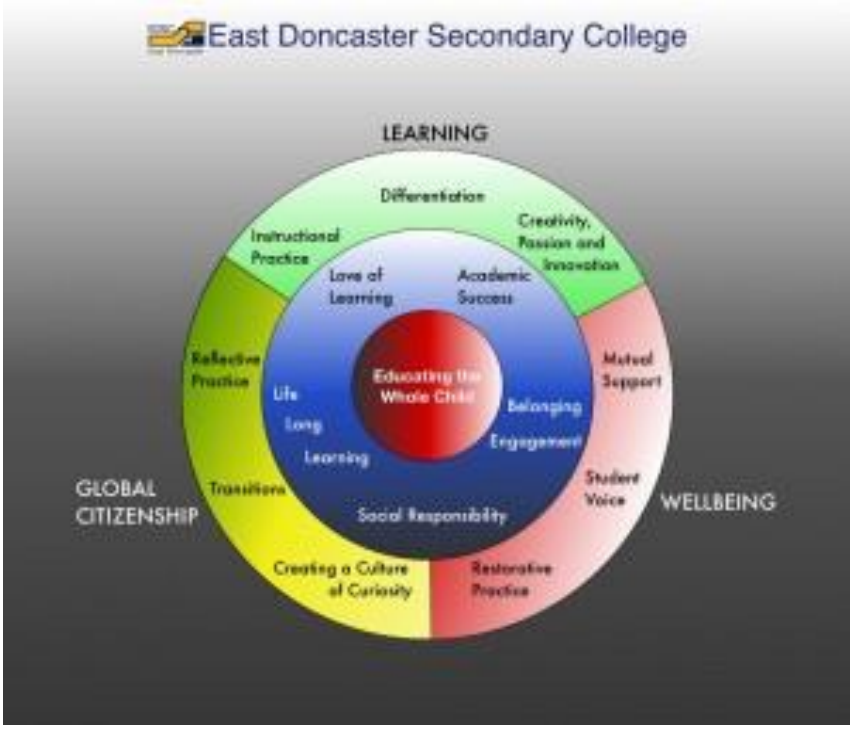
It is our intention through being explicit in the use of aspirational language as we strive to embed the concepts of reflective practice and teaching the "whole child" into every element of school life so that this philosophy permeates every classroom for every student every period of every day.

Having capacity within each classroom to adapt practices that enable each student, regardless of background, to access the learning and maximise their development requires us to commit to being a highly collaborative, improvement focused teaching force. It requires us to take collective as well as individual responsibility for student development; and also enables us equally to draw satisfaction and celebrate our collective successes as a community.

From a teaching and learning perspective we are conscious of being in a period of change as we continue to explore how best to ensure there is widespread embracing of the ever-changing challenges we encounter in our quest to be a truly excellent, global, educational community. The time for movement from a content rich to a context and concept rich curriculum is upon us. The impetus for increasing the value of diversity, creativity, innovation, passion and social responsibility in learning is a reality.

In summary there are particular directions and challenges we are prepared to embrace in our quest to sustain a school of international excellence.

They can be encapsulated under the East Doncaster Secondary College "Educating the Whole Child" model:



Evaluation				Reviewed:	August 2020
School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
Principal:	**Name:**	John Roberts	**Signature:**		**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*				

College Values

Care and Compassion, Curiosity, Excellence, Fairness, Resilience, Respect and Teamwork are the core values that underpin the culture of our school community as we embrace the challenges of 21st Century schooling.

Evaluation				Reviewed:	August 2020
School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
Principal:	**Name:**	John Roberts	**Signature:**		**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*				

1 to 1 Digital Learning Program Policy

School vision

East Doncaster Secondary College aims to develop independent and interdependent, reflective, global learners who strive to improve in learning and achieve our best. This includes developing the confidence to take risks, trusting self and others, using initiative and being able to adapt to change or to emerging needs and trends. We value learning with and from others, developing teams of enquiring people, encouraging meaningful conversations and valuing the contributions of others. At the same time we want to be outward looking, searching for greater knowledge and inviting others to support us in establishing a culture of curiosity.

The 1 to 1 Digital Learning Program will support us to continue the provision of the highest quality education to our school community. The effective use of ICT helps to engage students in their learning and assists in individualising student programs. It also assists students in making connections with what they are learning and with the world outside of the classroom. Tools and processes for effective communication, collaboration and creating collective meaning between teachers, students, parents and the school community is additionally enhanced through our 1 to 1 program. Improved access to computers will provide a platform for deeper understanding of concepts and information for all students at all times. It will give teachers consistent access to tasks that are whole world, big picture, instantly.
East Doncaster Secondary College continues its whole school 1 to 1 digital learning program. That is, one learning device for each individual student. The College supports a range of devices that support our minimum requirements, including Windows and macOS devices.

Program overview

East Doncaster Secondary College gives families the choice to purchase a device that meets our minimum specifications. This way, families have the choice to purchase a device through a reseller of their choice. The College recognises that having a single device model does not always meet the requirements or preferences of every student and their family.

The College has minimum specifications devices that must be met in order for the device to fully integrate with our IT and AV services. These requirements allow for a range of hardware and software.

Device ownership

It is important to note that the storage capacity of all devices is for required licensed software and student's work files. If there is some excess capacity other files may be held in storage. Nevertheless school software and files must remain priority and be available at all times without exception.

The College reserves the right to delete inappropriate programs or material and to disconnect the device from the College network for a period of time if it is used inappropriately.

The acceptable use of digital devices is explained in the EDSC Acceptable Use Agreement.

Device replacement schedule

When a student purchases a new device in Year 7, it is anticipated they will keep this until the end of Year 10 and purchase a new device for VCE. Devices over 4 years of age are likely to underperform, be unreliable and potentially impact student learning.

Device configuration

All devices will need to be configured to ensure they can operate on the EDSC network and, where applicable, loaded with all of the software licensed for student use.

The cost for school devices is $20.00 (including GST) and is included in the College Charges for all newly enrolled students. This fee pays for software to monitor and manage devices attached to the College network.

Optional peripherals

The school will not provide or specifically recommend any additional peripherals as part of the 1 to 1 Digital Learning Program. However, parents or students may purchase these outside of the program. Program support and warranty will not apply to peripherals.

Peripherals may include:

- Headphones
- Wireless mouse
- HDMI to VGA adapter

Use of school bags for added security

An important expectation is that all students will use their EDSC school bag, purchased through the College, to transport their digital devices to and from school. All students from Years 7-12 are expected to use EDSC school bags as a compulsory part of school uniform. Official EDSC School bags are available for purchase at a discounted price through the General Office.

Access to school lockers

All students will be provided an individual locker. Each student is required to provide their own quality lock to secure their property from the first day of attendance at school each year.

EDSC Acceptable Use Agreement and program payment

You are required to read thoroughly through the 'EDSC Acceptable Use Agreement' document. This agreement requires you and your child to agree to use the intranet, internet, digital and mobile technologies responsibly. Access to the EDSC network cannot be granted unless this Agreement has been formally accepted. The 'EDSC Acceptable Use Agreement' document has been provided in the induction pack of all new students to the college.

All students and their parents are required to complete and sign the EDSC Acceptable Use Agreement via Compass.

If you have any questions, please contact Karen Boyle at the College.

Technical support

General technical support is available for all devices from the Technical Support Team in the Technical Support office (next to room 107).

Warranty and repairs

If a digital device is faulty or damaged it should be taken to the IT Department for a technical assessment. Students will be given advice on the next step for repair and/or warranty claims. Repair and warranty claims are handled by third party companies. A Lenovo or HP device purchased through the JB Hi-Fi Solutions portal can be serviced on site by a JB Hi-Fi technician.

Insurance

Parents need to make prior insurance arrangements for the cost of repairs required if a device is dropped or broken.

The College does NOT underwrite insurance costs for damaged iPads, Lenovo ThinkPads or any other digital learning device. Whilst not compulsory, parents have full responsibility for insuring these devices or paying for any repairs required. Insurance claims will not be processed by EDSC IT Support or the General Office.

Frequently asked questions

1. Who can I contact if I have further questions?

Questions regarding the Digital Learning Program can be directed initially to the General Office on (03) 9842 2244. Your inquiry will be responded to as quickly as possible.

2. Will a student be using their digital learning device in every subject every day?

A student will not necessarily be required to use the computer at all times. The use of computers will take place alongside a range of learning activities. However the device is an essential learning tool that must be available to be utilised when required and therefore should be taken to all classes unless specifically advised.

3. Where will a student store their digital learning device when it is not in use?

Students must store and secure their device, in their protective case, in their locker during recess and lunch times. If students are unable to secure their device at these times they should report to the appropriate sub-school office. Students will need to store their devices in their lockers before Physical Education practical classes unless otherwise instructed by their class teacher.

4. Can a student add their own software to their device?

Yes, providing the software will not impact other EDSC users negatively. Alternate Anti-Virus products must be installed with caution as they often interfere with network and internet connectivity.

5. What is the process if my child exits the school?

Devices owned by EDSC must be returned prior to departure. Parent or student owned computers are the property of the family and therefore will be taken with the student, however any DET licensed software must be removed prior to departure. Families will be responsible for any finance agreements pertaining to the device.

6. Is my child expected to take their device home every day?

Yes, students are expected to take the device to and from school each day. This will enable them to fully utilise it at home and at school. It is expected that computers will be charged overnight ready for a full day's use at school. Parents are asked to ensure that the computer is used responsibly and cared for appropriately in the home environment. Devices must be transported within their protective cases inside the student's school bag to and from school.

7. Can I recharge my computer at school?

It is expected that a student's computer has a good working battery that has more than six hours charge. The device must be fully charged on arrival at school. Students must be aware that the use of the device outside class time may impact the ability to remain charged for all classes.

8. What happens if the battery goes flat?

Students are required to bring their devices to school fully charged every day.

9. Can other people use the device?

While it is a family owned device, it is required for the student's education, so it is recommended that it is not used by anybody else.

10. Can the device be taken overseas?

Parents are advised to check the insurance provisions they have selected on the device to determine what cover is provided.

11. Will the student software on their computer be private?

Students can expect their computers to be periodically inspected and monitored for inappropriate usage. Students and parents need to be aware that apps stored locally on the device or on school servers are not private.

12. What happens if my child leaves their device at home?

Students will be significantly disadvantaged as they will not be able to borrow computers from the College. It is the responsibility of the student to ensure that they bring their device every day. Continual failure will lead to intervention and consequences as decided upon by the College.

13. Does my home need Internet access?

No. Students will be able to access the information they need when they are at school. Even when not connected to the internet, notebook computers are still very useful tools for learning. Of course, if you have Internet access at home, you are welcome to connect the device to your Internet connection.

14. Do I need to buy a new device?

Year 7 students are expected to start at EDSC with a new device that should last for 4 years and be replaced when starting VCE.

Other year levels are expected to use a device comparable in age or newer.

Devices over 4 years of age are likely to underperform, be unreliable and potentially impact student learning. Older devices will be scrutinised more carefully to determine their suitability prior to enrolment.

15. Can I use one device for six years?

If parents would like their child/children to use a single device for six years, students must ensure the device is kept in good working order and the battery must be replaceable and replaced at least once in that duration. Failures due to aging hardware will be the responsibility of parent and student. Students must not be dependant on mains power to operate their computer while at EDSC.

16. Can I purchase a gaming device?

EDSC does not recommend gaming devices due to weight and battery life.

17. Can I use my device for gaming?

While we recognise that students may want to use their device for other purposes, such as gaming, this will shorten the life of the device and its battery. It is recommended that students who are frequent gamers have a dedicated device for that purpose.

1 to 1 Digital Learning Program

Summary

Program options

1. Purchase a Windows Laptop or Apple Macbook.
   It is mandatory that the device meets the EDSC requirements (Attachment B).

2. Bring a Windows Laptop or Apple Macbook.
   It is mandatory that the device meets the EDSC requirements (Attachment B).

Required accessories

1. A device bag or slipcase that protects the computer from damage caused by dropping

Choose the option that best suits your needs.

Please refer to the Digital Learning Program Timeline for key dates.

Attachment A

Provided support

1. Required Software will be available for download and Install
2. Software and Configuration support will be provided on a best effort basis.
3. Students will retain full right to the computer, allowing for the installation of additional peripherals and software.
4. Warranty claims will be managed by parent/student.
5. Hardware repair not available on-site/campus (except purchases from the JB Hi-Fi Solutions portal for Lenovo and HP).
6. Insurance claims will be managed by parent/student.

Attachment B

Parent/student selected devices

Required hardware specifications

Parent or student selected devices are required to adhere to the following guidelines:

- **Device Type:** Laptop, notebook or tablet capable of supporting Windows 10 or macOS.
- **Device Age:** A student will purchase a new device in Year 7. It is anticipated they will keep this until the end of Year 10 and purchase a new device for VCE. Devices over 4 years of age are likely to underperform, be unreliable and potentially impact student learning. If parents would like their child/children to use a single device for six years, students must ensure the device is kept in good working order and the battery must be replaceable and replaced at least once in that duration.
- **Storage:** Minimum 128GB. (Recommended: SSD/Flash Storage)

- **Screen Size:** 10.8” to 15.6” (Recommended: 11.6” – 13.3”). While permitted, 15” laptops are not recommended as they are unlikely to meet weight and battery life requirements.
- **Weight:** Under 2kg (Recommended: under 1.6kg)
- **Battery Life:** 6+ hours (During general use, not idle)
- **Input:** Physical Keyboard, attached or detachable
- **Display Ports:** HDMI
- **Other Ports:** 1x USB, 3.5mm Headphone Jack
- **Wireless Network:** Wi-Fi supporting wireless “N” or “AC” standard (Recommended: Intel Network Adaptor with “AC” support)
- **Operating System:** Microsoft Windows 10 64Bit (English Language Only) or Apple macOS 10.14 or 10.15 (English Language Only)
- **Language:** English Language Only

Devices that do not meet these requirements are not supported for use at EDSC.

Be sure to seek advice before making a purchase.

Gaming laptops are not recommended.

Windows 10 S Mode is not supported.

Recommendation for VCE creative arts subjects

1. Device Type: Laptop, notebook capable of supporting Windows 10 or macOS.
2. Processor intel i5 or equivalent
3. Memory: 8Gb minimum (Recommended : 16Gb)
4. Storage: Minimum 256GB SSD/Flash Storage (Recommended: 512Gb)
5. Screen Size : 12” to 15.6”
6. Dedicated graphics card recommended
7. Weight : Under 2kg (Recommended: under 1.6kg)
8. Battery Life : 6+ hours (During general use, not idle)
9. Input : Physical Keyboard/mouse, attached or detachable
10. Display Ports : HDMI
11. Other Ports : 1x USB, 3.5mm Headphone Jack
12. Wireless Network : Wi-Fi supporting wireless “N” or “AC” standard (Recommended: Intel Network Adaptor with “AC” support)
13. Operating System: Microsoft Windows 10 64Bit (English Language Only) or Apple macOS 10.15 or higher(English Language Only),

Mandate for VCE Information Technology (IT) subjects

1. Device Type: Laptop, notebook capable of supporting Windows 10
2. Processor intel i5 or equivalent
3. Memory 8Gb minimum (Recommended : 16Gb)
4. Storage: Minimum 256GB SSD/Flash Storage (Recommended: 512Gb)
5. Screen Size : 10.8” to 15.6” (Recommended: 11.6” – 13.3”)
6. Weight : Under 2kg (Recommended: under 1.6kg)
7. Battery Life : 6+ hours (During general use, not idle)
8. Input : Physical Keyboard/mouse, attached or detachable
9. Display Ports : HDMI

10. Other Ports : 1x USB, 3.5mm Headphone Jack
11. Wireless Network : Wi-Fi supporting wireless “N” or “AC” standard (Recommended: Intel Network Adaptor with “AC” support)
12. Operating System: Microsoft Windows 10 64Bit (English Language Only), No MacOS Supported
13. Language: English Language Only

Minimum Required Software (Available for Download)

- **Office Suite** : Microsoft Office 2016/O365 (provided by EDSC)
- **Anti-Virus** : Windows Defender (provided by EDSC)
- **Adobe :** Adobe CC 2020 (provided by EDSC)
- **Web Browser** : Google Chrome
- **PDF Reader** : Adobe Acrobat Reader DC

*Additional requirements will be determined by chosen subjects/electives and communicated by teaching staff.

Refer to the 1-1 Digital Learning Program Timeline for information on device enrolment and software installation.

Further details and program updates will be posted on Compass School Manager: https://edsc-vic.compass.education/

Warranty/Insurance Recommendations

- Additional 2-3 Years Warranty/Insurance recommended if available

1 to 1 Digital Learning Program Timeline

24 November	College charges due (Years 8-12)
8 December	College charges due (Year 7)
18,19, 20, 21 and 22 January	Year 7 and Year 10 Device Configuration. Devices must be delivered to the IT Office at EDSC between 9am and 4pm for assessment and configuration. Directions will be provided on the day for device enrolment and software installation.

Attachment C

Information Security

Purpose

To make sure that schools manage and share information appropriately and securely in order to meet information security obligations and to appropriately protect staff, students and their families.

Summary – critical information

- Information security aims to protect the confidentiality, integrity and availability of school information. This includes the consideration of privacy compliance when dealing with personal information. Refer to Privacy Policy for more information about privacy and information sharing.
- Principals must establish appropriate practices to protect critical and sensitive information. All staff should consider:
    - what information they have
    - how sensitive the information is
    - where it is stored
    - who has access to it.

Principals are to make sure that information security risks and issues are appropriately managed by seeking advice from the InfoSafe team.

Policy

The following information provides an overview of the key practices schools must implement to protect the confidentiality, integrity and availability of school information.

For more detailed information on implementing these information security practices, refer to: Information Security (InfoSafe): Guidance for Victorian Government Schools

Behaviours — Being InfoSafe

Schools must make sure that the protection of information is embedded in all aspects of school operations as outlined in this policy and accompanying Information Security Standards and guidance materials. The consequences of an information security breach can be far reaching, potentially affecting staff, students and families.

Priority Actions:

1. Ensure that priority actions from this policy are considered in appropriate local school practices and IT Committees.
2. Staff are encouraged to complete the Information Security for School Staff eLearning module (staff login required) on an annual basis.
3. Establish and maintain an InfoSafe culture by promoting this policy and through ongoing conversations.

Risks — Understanding your information risks

Schools must adopt a risk-based approach to information security by periodically assessing themselves against a set of common, published risks and associated treatment plans. This will enable school treatment plans to be prioritised and actioned based on the extent of the risk.

Priority Actions:

1. Consider the IT environment, online tools and the nature of the information at your school.
2. Consider the most common school information security and privacy risks and their relevance at your school.
3. Refer to the Pre-populated InfoSafe School Risk Document

Access — Identify the appropriate access for the information at your school

Schools must make sure that access to information is authorised for individuals based upon their role and function within the school environment. Failure to assign the right level of access to information to the right role may result in an information security or privacy breach.

Priority Actions:

1. Identify who has access to sensitive information and who has privileged accounts at your school. Refer to Privacy Policy for more information.
2. Establish a process to capture and regularly review school and Department staff, and third-party access, including parents, volunteers and contractors.
3. Establish a process to enforce need-to-know access to sensitive information (revoke access in a timely manner).

Incidents — Reporting incidents

Schools must report any potential or confirmed information security incidents as soon as possible to the IT Service Desk 1800 641 943 or email servicedesk@edumail.vic.gov.au (or via their Specialist Technician) as soon as they are identified.

Problems that are not reported immediately can grow bigger and more difficult to contain, and early detection helps to mitigate any potential harms resulting from the incident. Some cyber-security incidents may also reveal a risk (such as a virus) that other schools can then prepare against.

Priority Actions:

1. Make sure all staff know what constitutes an information security incident.
2. Reinforce the importance to all staff of reporting incidents.
3. The principal must ensure that the incident is reported and then respond to the incident as advised by the Department.

Networks — Securing ICT networks

Schools must maintain a secure ICT network by following Departmental requirements and adopting appropriate technical controls. Without these controls the school information and systems will be vulnerable to cyber-attacks.

Priority Actions:

1. IT Technicians in schools (whether engaged through the Technical Support to Schools Program or directly by the school) need to regularly review network configuration and anti-virus and patching arrangements as set out in the Tech Campus (login required, access limited to Department engaged technicians).

2. Technicians need to confirm the school's Internet Service Provider (ISP) arrangement meets the requirements of the DET standards.

Storage — Identifying and storing your information appropriately

Schools must identify their critical and sensitive information and store it in approved and trusted locations.

Priority Actions:

1. Identify and document assets holding sensitive and critical information. Refer to CASES21 Policy for all mandated DET ICT school administration systems.

2. Refer to the Pre-populated Risk Document to assist with documenting assets. For systems holding personal information, ensure you have completed a Privacy Impact Assessment.

3. Refer to the Privacy Policy for information about Privacy Impact Assessments. Review school processes to identify where data is held long-term.

Physical — Physical protection

Schools must protect information and ICT equipment by housing all ICT infrastructure (servers and network equipment) and personal computers, when not in use, in a locked and secured location with restricted access. Schools should also monitor visitor entry to the school premises and authorise entry into infrastructure and records storage locations.

Priority Actions:

1. Ensure the school follows both their local Visitors Policy and the Department's Visitors in Schools Policy.

2. Make sure that sensitive information (digital and hard copy) and ICT equipment is housed in physically secured locations. Refer also to Archives and Records Management Policy.

Awareness — Training and awareness

Schools must encourage staff to be vigilant and aware of the ongoing need to protect sensitive school information and systems. Staff should complete the Information Security for School Staff e-learning module (staff login required). Schools should act on Department information and directions about emerging cyber security threats.

Priority Actions:

1. Continue to drive the completion rate of the Information Security for School Staff eLearning module and encourage all staff to complete the module annually.

2. Ensure the induction process for new staff, including contractors and casuals, includes the Information Security for School Staff eLearning module.

3. Regularly communicate, affirm and review security obligations for staff (and target specific roles that have access to sensitive information).

Sharing — Sharing information safely

Schools must follow Department policies for sharing personal or sensitive information with other schools or anyone external to the school.

Priority Actions:

1. Identify which personal and sensitive information is regularly shared or likely to be shared (typically personal data of staff or students, but potentially other categories of information e.g. financial, commercial).

2. Refer to Requests for Information about Students and Privacy Policy. Make sure staff are aware of Department policies and local procedures for sharing information.

3. Use only approved tools to transmit sensitive data, closely manage distribution lists.

Suppliers — Externally sourced systems security

Schools and the Department must ensure the security of new systems and the suppliers who provide them.

Priority Actions:

1. Seek advice from the InfoSafe team to ensure all new systems meet Information Security and ICT security requirements.

2. For those systems holding personal information, conduct a Privacy Impact Assessment (PIA) which includes a security assessment for that system.

Resources

For a range of resources and tools to support school with implementing this Information Security — InfoSafe Policy and associated standards and guidance material, refer to: DET InfoSafe on the Departmental intranet site (staff login required).

Definitions

Information security incident

Indicators of a potential or actual information security incident are:

- emails from unexpected or unidentifiable senders
- unexpected emails from people that you do know
- requests for information from unknown sources
- Inability to access systems
- inability to access files or documents
- unusually slow systems or unexpected and strange behaviour of PCs and devices.

Personal information is recorded information or opinion about an identifiable individual. It can be almost any information linked to an individual, including name, address, sex, age, financial details,

marital status, education or employment history. De-identified information about individuals can also be personal information if it has the potential to be re-identified.

Sensitive information for the purpose of this policy and associated guidance material, sensitive information in schools includes but is not limited to the following:

- student information including name address and date of birth
- student academic records, progress reports, assignments and assessments
- student health and medication information
- student information pertaining to family circumstances including Intervention Orders and Family Court decisions
- student class photographs and individual images
- parents' names, address, phone number, email address and custody instructions
- teachers personal information
- parents' banking and credit card information and hard-copy records
- school financial information
- tendering and procurement documents
- vendor invoices, contacts and accounts payable and receivables.

Related policies

- Archives and Records Management
- Enrolment
- Privacy and Information Sharing
- Requests for Information about Students

Relevant legislation

- Privacy and Data Protection Act 2014 (Vic)
- Health Records Act 2001 (Vic)
- Victorian Data Sharing Act 2014 (Vic)
- Child Well Being and Safety Act 2005 (Vic)

Contact

InfoSafe team at email: infosafe@education.vic.gov.au

Evaluation			Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*			

Accelerated Studies Policy

Purpose

This policy outlines the process for academic extension for students who wish to accelerate their learning beyond their current year.

Introduction

A successful VCE begins with appropriate course selection. In selecting a VCE program, students should focus on their interests, demonstrated skills and career aspirations, including tertiary study requirements. In general, students are likely to achieve their best study scores in Units 3 and 4 by studying subjects for which they have background knowledge, usually through studying the subjects in Units 1 and 2.

The College provides the opportunity for suitably qualified students in Years 10 and 11 to study one VCE subject from the next year level curriculum.

Rationale

To provide the opportunity for academic extension for particularly capable students.

To enable students to maximise their Tertiary Entrance Rank (ENTER) by studying a 6th VCE Unit 3 and 4 subject as part of their Year 11 program.

Selection Criteria

Excellent Academic Results (This will include Year 8 Cycles 1-6 as well as Cycles 1-3 in Year 9):

- 80+ across Cycles 1-3 in Year 9 in the subject area where a student wishes to accelerate.
- 80+ across Cycles 1-3 in Year 9 in four other related subjects including English.
  ** Please note that other Year 8 subject data may also be referred to as part of this process.

Work Practices - Attitude, Effort and Behaviour on cycle reports will also be taken into consideration.

Attendance - a minimum of 90% attendance, excluding approved absences.

Please note that completion of this form **does not mean automatic acceptance**. Decisions will be based on the extent to which the criteria have been met, as well as the number of places available. The students and parents will be notified of the outcome of their application via email prior to Course Selection Interviews in early August.

Procedures For Selection

- The decision to enrol a student in an accelerated study at Year 10 or Year 11 will be made by a panel comprising the Assistant Principal of Teaching and Learning, the Curriculum Coordinator and the Head of Senior School using the selection criteria. They may consult with subject teachers or faculty leaders to gain a full understanding of the subject requirements or the student's aptitude for acceleration.
- Enrolment in an accelerated study will depend on availability. Students will only be offered the opportunity to undertake a subject at the next year level after students at that level have made their subject choices.
- A student in Year 10 who undertakes and accelerated VCE Unit 1&2 study must still complete a balanced course.

Evaluation				Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
Principal:	**Name:**	John Roberts	**Signature:**		**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*				

Admission Policy

Purpose of this policy

To ensure students have access to neighbourhood schools and the freedom to choose other schools subject to facility limitations.

Policy

Children of school age have the right to be admitted to their designated neighbourhood government school at the beginning of the school year (or when relevant) unless an approved alternative placement has been arranged.

Before admitting a student, schools must:

- **for students transferring from another Victorian government school**, import student information using CASES21; and provide parents with the Student Enrolment Information Form for validation of student information
- **for students who are new to the government system,** obtain a completed enrolment form**.**

For all students, schools must:

- collect relevant admission information
- provide a privacy notice to the enrolling parent explaining the use to be made of enrolment information. For sample notices see: Privacy within Department resources
- collect and record an Immunisation History Statement - primary students.

For admission, all applicants must be:

- an Australian citizen, or a student with relevant specified visas or Immicard see: International Student Program
- deemed eligible and approved for enrolment by the principal or relevant regional director.

On admission schools consider the following in determining a student's school readiness:

- entry assessment from kindergarten
- informal observations to assess development, literacy and numeracy, and academic, social and emotional needs.

Age eligibility and approval requirements

Compulsory school age

Under the Education and Training Reform Act 2006, schooling is compulsory for students aged between 6 and 17 years unless an exemption from attendance has been granted. For exemption categories and process see: Attendance

This applies to all schools including mainstream, specialist, and government English language schools or centres.

A person who is not of compulsory school age may not enrol in or attend a government school unless:

- the person falls within an exception to the age eligibility requirements set out in the age regulations; or
- the person is granted an exemption from the age regulations.

What is the difference between an exception and an exemption?

A person who falls within an exception automatically meets the age eligibility requirements to enrol in or attend a government school. If the principal is satisfied that the person meets the criteria for the exception, the principal cannot refuse to enrol the person on the basis of their age and the person will not be required to obtain an exemption from the Minister or their delegate.

A person who does not fall within an exception may be eligible to apply for an exemption. Exemptions are granted at the discretion of the Minister, or Minister's delegate (which currently include Regional Directors). There is no automatic eligibility to enrol in or attend a government school.

Principal responsibility

Principals are responsible for assessing eligibility and approving the admission of:

- individuals who are of compulsory school age, i.e. those aged between 6 and 17 years; and
- individuals who fall within an exception under the Regulations.

Individuals who fall outside of the compulsory school age may attend school only if they fall within an exception under the Regulations or are granted an exemption. There are exceptions for:

- children who are at least 5 years of age by 30 April of the year of enrolment, and are enrolling in a course of primary education; and
- certain categories of students aged 18 or over who are enrolling in or completing an accredited senior secondary course.

These decisions can be made by the principal without further approval.

Exceptions to the minimum age requirements

A child who is aged less than 5 years old at 30 April of the year of enrolment may enrol in or attend a government school for the purposes of attending:

- short-term prep transition programs in primary schools that prepare pre-schoolers for primary school
- Early Education Programs in special developmental schools (as approved by the Minister).

A child who is aged five years or over by 30 April of the year of enrolment may enrol in or attend a government school if they are enrolling in or attending a:

- course of primary education

- course approved by the Minister
- preschool program conducted on government school premises.

Exceptions to the maximum age requirements

Exceptions apply to individuals who:

- are turning 18 during the year of enrolment, if they are enrolling solely in an accredited senior secondary course, for example Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) or International Baccalaureate (IB)
- are turning 19 during the year of enrolment, if they are enrolling solely for the purpose of completing an accredited senior secondary course in that year, i.e. they are expected to successfully complete their course in the year of enrolment based on current assessment information and course plan
- are enrolling or attending an English language government school or centre, if the student is seeking to continue their enrolment in the year in which they turn 18 years of age and in the following year, solely for the purpose of completing the program
- will turn 20 years of age during the year of enrolment, and satisfy each of the following criteria:
- is enrolled at a government school situated outside the metropolitan area solely for the purpose of completing an accredited senior secondary course in that year: and
- there is no TAFE institute or other registered education or training organisation (other than another government school) within 50 kilometres of the school in which the person is seeking to enrol that is offering an accredited senior secondary education course through a distance education program that the person is eligible to enrol in

Educational programs not subject to the age requirements

The age requirements set out in the Regulations do not apply to individuals who will attend programs conducted at a government school:

- outside school hours
- by Registered Training Organisations or other bodies that are separate from the school.

Exemptions from the age requirements

The Minister or (if the Minister has delegated power) a Regional Director may grant an individual an exemption from the minimum and maximum age regulations in limited circumstances.

An individual is eligible to apply for an exemption if they meet the criteria set out below. Eligibility does not guarantee that an exemption will be granted.

Exemptions from the minimum and maximum age requirements are the exception rather than the norm. This should be taken into account when considering enrolment decisions, such as beginning school, transitioning from primary to secondary school and planning for completing school or moving to other available settings.

Schools may not always be the most appropriate place for some children or young people. There are a range of age appropriate settings available for children and young people, whether they may be early childhood services and settings or adult education options.

It is important that when considering applications for exemption from the age requirements a balance needs to be struck between the best interests of the child or young person and that of other students.

This balance must be found for individual cases and circumstances, while also ensuring that the exemption process is consistently and fairly applied.

The following arrangements apply to enrolments that can be assessed and endorsed by principals but require relevant regional director approval.

Early age entry

Where a student is younger than 5 years of age on 30 April in the year of enrolment and does not meet one of the exceptions listed above, an exemption from the minimum age requirements is required.

Early age entry or exemption from the minimum age requirements must be:

- requested in writing to the school by their parent/carers
- considered by the principal, who must make a written recommendation for consideration by the regional director
- forwarded to the relevant regional director, with all supporting documentation attached, via email
- assessed by the regional director, who must consider eligibility, the principal's recommendation and all other relevant circumstances, and make a decision regarding the application
- approved or not approved in writing by the relevant regional director. The regional office should notify both the parent and school of the decision in a timely manner.

To be eligible for an exemption from the minimum age requirements a child must meet both of the following criteria:

- the child possesses suitable academic ability; and
- it is in the child's best interests to be enrolled at or attend a government school.

Applications that do not address the requirements for **both** criteria will not be eligible for approval.

To understand how the Department applies the eligibility criteria for an exemption from minimum age requirements, the following guidance is provided.

Suitable academic ability

The Department's preferred evidence of suitable academic ability is:

- a report from a psychologist confirming that the child has been assessed as ≥ 130 Full Scale IQ (2 standard deviations, or more above the mean), preferably using the Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition, Australian and New Zealand (WPPS-IV A&NZ), including the 10 sub-tests required to calculate the Full Scale score and Primary Index Scales, conducted after the child has attained the age of 4 years; or:
- where a child is transferring from a school in another state or country after more than one term of enrolment and attendance, evidence from that school confirming that the child has suitable academic ability to attend school.

Where a child does not fall into one of the above categories, the Department may also consider other evidence of suitable academic ability that:

- is provided by an authoritative independent source(s) – for example, a child psychologist registered with the Psychology Board of Australia, with experience in educational and developmental psychology; and
- clearly demonstrates that the child has suitable academic ability to attend school.

It is the responsibility of the parent/carer to obtain all relevant cognitive assessment/s and/or other reports and evidence to support their child's application.

Applications based solely on parental observations will not be accepted.

Best interests

Early entry to school is generally not considered to be in the best interests of a child unless the child is:

- at least 4 years 6 months of age on or before 30 April in the year of school commencement; and
- considered at risk of long term educational disadvantage by a childcare, kindergarten, allied health or other relevant professional if they do not commence at school.

To apply for a minimum age exemption for early entry to school, use the: Minimum Age Exemption - Early Entry to School Application (docx - 51.45kb) form.

Maximum age exemption

A student aged over 18 years of age at any time during the year of enrolment who does not meet one of the exceptions listed above may only enrol in or attend a government school if they are granted an exemption from the age requirements.

Exemption from the maximum age requirements must be:

- requested in writing to the school by the young person or their parent/carer
- considered by the principal, who must make a written recommendation for consideration by the regional director
- forwarded to the relevant regional director, with all supporting documentation attached, via email
- assessed by the regional director, who must consider eligibility, the principal's recommendation and all other relevant circumstances, and make a decision regarding the application
- approved or not approved in writing by the relevant regional director. The regional office should notify both the parent and school of the decision in a timely manner.

A student is eligible for an exemption from the maximum age requirements if they meet one or more of the following criteria:

- the person will be under 20 years of age on 31 December in the year the person completes year 10 and is unable to complete year 10 before they turn 18 and one or more of the following special circumstances exist for that person:
- pregnancy;
- parental or primary carer responsibilities;
- serious illness or injury;
- a period of imprisonment.
- the person is aged between 18 and 21 and the Minister is satisfied of one or more of the following:
- the exemption will enable the person to participate in a specific course or program approved by the Minister
- the exemption will enable the person to transfer from an English language government school or centre into year 10 at a government school
- it would be unreasonable in the circumstances not to grant the exemption

- the person is seeking to enrol in an English language government school or centre, and the Minister considers it in the person's best interest to be enrolled at or to attend that educational setting.

To apply for a maximum age exemption use the Maximum Age Exemption Application form.

It is Department policy that an exemption from the maximum age requirements will generally not be granted unless the person:

- has previously been enrolled in and attended the school in the last 12 months
- is expected to complete school in the exemption period based on their current or proposed course information and assessment; or
- has a clear transition plan that has been agreed to by the young person and/or their parent/carer; and
- poses no or minimal risks to other students through their attendance at the school;
- has no other age-appropriate setting or option available for an equivalent course of study i.e. no other age appropriate setting within 50 kilometres of the student's home and online study is inappropriate.

When considering an application for exemption from the age requirements and gathering the supporting documentation, Principals should consider the following:

- **best interests -** includes the child or young person's academic, social and emotional needs, aspirations and abilities
- **age-appropriate settings or options -** taking into consideration the student's aspirations, abilities and needs, such as relevant adult education settings
- **online study -** may be inappropriate if the student does not have reliable access to the required technologies to undertake the course, will not meet the prerequisite requirements for enrolment, and/or does not possess the required English language proficiency

Please note:

- **accredited senior secondary course -** includes Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) or International Baccalaureate (IB)
- **complete school -** means that if the student successfully completes the requirements of their current enrolment/course plan/units in which they are enrolled, they will have successfully completed the requirements of the accredited senior secondary course in which they are enrolled, and they are expected to do so in the year of enrolment.

Information required for enrolment

Enrolment forms are available on CASES21 and must be completed for students enrolling in a Victorian government school for the first time. Enrolment forms must include:

- date of birth (note: evidence of date of birth can be official, such as a birth certificate or where this is not able to be produced, unofficial, such as a doctor's note attesting to a child's age).
- names and addresses of the student and enrolling parent or carer
- details of medical and other conditions that may require special consideration
- emergency telephone numbers, including a nominated doctor
- an Immunisation History Statement from the Australian Immunisation Register
- the name of the previous school and the student's current year level, where students transfer from another school. Note: For students transferring from another Victorian government school, data can be imported using CASES21 (mandatory from July 2017) see Transfers .

The table below outlines further information required for admission.

Further Requirements	Description
Consent	**The signature of:** • student, if they are over 15 and living independently • parent as defined in the Family Law Act 1975 Note: In the absence of a current court order, each parent of a child who is not 18 has equal parental responsibility. • both parents for parents who are separated, or a copy of the court order with any impact on the relationship between the family and the school • an informal carer, with a statutory declaration. Carers: - may be a relative or other carer - have day-to-day care of the student with the student regularly living with them - may provide any other consent required e.g. excursions. **Notes for informal carer:** • statutory declarations apply for 12 months • the wishes of a parent prevail in the event of a dispute between a parent legally responsible for a student and an informal carer. Note: Secondary students may complete parts of the form and co-sign. **Where consent is disputed** When (parent) consent is disputed principals and staff should: • avoid becoming involved • avoid favouring one parent • act in accordance at all times with the best interests of the student and the school community • act sensitively and realise that a resolution, satisfactory to both parents, may not be possible. For more information on enrolment where there is disputed parental consent, see**:** Decision Making Responsibilities for Students
Student identification and name	For applicants who are: • Australian-born, a birth certificate or equivalent • non-Australian-born, a passport or travel document such as a visa or Immicard.
Immunisation History Statements	Schools are required to:

Further Requirements	Description
- primary students	• request that parents provide them with an Immunisation History Statement for their child from the Australian Immunisation Register • take a copy of all Immunisation History Statements and record information on the immunisation status of each enrolled child. Parents or carers must provide an Immunisation History Statement for their child from the Australian Immunisation Register to the school regardless of whether the child is or is not immunised. Note: Homeopathic immunisation is not a recognised form of immunisation, and therefore cannot be listed on an immunisation status certificate. Prospective students will not be prevented from enrolling in primary school if they have not been immunised. Collecting Immunisation History Statements will assist health authorities in protecting students in the event of a vaccine-preventable disease occurrence at the school. An unvaccinated student may be excluded from school for a period of time. Parents or carers of secondary student applicants are not required to provide an immunisation status certificate.

Incomplete student information

This table outlines the principal's options when student information is incomplete.

The principal may	provided that the principal
defer admission of a student for up to 5 days	• requests that the parent or carer provide the missing information • advises the parent or carer they are legally responsible for ensuring a child of school age attends school.
conditionally enrol the student: • if the information is not provided after 5 days and	• records the conditions; and • advises the parents or carers in writing that the enrolment is conditional upon providing the missing information and

The principal may	provided that the principal
• further delay in enrolling the student is likely to affect the student's education and wellbeing.	will only be formally completed when these conditions are met.

Related legislation

- Education and Training Reform Act 2006
- Education and Training Reform Regulations 2017
- Family Law Act 1975
- Public Health and Wellbeing Act 2008
- Public Health and Wellbeing Regulations 2009

For further information regarding enrolment in to East Doncaster Secondary College please visit the College website.

Evaluation				Reviewed: August 2020
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*			

Anaphylaxis Policy

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 parents are important in ensuring that certain foods or items are kept away from the student while at school.

Adrenaline given through an Epi-Pen® autoinjector to the muscle of the outer mid thigh is the most effective first aid treatment for anaphylaxis.

PURPOSE

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 the student's schooling.

To raise awareness about anaphylaxis and the school's Anaphylaxis Management Policy in the school community

To engage with parents/carers of students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for the student.

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.

SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who have been diagnosed with anaphylaxis, or who may require emergency treatment for an anaphylactic reaction, and their parents and carers.

POLICY

School Statement

East Doncaster Secondary College will fully comply with Ministerial Order 706 and the associated guidelines published by the Department of Education and Training.

Anaphylaxis

Anaphylaxis is a severe allergic reaction that occurs after exposure to an allergen. The most common allergens for school-aged children are nuts, eggs, cow's milk, fish, shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

Symptoms

Signs and symptoms of a mild to moderate allergic reaction can include:

- swelling of the lips, face and eyes
- hives or welts
- tingling in the mouth.

Signs and symptoms of anaphylaxis, a severe allergic reaction, can include:

- difficult/noisy breathing
- swelling of tongue
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- persistent dizziness or collapse
- student appears pale or floppy
- abdominal pain and/or vomiting.

Symptoms usually develop within ten minutes and up to two hours after exposure to an allergen, but can appear within a few minutes.

Treatment

Adrenaline given as an injection into the muscle of the outer mid-thigh is the first aid treatment for anaphylaxis.

Individuals diagnosed as being at risk of anaphylaxis are prescribed an adrenaline autoinjector for use in an emergency. These adrenaline autoinjectors are designed so that anyone can use them in an emergency.

Individual Anaphylaxis Management Plans

All students at East Doncaster Secondary College who are diagnosed by a medical practitioner as being at risk of suffering from an anaphylactic reaction must have an Individual Anaphylaxis Management

Plan. When notified of an anaphylaxis diagnosis, the principal of East Doncaster Secondary College is responsible for developing a plan in consultation with the student's parents/carers.

Where necessary, an Individual Anaphylaxis Management Plan will be in place as soon as practicable after a student enrols at East Doncaster Secondary College and where possible, before the student's first day.

Parents and carers must:

- On an annual basis obtain an ASCIA Action Plan for Anaphylaxis from the student's medical practitioner and provide a copy to the school as soon as practicable. It is essential that parents/guardians ensure that students have an in date Epi-Pen and current Individual Anaphylaxis Action Plan in order for their child to attend school.
- immediately inform the school in writing if there is a relevant change in the student's medical condition and obtain an updated ASCIA Action Plan for Anaphylaxis
- provide an up-to-date photo of the student for the ASCIA Action Plan for Anaphylaxis when that Plan is provided to the school and each time it is reviewed
- provide the school with a current adrenaline autoinjector for the student that has not expired;
- participate in annual reviews of the student's Plan.

Each student's Individual Anaphylaxis Management Plan must include:

- information about the student's medical condition that relates to allergies and the potential for anaphylactic reaction, including the type of allergies the student has
- information about the signs or symptoms the student might exhibit in the event of an allergic reaction based on a written diagnosis from a medical practitioner
- strategies to minimise the risk of exposure to known allergens while the student is under the care or supervision of school staff, including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the school
- the name of the person(s) responsible for implementing the risk minimisation strategies, which have been identified in the Plan
- information about where the student's medication will be stored
- the student's emergency contact details
- an up-to-date ASCIA Action Plan for Anaphylaxis completed by the student's medical practitioner.

Review and updates to Individual Anaphylaxis Management Plans

A student's Individual Anaphylaxis Management Plan will be reviewed and updated on an annual basis in consultation with the student's parents/carers. The plan will also be reviewed and, where necessary, updated in the following circumstances:

- as soon as practicable after the student has an anaphylactic reaction at school
- if the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes
- when the student is participating in an off-site activity, including camps and excursions, or at special events including fetes and concerts.

Our school may also consider updating a student's Individual Anaphylaxis Management Plan if there is an identified and significant increase in the student's potential risk of exposure to allergens at school.

Location of plans and adrenaline autoinjectors

Depending on the age of the students in your school community who are at risk of anaphylaxis, the severity of their allergies and the content of their plan, some students may keep their adrenaline

autoinjector on their person, rather than in a designated location. Copies of Action Plans are kept in the Health Centre, with the individual Epi-Pens, in Food Technology and in the Stadium.

A copy of each student's Individual Anaphylaxis Management Plan will be stored with their ASCIA Action Plan for Anaphylaxis at Health Centre, together with the student's adrenaline autoinjector. Adrenaline autoinjectors must be labelled with the student's name.

A copy of each student's Individual Anaphylaxis Management Plan will be stored with their ASCIA Action Plan for Anaphylaxis at Health Centre. Students are encouraged to keep their 2nd adrenaline autoinjectors on their person. Adrenaline autoinjectors for general use are available at Health Centre, 3 Bum Bags for Excursions, Sport etc, 1x Stadium, 1x PAC, 1x The John Landy Centre, 2x Food Technology area and are labelled "general use".

Risk Minimisation Strategies

GENERAL POLICY ISSUES

Part-Time Educators, casual relief teachers

These educators will be notified of the identities of students at risk of anaphylaxis and will be aware of the anaphylaxis management plan at the school. If casual staff have not received training in anaphylaxis management and emergency treatment, this will be considered when a teacher is chosen for a class with a student at risk of anaphylaxis and if this teacher is on playground/yard duty. Suggestions to minimise the risk:

- Casual staff, who work at school regularly, will be included in anaphylaxis training sessions.
- EDSC has interim educational tools such as adrenaline autoinjector training devices and access to 'how to administer' videos available to all staff.
- All casual staff will be required to complete the ASCIA eLearning module and Epi-pen verification course and attend two Anaphylaxis briefings a year.

Fundraising events/special events/cultural days

- Students at risk of Anaphylaxis should be encouraged to supply their own food and avoid unlabelled or shared food.
- Other students should be discouraged from bringing 'unsafe' food.

INSECT ALLERGY

Bees, wasps, stinging ants

- Have honey bee and wasp nests removed by a professional;
- Cover garbage receptacles that may attract stinging insects.
- When purchasing plants for an existing or new garden, consider those less likely to attract bees and wasps.
- Specify play areas that are lower risk and encourage the student and their peers to play in these areas (e.g. away from garden beds or garbage storage areas).
- Ensure students wear appropriate clothing and covered shoes when outdoors.
- Be aware of bees in pools, around water and in grassed or garden areas.
- Educate students to avoid drinking from open drink containers, particularly those containing sweet drinks that may attract stinging insects.
- Students with food and insect allergy should not be asked to pick up litter by hand. Where possible, these types of duties should not put them at increased risk of an allergic reaction.

Ticks

Strategies to reduce the risk of tick exposure have been recently published. When walking or working in areas where ticks are endemic:

- Wear long sleeved shirts and long pants.
- Tuck pants into long socks and wear a wide brimmed hat.

- Wear light coloured clothing, which makes it easier to see ticks.
- Use insect repellent to skin and clothing when walking in areas where ticks are found
- Brush clothes to remove ticks before coming inside.
- Undress and check for ticks daily, checking carefully on the neck and scalp.

Anaphylaxis to tick bites usually occurs when the tick is disturbed, such as with scratching the bite, with attempts at deliberate removal or after application of irritant chemicals such as kerosene. If a tick bite is suspected, **the tick should not be removed**, but rather killed by use of an ether-containing spray to freeze dry the tick to prevent it from injecting more allergen-containing saliva.

Further information is available from: www.allergy.org.au/patients/insect-allergybites-and-stings/tick-allergy and www.tiara.org.au

LATEX ALLERGY

Latex allergy is relatively rare in children, but where such individuals are identified non-latex gloves (e.g. sick bay, first aid kits, canteens, kitchens) should be made available.

- Consideration may also need to be made for non-latex swimming caps. (e.g. interschool sports carnivals).
- Non-latex balloons should also be considered when there is a student enrolled with latex allergy.

MEDICATION ALLERGY

- Severe allergic reactions to medications are relatively rare in young children outside of the hospital setting. Nonetheless, documentation regarding known or suspected medication allergy should be recorded by the school on enrolment.
- Any medication administered in the school setting should be undertaken in accordance with school and education services department guidelines and with the written permission of parents or guardians.
- Students in secondary school need to be reminded that they should not share medications (e.g. for period pain or headaches).

FOOD ALLERGY

Food rewards

- Food rewards should be discouraged and non-food rewards encouraged.
- If food rewards are being used, parents or guardians should be given the opportunity to provide a clearly labelled 'treat box' for their student.

Class parties or birthday celebrations

- Discuss these activities with the student with allergy well in advance.
- A student at risk of anaphylaxis should not share food brought in by other students. Ideally they should bring their own food.
- A student can participate in spontaneous birthday celebrations by parents supplying 'treat box' or safe food supplied in a sealed container.

Cooking/food technology

- Engage parents or guardians in discussions prior to cooking sessions and activities using food.
    - Remind all students to not share food they have cooked with others at school including during morning tea and lunch breaks.

Science experiments

- Engage parents in discussion prior to experiments containing foods.

Music

- There should be no sharing of wind instruments (e.g. recorders).
- Teacher should discuss with the parent or guardian about providing the child's own instrument where appropriate.

Art and craft classes

- Ensure containers used by students at risk of anaphylaxis do not contain allergens (e.g. egg white or yolk on an egg carton).
- Activities such as face painting or mask making (when moulded on the face of the child), should be discussed with students prior to the event, as products used may contain food allergens such as peanut, tree nut, milk or egg.

Class rotations

- All teachers will need to consider students at risk of anaphylaxis when planning rotational activities for year level, even if they do not currently have a student enrolled who is at risk, in their class.

Canteen and Food Tech

Strategies to reduce the risk of an allergic reaction can include:

- Consideration of whether the canteen offers foods containing nuts (as a listed
- ingredient).
- Staff (including volunteer helpers) educated on food handling procedures and risk of cross contamination of foods.
- Restriction on who serves children with food allergy when they go to the canteen. Canteen staff at EDSC have undergone the ASCIA eLearning module and Epi-pen verification course.
- Photos of the students at risk of anaphylaxis are placed in the canteen and food tech kitchen.
- Students is to carry their own second Epi-Pen to food technology classes.
- Encourage parents or guardians of students with allergy to enquire about products available.

In the playground

Litter duty

- Non rubbish collecting duties are encouraged.
- Students at risk of insect sting anaphylaxis should be excused from this duty due to increased risk of allergen contact.
- Students at risk of food allergy anaphylaxis are exempt from rubbish pick up duties to avoid skin contact with potential allergens.

Sunscreen

- Parents of children at risk of anaphylaxis should be informed that sunscreen is offered to children. They may want to provide their own as some sunscreens may contain nut oils.

School Gardens

- Avoid the cultivation of nut bearing crops and trees
- As school gardens are considered part of the educational program, peanuts and tree nuts should be excluded from future garden plantings in future.

Class pets, pet visitors, school farmyard

- Be aware that some animal feed contains food allergens (e.g. nuts in birdseed and cow feed, milk and egg in dog food, fish in fish food).
- Have a strategy to reduce risk of the students with egg allergy coming into contact with raw egg if there are chickens in the farmyard that enables them to still participate.

Incursions (onsite activities)

- Prior discussion with parents/students if incursions/on-site activities include any food activities.

Excursions

- Teachers organising/attending excursions or sporting events should plan an emergency response procedure prior to the event. This should outline the roles and responsibilities of teachers attending, if an anaphylaxis occurs.

Staff will also:

- Carry mobile phones. Prior to event, check that mobile phone reception is available and if not, consider other forms of emergency communication (e.g. walkie talkie, satellite phone).
- Consider increased supervision depending on the size of the excursion/sporting event (e.g. if students are split into groups at large venue such as a zoo or at large sports venue for a sports carnival).
- Discourage eating on buses.
- Check if excursion includes a food related activity, if so discuss with the parent or guardian.
- Ensure that all staff are aware of the location of the emergency medical kit containing the adrenaline autoinjector and ASCIA Action Plan for Anaphylaxis and ensure the child at risk of anaphylaxis is in the care of the person carrying the adrenaline autoinjector.
- Check that all students at risk of Anaphylaxis are carrying their own adrenaline autoinjector (as agreed in the policy)

School camps

Parents of students at risk of anaphylaxis should have a face to face meeting with school staff/camp coordinator prior to the camp to discuss the following:

- School's emergency response procedures should clearly outline roles and responsibilities of the teachers in policing prevention strategies and their roles and responsibilities in the event of an anaphylactic reaction.
- All teachers will be fully trained in the Emergency Management of an Anaphylaxis episode and will:
    - demonstrate correct administration of adrenaline autoinjectors using training devices (Epi-Pen® and Anapen®) prior to camp.
- Consider contacting local emergency services and hospital prior to camp and advise that x number of students are in attendance at x location on x date including students at risk of anaphylaxis. Ascertain location of closest hospital, ability of ambulance to get to camp site area (e.g. consider locked gates in remote areas).
- Confirm mobile phone network coverage for standard mobile phones prior to camp. If no access to mobile phone network, alternative needs to be discussed and arranged.
- Parents or guardians should be encouraged to provide two adrenaline autoinjectors along with the ASCIA Action Plan for Anaphylaxis and any other required medications whilst the student is on the camp. The second adrenaline autoinjector should be returned to the parents/guardian on returning from camp.
- Clear advice should be communicated to all parents or guardians prior to camp regarding what foods are not allowed.
- Parents or guardians of students at risk of anaphylaxis and school staff need to communicate about food for the duration of the camp.
- Parents or guardians should also communicate directly with the catering staff and discuss food options/menu, food brands, cross contamination risks to determine the safest food choices for their student.
- Parents or guardians may prefer to provide all student's food for the duration of the camp. This is the safest option. If this is the case, storage and heating of food needs to be organised.

- Discussions by school staff and parents or guardians with the operators of the camp facility should be undertaken well in advance of camp. Example of topics that need to be discussed would be:
    - Possibility of removal of nuts from menu for the duration of the camp (if nut allergic student attending camp).
    - Creation of strategies to help reduce the risk of an allergic reaction where the allergen cannot be removed (e.g. egg, milk, wheat). A decision may be made to remove pavlova as an option for dessert if an egg allergic child is attending for example.
- Awareness of cross contamination of allergens in general (e.g. during storage, preparation and serving of food).
- Discussion of the menu for the duration of the camp including morning and afternoon teas and suppers.
- Games and activities should not involve the use of peanut or tree nut products or any other known allergens.
- Camp organisers need to consider domestic activities that they assign to students on camp. It is safer to have the child with food allergy set tables, for example, rather than clear plates and clean up

ANIMAL ALLERGY

- Exposure to animals such as domestic dogs, cats, rabbits, rats, mice, guinea pigs and horses may trigger contact rashes, allergic rhinitis (hay fever) and sometimes asthma.
- Severe allergic reactions are rare but may occur, and are of potential relevance with activities such as “show and tell”, or visits to farms or zoos. Importantly, animal feed may sometimes contain food allergens (e.g. nuts in birdseed and cow feed, milk and egg in dog food, fish in fish food).
- If a student has an egg allergy, they may still wish to participate in activities such as hatching chickens in class, with close supervision and washing of their hands following handling of chickens

Adrenaline autoinjectors for general use

East Doncaster will maintain a supply of adrenaline autoinjector(s) for general use, as a back-up to those provided by parents and carers for specific students, and also for students who may suffer from a first time reaction at school.

Adrenaline autoinjectors for general use will be stored at Health Centre, 3x Bum Bags for Excursions, sport etc, 1x Stadium, 1x Performing Arts Centre, 1x The John Landy Centre and 2x Food Technology Area and labelled “general use”.

The principal is responsible for arranging the purchase of adrenaline autoinjectors for general use, and will consider:

- the number of students enrolled at Example School at risk of anaphylaxis
- the accessibility of adrenaline autoinjectors supplied by parents
- the availability of a sufficient supply of autoinjectors for general use in different locations at the school, as well as at camps, excursions and events
- the limited life span of adrenaline autoinjectors, and the need for general use adrenaline autoinjectors to be replaced when used or prior to expiry.

Emergency Response

In the event of an anaphylactic reaction, the emergency response procedures in this policy must be followed, together with the school’s general first aid procedures, emergency response procedures and the student’s Individual Anaphylaxis Management Plan.

A complete and up-to-date list of students identified as being at risk of anaphylaxis is maintained by Sick Bay Attendant and stored at Health Centre. For camps, excursions and special events, a designated staff member will be responsible for maintaining a list of students at risk of anaphylaxis attending the special event, together with their Individual Anaphylaxis Management Plans and adrenaline autoinjectors, where appropriate.

If a student experiences an anaphylactic reaction at school or during a school activity, school staff must:

Step	Action
1.	• Lay the person flat • Do not allow them to stand or walk • If breathing is difficult, allow them to sit • Be calm and reassuring • Do not leave them alone • Seek assistance from another staff member or reliable student to locate the student's adrenaline autoinjector or the school's general use autoinjector, and the student's Individual Anaphylaxis Management Plan, stored at Health Centre. • If the student's plan is not immediately available, or they appear to be experiencing a first time reaction, follow steps 2 to 5
2.	Administer an Epi-Pen or Epi-Pen Jr (if the student is under 20kg) • Remove from plastic container • Form a fist around the Epi-Pen and pull off the blue safety release (cap) • Place orange end against the student's outer mid-thigh (with or without clothing) • Push down hard until a click is heard or felt and hold in place for 3 seconds • Remove Epi-Pen • Note the time the Epi-Pen is administered • Retain the used Epi-Pen to be handed to ambulance paramedics along with the time of administration
3.	Call an ambulance (000)
4.	If there is no improvement or severe symptoms progress (as described in the ASCIA Action Plan for Anaphylaxis), further adrenaline doses may be administered every five minutes, if other adrenaline autoinjectors are available.
5.	Contact the student's emergency contacts.

If a student appears to be having a severe allergic reaction, but has not been previously diagnosed with an allergy or being at risk of anaphylaxis, school staff should follow steps 2 – 5 as above.

Note: If in doubt, it is better to use an adrenaline autoinjector than not use it, even if in hindsight the reaction is not anaphylaxis. Under-treatment of anaphylaxis is more harmful and potentially life threatening than over-treatment of a mild to moderate allergic reaction.

STEPS TO BE TAKEN IN CASE OF AN ANAPHYLACTIC EMERGENCY

IN A CLASSROOM

- Stay with the student and reassure them, do not move them.
- Identify the Anaphylactic student and give clear instructions to two responsible students or nearest staff member, the one is to run to the Health Centre to alert the Nurse or to get the students Epi-Pen, the other is to go to the main office to get help.
- Once the Epi-Pen is at the scene, a member of staff or the student them self must check the expiry date, clarity of the liquid and administer the adrenalin, noting the time of administration.

- Dial 000, a person who has received an Epi-Pen injection must go to hospital for further observation. It will be the responsibility of the person who called the ambulance to organise for it to be met at the most convenient entrance and directed to the student.
- Notify parents/guardians
- When possible report the incident to the Nurse or Assistant Principal for documentation and DET emergency management notification

IN THE SCHOOL YARD

- Stay with the student and reassure them, do not move them
- Identify the Anaphylactic student and give clear instructions to two responsible students or nearest staff member, the one is to run to the Health Centre to alert the Nurse or to get the students Epi-Pen, the other is to go to the main office to get help
- Once the Epi-Pen is at the scene, a member of staff or the student them self must check the expiry date, clarity of the liquid and administer the adrenalin, noting the time of administration.
- Dial 000, a person who has received an Epi-Pen injection must go to hospital for further observation. It will be the responsibility of the person who called the ambulance to organise for it to be met at the most convenient entrance and directed to the student.
- Notify parents/guardians
- When possible report the incident to the Nurse or Assistant Principal for documentation and DET emergency management notification

SCHOOL EXCURSIONS

- The staff member organising the excursion will ensure that the students Epi-Pen and Action plan are collected from the Health Centre before leaving the school and that an Anaphylaxis trained staff member accompanies the student
- The student is to carry their own second Epi-pen with them at all times
- Stay with the student and reassure them, do not move them
- A staff member or the student them self must check the expiry date, clarity of the liquid and administer the Epi-Pen, noting the time of administration
- Dial 000, a person who has received an Epi-Pen injection must go to hospital for further observation. It will be the responsibility of the person who called the ambulance to organise for it to be met at the most convenient entrance and directed to the student.
- Notify parents/guardians
- When possible report the incident to the Nurse or Assistant Principal for documentation and DET emergency management notification

SCHOOL CAMPS

- The staff member organising the camp will ensure that the students Epi-Pen and Action plan are collected from the Health Centre before leaving the school and that an Anaphylaxis trained staff member accompanies the students
- The student is to carry their own second Epi-pen with them at all times
- Stay with the student and reassure them, do not move them
- A staff member or the student them self must check the expiry date, clarity of the liquid and administer the Epi-Pen, noting the time of administration.
- Dial 000, a person who has received an Epi-Pen injection must go to hospital for further observation. It will be the responsibility of the person who called the ambulance to organise for it to be met at the most convenient entrance and directed to the student.
- Notify parents/guardians
- When possible report the incident to the Nurse or Assistant Principal for documentation and DET emergency management notification

SPECIAL EVENT DAYS

- A nominated First Aid/Anaphylaxis trained staff member will ensure that the students Epi-Pen and Action plan are collected from the Health Centre before leaving the school and will accompany the student to the event.
- The student is to carry their own second Epi-pen with them at all times
- Stay with the student and reassure them, do not move them
- A staff member or the student them self must check the expiry date, clarity of the liquid and administer the Epi-Pen, noting the time of administration.
- Dial 000, a person who has received an Epi-Pen injection must go to hospital for further observation. It will be the responsibility of the person who called the ambulance to organise for it to be met at the most convenient entrance and directed to the student.
- Notify parents/guardians
- When possible report the incident to the Nurse or Assistant Principal for documentation and DET emergency management notification

FOOD TECHNOLOGY CLASSES

Students at risk of Anaphylaxis are to bring their own second Epi-Pen to every class. Students who fail to bring their epi-pen to their food technology classes will be unable to participate.

Communication Plan

This policy will be available on East Doncaster Secondary College's website so that parents and other members of the school community can easily access information about East Doncaster Secondary College's anaphylaxis management procedures. The parents and carers of students who are enrolled at East Doncaster Secondary College and are identified as being at risk of anaphylaxis will also be provided with a copy of this policy.

Anaphylaxis communication plan

Communication between the school, parents, students, staff, casual and volunteer staff will take place in the following ways:

School/staff

Relevant staff will be trained by an accredited Anaphylaxis training organisation every three years or the online module and practical Epi-pen verification completed every two years. A person qualified to do so, will do two briefings a year. In this briefing, photos of the Anaphylaxis students will be highlighted and staff will be reminded of the policy and emergency procedures in the event of a student having an anaphylactic reaction.

Casual relief and volunteer staff

These staff members will be briefed by the Daily Organiser or Assistant Principal and will be given a copy of the policy, emergency procedure and photos of all the students with Anaphylaxis. They are also expected to have up to date training in Anaphylaxis management.

Parents and Students

In consultation with parents and students, an Anaphylaxis Action plan, Anaphylaxis Management plan and an in-date Epi-Pen are supplied to the school. These are reviewed and updated annually. If a student is leaving the school grounds for Camps, excursions or sports events, they will be required to carry their second Epi-pen with them at all times.

It is essential that parents/guardians ensure that students have an in date Epi-Pen and current Individual Anaphylaxis Management Plan in order for their child to attend school.

Please note - students with anaphylaxis MUST bring their second Epi-Pen with them to all excursions, sporting competitions, camps or experiences that are held off the College grounds AND have an up to date Anaphylaxis management and action plan. Teachers in charge will take the College Epi-Pen, management and action plan and a general use Epi-Pen. Students who fail to bring their Epi-Pen will not be able to attend events held outside of the school.

The principal is responsible for ensuring that all relevant staff, including casual relief staff, canteen staff and volunteers are aware of this policy and East Doncaster Secondary College's procedures for anaphylaxis management. Casual relief staff and volunteers who are responsible for the care and/or supervision of students who are identified as being at risk of anaphylaxis will also receive a verbal briefing on this policy, their role in responding to an anaphylactic reaction and where required, the identity of students at risk.

The principal is also responsible for ensuring relevant staff are trained and briefed in anaphylaxis management, consistent with the Department's *Anaphylaxis Guidelines.*

Staff training

The principal will ensure that the following school staff are appropriately trained in anaphylaxis management:

- School staff who conduct classes attended by students who are at risk of anaphylaxis
- All Staff, Teaching and Non Teaching are required to undertake training must have completed:
    - an approved face-to-face anaphylaxis management training course in the last three years, or
    - an approved online anaphylaxis management training course in the last two years.

Staff are also required to attend a briefing on anaphylaxis management and this policy at least twice per year (with the first briefing to be held at the beginning of the school year), facilitated by a staff member who has successfully completed an anaphylaxis management course within the last 2 years.

Each briefing will address:

- this policy
- the causes, symptoms and treatment of anaphylaxis
- the identities of students with a medical condition that relates to allergies and the potential for anaphylactic reaction, and where their medication is located
- how to use an adrenaline autoinjector, including hands on practice with a trainer adrenaline autoinjector
- the school's general first aid and emergency response procedures
- the location of, and access to, adrenaline autoinjectors that have been provided by parents or purchased by the school for general use.

When a new student enrols at East Doncaster Secondary College who is at risk of anaphylaxis, the principal will develop an interim plan in consultation with the student's parents and ensure that appropriate staff are trained and briefed as soon as possible.

The principal will ensure that while students at risk of anaphylaxis are under the care or supervision of the school outside of normal class activities, including in the school yard, at camps and excursions, or at special event days, there is a sufficient number of school staff present who have been trained in anaphylaxis management.

Further information and resources

- School Policy and Advisory Guide:
    - Anaphylaxis
    - Anaphylaxis management in schools

- Allergy & Anaphylaxis Australia: Risk minimisation strategies
- ASCIA Guidelines: Schooling and childcare
- Royal Children's Hospital: Allergy and immunology

Evaluation				Reviewed: August 2020
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*			

Annual Report on School Performance – School Improvement Policy

Purpose
To ensure schools are aware of school improvement arrangements and their responsibilities.

Policy
Schools have responsibilities in relation to self-evaluation, planning and reporting.

The Framework for Improving Student Outcomes provides advice and resources to support schools in meeting these responsibilities. The Framework has been developed to foster a targeted, evidence-informed focus on student outcomes.

The purpose of the annual report to the school community is to inform parents and the wider school community of the school's successes, activities and achievements throughout the year, and to meet legislative and regulatory requirements under the *Education and Training Reform Act 2006* and the National Education Agreement 2008.

The College is required to submit a school annual report to the Department of Education & Training by 31 March each year.

Annual reports are made available to the school community at a public meeting organised by the school Principal, and on the VRQA State Register. The Annual Report is also available from the College website at:

http://www.eastdonsc.vic.edu.au/wp-content/uploads/2011/05/AR_20137773.pdf

Evaluation				Reviewed: August 2020
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*			

Asbestos Management – School Site Safety Policy

Purpose

To ensure East Doncaster Secondary College complies with site and environmental safety requirements.

Policy

The principal acts as the school's site manager and is responsible for:

- occupational health and safety (OH&S) affecting buildings, plant, classroom furniture and equipment
- general safety and environmental management including:
  - asbestos and other hazardous materials
  - soil and environmental contamination
  - building ventilation
  - noise
  - sanitation and waste collection
  - tree maintenance
  - fire protection prevention
  - bushfire preparedness
  - general safety practices on site during a construction project

Asbestos

Asbestos is a natural mineral that can be found throughout our environment. It was used extensively in building and consumer products up until the 1980's. Many Australian businesses, homes and public buildings, including schools, incorporated asbestos-containing materials in structures such as roofs, floors and walls.

People may become concerned if they suspect that their school has asbestos containing materials. However, many studies have shown that these products, if maintained in good condition and left undisturbed, do not pose a significant health risk. Asbestos is usually found in a bonded form (non-friable asbestos) that does not normally result in the release of dangerous fibres. It is only when asbestos is disturbed or damaged that the potential for release of fibres increases (friable asbestos).

The East Doncaster Secondary College Asbestos Management Plan (SAMP) is a documented outline of how Asbestos Containing Materials (ACM) in the College will be managed, including what types of materials will be managed, when and how this will be done and who has responsibility.

A full detailed Asbestos Management document can be found here:
U:\Maintenance\2019\ASBESTOS MANAGEMENT

Asbestos Hazard Identification

East Doncaster Secondary College follows the Departments regulations for the management of Asbestos containing products by:

- appointing an asbestos coordinator
- facilitating training specific to Asbestos Management
- ensuring the industry standard signs and labels are displayed in prominent positions for all students, staff, parents and visitors.

Communication

The Principal will ensure that all employees (including casual relief teachers and student support service officers) are annually inducted using the *OHS Induction Checklist* and specifically informed of:

- the presence and location of ACM within the workplace
- how the Division 5 Asbestos Audit Report and Asbestos Register can be accessed
- the risk associated with the presence of ACM
- the name and responsibilities of the School Asbestos Coordinator and delegated support employees
- controls in place to manage the risks associated with ACM, including the contents of this Asbestos Management Plan
- the outcomes of quarterly visual inspections of ACM.

Monitoring

East Doncaster Secondary College will monitor all identified asbestos products and locations by:

Maintaining a visual inspection schedule every three (3) months and updating the following documents:

- Division 5 Asbestos Audit report
- Asbestos Register
- Asbestos Label Register

Further information

More detailed information can be found at:

https://www.education.vic.gov.au/hrweb/safetyhw/Pages/hazardousbuildmaterials.aspx

Assets Recording and Control Policy

Purpose of this policy

To ensure East Doncaster Secondary College maintains accurate records of all assets.

Policy

All non-current physical assets must be accounted for and recorded.

Definition

The official definition of an asset is "Assets represent service potential or future economic benefits controlled by the entity (government department) as a result of past transactions or other past events".

This definition assumes that

1. the asset will in fact generate a positive contribution for the entity – i.e. the service potential will be realised
2. the asset possesses a value that can be measured reliably
3. the estimated value is above the minimum amount specified in a recognition threshold.

Non-current physical assets are assets that are tangible – i.e. they have a physical nature and a useful life beyond the current accounting period, typically one year.

Non-current physical assets differ from inventory items by virtue of the fact that inventory items are 'consumable' (used up, expended, have a limited life, are on sold), or under the recognition threshold for the category.

The term 'service potential' means essentially the usefulness of a resource to an entity in achieving the entity's objectives. It represents the benefit to an entity from utilising a resource. Assets provide the means to meet departmental objectives.

The definition of the asset also includes the term "controlled". Control of an asset is usually evidenced by an entity's:

- ability to use the asset to achieve its objectives
- ability to restrict or change access to the asset
- ability to surrender the asset to another entity
- ability to dispose of the asset
- obligation to bear the risks associated with holding the asset

The key question for determining control is: does the entity have the authority to decide if and how the asset will be used?

The 'recognition threshold' is the minimum dollar value of an item as determined under the Financial Management Act 1994 Part 5. The general threshold is set at $5000. Any items acquired that are under this threshold should be tracked using the asset categories for items less than $5000.

Assets are usually single items valued over the recognition threshold, but for the initial fit out of a classroom or special purpose room the furniture may be aggregated and entered as one asset.

Asset Management Procedures

The procedures for the acquisition and management of assets over $5000 and items under $5000 are divided into seven sub-categories. The sub-categories are:

- Acquisition Procedures
- Items under $5000
- Asset Registers
- Asset Disposal Procedures
- Asset Identification
- Stocktakes
- Discrepancies in Stocktakes or Loss of Assets

Acquisition Procedures

Goods should be purchased in accordance with the DET policy outlined in the School Policy and Advisory Guide – Purchasing. Depending on the value of the goods involved, oral or written quotations or tenders are required when acquisitions are being made. The purchasing thresholds and the required documentation can be located in the Finance Manual for Victorian Government Schools section 3.8.1 Purchasing Thresholds.

The quotations, including a record of any verbal quotations received, and tender documents are to be attached and filed with the purchase documentation.

Items less than $5000

Whilst the recognition threshold for assets is set at $5000 schools have indicated a requirement to track items under $5000. Items under the threshold should be recorded in the categories starting with the prefix 'AA'.

The items are purchased as per the purchasing guidelines and when the invoice is paid they are charged to the appropriate expense account. When the items are entered into the asset register use the purchase cost. The items are expensed, cannot be capitalised and are not subject to depreciation. The items will not be transferred to Oracle Fixed Assets (DET Financial System).

Asset Register

The College must record all assets with a value of $5000 or more in an asset register. The asset register module of CASES21 Finance is to be used to record each accountable asset in the school.

Assets must be added to the CASES21 asset register within 30 days of acquisition. The data entered into the CASES21 asset register will be transferred to the Oracle Fixed Assets for management and statutory reporting.

To successfully manage and account for each asset certain details are required. Each asset must have the following information for the asset to be successfully transferred to Oracle Fixed Assets:

- Asset description
- Asset category
- Asset quantity
- Location
- Date of acquisition
- Purchase cost

Additional information that is not mandatory but will help with the identification of the asset includes:

- Asset type
- Serial number
- Make / Manufacturer
- Model

Asset Description:

The asset description must be meaningful. The description should allow anyone undertaking a stocktake to identify the item.

Asset Category

The asset category is selected from the list of approved categories.

Location:

The interface between CASES21 and Oracle Fixed Assets will use the school number and campus number from the header record as the location.

Date of Acquisition

When the assets are added to Oracle Fixed Assets a date placed in service is one of the mandatory fields. Usually the date placed in service is taken as the receipt date for the item. Technically, the goods remain the property of the supplier until such time as payment is received by the supplier. As CASES21 asset register does not have a field for the receipt date we use the purchase date as the date placed in service, or date of acquisition.

Purchase Cost

The purchase cost is the cost of the asset as shown on the purchase order / invoice and is exclusive of GST. The cost of the asset must include any freight charged for the delivery of the asset, and any installation charges.

Asset Type

This field is used to distinguish school owned assets from community based assets. The code is selected from a list. This information is required by the schools but will only be used for reporting purposes by Oracle Fixed Assets.

Serial Number

This data is used to distinguish like items.

Make / Manufacturer

Like the serial number and model this field is used to store information that will distinguish like items.

Model

As with serial number and manufacturer the model allows for easier identification of an asset.

Special Classes of Assets – Books

The recording of books that are stored as either class sets or as a library are subject to different rules. Library assets have a threshold of $10,000 and are an aggregated asset. For more information refer to the Asset Explanatory Notes in the CASES21 Business Process Guide Section 4 - Assets.

Leased Equipment

CASES21 Finance and Oracle Assets have the capacity to track leased assets. The additional information required to record leased assets is:

- Lease start date
- Lease end date
- Monthly lease cost
- Lessor

Leases fall into two types

- Operating lease
- Operating Lease – DET

The first type is used to record operating leases entered into by the school. The usual types of equipment leased would be photocopiers, motor vehicles or canteen equipment

The second type is used to record equipment from operating leases organised by DET Corporate. An example would be the CASES computers.

The purchase cost of the asset should be recorded as $0.00. The monthly lease payments should be coded to

- 86403 Leased / Hired Equipment
- 86702 Motor Vehicles – Lease / Rental

At the end of the lease the items would be returned to the lessor in accordance with the terms of the operating lease. At this time the asset would be released from the asset register.

If the school then purchased the item from the lessor, and the cost of the item was less than $5000, the item would be created as a new asset with an ‘AA’ category.

Asset Disposal

The term used in CASES21 to dispose of an asset that is no longer required is 'release'.

An asset that is surplus to requirements, unserviceable, obsolete, transferred, retired or lost is released from the asset register.

In accordance with the School Policy and Advisory Guide – Asset recording and Control. A board of survey is to be constituted to:

- identify obsolete or unserviceable assets and
- recommend to the school council a course of action for the disposal of the asset.

If the asset is to be sold, then the proceeds of the sale must be recorded in the asset register along with the release date and release type.

If, for some reason, an asset has been wrongly released it is possible to reinstate the asset. Use the Asset Reclaim program in CASES21 to facilitate the reinstatement.

When the file is transferred from CASES21 to Oracle Fixed Assets the amendment will cause the asset to be reinstated in the appropriate book in the Oracle asset register.

The valid release codes are:

ASSET RELEASE TYPES	
0	Not Released
1	Sold
2	Expired Lease
3	Traded
4	Auctioned
5	Salvage or Scrap
6	Board of Survey
7	Incorrect/Duplicate Entry
8	Lost or Stolen
9	Transfer
99	Partial Release

Asset Identification

The Finance Manual for Victorian Government Schools - Section 5 Asset Management 5.3 Identification of assets recommends that schools consider options for permanently identifying portable and valuable assets belonging to the school. Leased equipment should be excluded.

The guide suggests engraving the school name and equipment number on assets wherever practical. For delicate items that can't be engraved the guide recommended marking the asset with an ultraviolet pen. These are not the only methods of 'tagging' the assets. Schools may like to consider bar coding the assets.

Each asset should have a unique identifying number. Schools are allocated an equipment number when the assets are created on the CASES21 asset register. A report of all assets is available from CASES21. This report can be used to identify individual items.

Recording library books, textbooks and other non-accountable items

For the purpose of recording library books, class sets of textbooks and other library materials please follow the guidelines in the Finance Manual for Victorian Government Schools section 5 Asset Management.

Stocktakes

A stocktake of all accountable assets must be conducted at least once every two years. The document 'Standing Directions of the Minister of Finance under the Financial Management Act 1994' specifies in the guideline to section 3.4.9 Physical and Intangible Assets that 'Verification of the physical existence, location and condition of assets and inventories on a regular basis'

This would indicate that rolling stocktakes of assets would be acceptable providing that all assets are verified at least once every two years. The guidelines also state that the verification 'should be conducted by someone other than to whom the asset has been assigned'.

Schools could choose to conduct the stocktake (verification) by some of the following means

- Certain asset categories or groups of asset each month or in particular months
- During each term
- During school holiday periods

For attractive items or shared items (e.g. cameras) it would be prudent to sight these items at least once a term.

When carrying out stocktakes or asset verifications, regardless of the method used, the following procedures must be observed:

- The Principal should nominate the date or period of time for the stocktake to occur.
- A stocktaking officer should be appointed by the Principal to conduct and supervise the stocktake.
- Stocktake sheets listing all assets held by the school, by name, should be prepared from the asset register.
- The stocktake sheets should list the serial numbers or other unique identifying reference against each asset to assist with asset recognition.
- On the appointed date, the areas designated for the stocktake should be systematically checked for assets listed on the appropriate stocktake sheet by the stocktake officer and one other person. The quantity of each item must be recorded on the stocktake sheet. The serial numbers or unique identifiers should also be confirmed on the stocktake sheet.
- Items encountered that match the definition of an asset that are not on the stocktake sheet should be recorded on the stocktake sheet for checking on the asset register.
- On completion of the physical check of each stocktake sheet the stocktake officer must reconcile the count on the stocktake sheet against the records on the asset register.
- Where discrepancies are disclosed the items involved are subject to a recount.
- All stocktake sheets must be signed by the officers who conducted the count, and all discrepancies advised to the Principal in writing.

Discrepancies in Stocktakes or Loss of Assets

When a stocktake reveals a substantial discrepancy (for example items of equipment / furniture located that are not in the register and / or loss of equipment / furniture recorded on the register), the following action should be taken:

- In the case of items not being recorded in the register, the matter must be drawn to the attention of the Principal.
- In the case of loss of equipment, an officer is to be appointed by the Principal to conduct an investigation. The Principal should be provided with a written report of the discrepancies stating what action has been taken to locate the missing items.
- The Principal recommends to the school council the appropriate action that should be taken in light of the findings of the investigation. "Should theft or malpractice be suspected, the matter must be reported in accordance with Part 10.1.2(ix) of the Directions of the Minister of Finance under the Financial Management Act 1994. This regulation requires that all cases of suspected or actual theft, wilful damage, arson, irregularity or fraud in receipt or disposal of money or other property of any kind, are to be reported to the Treasurer and Auditor General"

Loss or Theft of Assets

In the event of loss or theft of assets, the College should fully complete the Department Criminal Offence and Insurance Report Form (available on Edugate). It is important that the asset number(s) of the equipment is supplied when a claim is made.

A CASES21 printout (report #R21122) is also required to be sent with the completed claim form for each Asset number.

Where claiming for items not recorded on CASES21, a copy of the original purchase invoice showing full details of the equipment, including purchase price and date, should be attached. In the case of loss by burglary or vandalism, the police must be notified and a police crime report obtained.

All reports must be forwarded to the Infrastructure and Sustainability Division. The incident is registered and, if deemed a claim under the SECS, a claim number is generated and the claim is then forwarded to Echelon Claims Services for processing.

The Department allows a payment direct to schools based on the depreciated value of the original purchase price. Generally the rate of depreciation is 5 per cent per annum for items aged in excess of twelve months.

After assessment of the claim, a letter outlining the terms of settlement will initially be sent to the school by Echelon Claims Services. The Department will then provide the settlement funds via direct credit to the school's official bank account.

Further Information

For more information please refer to the following Departmental online documents:

- Asset Recording and Control
- School Equipment Reinstatement Scheme
- School Equipment Coverage Scheme Policy & Guidelines.

Evaluation			Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
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Asthma Management Policy

Purpose

To ensure East Doncaster Secondary College supports students diagnosed with asthma.

Policy

Each student identified with Asthma must have an Asthma Action Plan.

Definition

"Asthma is a disease of the airways, the small tubes which carry air in and out of the lungs. When you have asthma symptoms the muscles in the airways tighten and the lining of the airways swells and produces sticky mucus. These changes cause the airways to become narrow, so that there is less space for the air to flow into an out of your lungs" (National Asthma Council 2011)

Symptoms of asthma may include, but are not limited to:

- shortness of breath
- wheezing (a whistling noise from the chest).
- tightness in the chest
- a dry, irritating, persistent cough.

Symptoms vary from person to person.

Triggers

- exercise
- colds/flu
- smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires)
- weather changes
- dust and dust mites
- moulds
- pollens
- animals
- chemicals
- deodorants (including perfumes, after-shaves, hair spray and deodorant sprays)
- foods and additives
- certain medications (including aspirin and anti-inflammatories)
- emotions

A detailed description of triggers can be found on the Asthma Foundation of Victoria website, see: http://www.asthma.org.au/

To reduce triggers

- The college will endeavor to mow the school grounds out of school hours
- Plant low allergen plants
- Limit dust by having curtains and carpets regularly cleaned
- Heating and cooling systems are regularly cleaned to reduce dust
- The use of maintenance chemicals eg. paint are restricted to school holidays where possible

Developing an asthma action plan

- An action plan should be developed but the students health practitioner in consultation with the parents/guardians
- Provided annually to the school
- It must include, prescribed medication to be taken
    - on a regular basis as a preventative
    - as a premedication to exercise
    - if the student is experiencing symptoms
- Emergency contact details
- Details about deteriorating asthma including
    - Signs to recognize worsening symptoms
    - what to do during an asthma attack
    - what medication to use
- An asthma first aid section should specify no less than 4 separate puffs of a reliever puffer with 4 breaths taken per puff every 4 minutes, using a spacer if possible.

Asthma plans are available from Asthma Foundation Victoria http://www.asthma.org.au/

Staff training

- College staff will be trained in Asthma management and how to appropriately respond to a student having an Asthma attack.
- Posters are displayed around the school, clearly depicting the action to take in the case of an Asthma attack

Asthma first aid kits

- All first aid kits have an Asthma reliever puffer and a disposable spacer (Lite-aire)
- There is a readily available Asthma first aid kit in the Stadium and the Health Centre
- Expiry dates of all puffers are monitored

Camps and excursions

- Parents/guardians are to provide enough medication for the student for the duration of the camp or excursion
- Staff are to provide the school with an Asthma Camp Action Plan
- Staff will take an emergency first aid kit with them containing a puffer and spacer

Managing exercise induced asthma (EIA)

If a student has diagnosed EIA, the College will ensure that they allow adequate time for the following procedures before, during and after exercise:

- **Before**
    - reliever medication to be taken by the student 5-20 mins before activity
- **During**
    - If symptoms occur, student is to stop activity, take reliever medication and only return to activity once symptom free
    - if symptoms reoccur, student is to take reliever medication and cease activity
- **After**
    - ensure cool down activity is undertaken
    - be alert for symptoms

If a student has an asthma attack during exercise, follow their Asthma Action Plan if easily accessible or commence first aid procedure.

Communication

- Parents/guardians will be notified if their student has an Asthma attack
- Regular communication will take place between a parent/guardian and the school if any concerns arise regarding the frequency and severity of attacks or use of medication
- Annual communication will take place to re-new Asthma Action Plans

Step **Action**

6. Sit the person upright

    - Be calm and reassuring
    - Do not leave them alone
    - Seek assistance from another staff member or reliable student to locate the student's reliever, the Asthma Emergency Kit and the student's Asthma Care Plan (if available).
    - If the student's action plan is not immediately available, use the Asthma First Aid as described in Steps 2 to 5.

7. Give 4 separate puffs of blue or blue/grey reliever puffer:

    - Shake the puffer
    - Use a spacer if you have one
    - Put 1 puff into the spacer
    - Take 4 breaths from the spacer

    Remember – Shake, 1 puff, 4 breaths

8. Wait 4 minutes

    - If there is no improvement, give 4 more separate puffs of blue/grey reliever as above

    (or give 1 more dose of Bricanyl or Symbiocort inhaler)

9. If there is still no improvement call Triple Zero "000" and ask for an ambulance.

    - Tell the operator the student is having an asthma attack
    - Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives

    (or 1 dose of Bricanyl or Symbicort every 4 minutes – up to 3 doses of Symbicort)

10. If asthma symptoms are relieved after administering Asthma First Aid, stop the treatment and observe the student. Notify the student's emergency contact person and record the incident

Staff will call Triple Zero "000" immediately if:

- the person is not breathing
- if the person's asthma suddenly becomes worse or is not improving
- if the person is having an asthma attack and a reliever is not available
- if they are not sure if it is asthma
- if the person is known to have anaphylaxis

East Doncaster Secondary College will also provide this policy to casual relief staff and volunteers who will be working with students, and may also provide a briefing if the principal decides it is necessary depending on the nature of the work being performed.

Asthma Emergency Kit

East Doncaster Secondary College will provide and maintain at least two Asthma Emergency Kits. One kit will be kept in the Health Centre with the Nurse, and one is in the Stadium staffroom.

All East Doncaster Secondary College first aid kits contain emergency reliever medication for camps, excursions and sporting events.

The Asthma Emergency Kit will contain:

- at least 1 blue or blue/grey reliever medication such as Airomir, Admol or Ventolin
- at least 2 spacer devices (for single person use only) to assist with effective inhalation of the blue or blue/grey reliever medication (East Doncaster Secondary College will ensure spare spacers are available as replacements). Spacers will be stored in a dust proof container.
- clear written instructions on Asthma First Aid, including:
    - how to use the medication and spacer devices
    - steps to be taken in treating an asthma attack

The health centre staff will monitor and maintain the Asthma Emergency Kits. They will:

- ensure all contents are maintained and replaced where necessary
- regularly check the expiry date on the canisters of the blue or blue/grey reliever puffers and place them if they have expired or a low on doses
- replace spacers in the Kits after each use (spacers are single-person use only)
- dispose of any previously used spaces.

The blue or blue/grey reliever medication in the Asthma Emergency Kits may be used by more than one student as long as they are used with a spacer. If the devices come into contact with someone's mouth, they will not be used again and will be replaced.

After each use of a blue or blue/grey reliever (with a spacer):

- remove the metal canister from the puffer (do not wash the canister)
- wash the plastic casing
- rinse the mouthpiece through the top and bottom under running water for at least 30 seconds
- wash the mouthpiece cover
- air dry then reassemble
- test the puffer to make sure no water remains in it, then return to the Asthma Emergency Kit.

Management of confidential medical information

Confidential medical information provided to East Doncaster Secondary College to support a student diagnosed with asthma will be:

- recorded on the student's file
- shared with all relevant staff so that they are able to properly support students diagnosed with asthma and respond appropriately if necessary.

Communication plan

This policy will be available on East Doncaster Secondary College website so that parents and other members of the school community can easily access information about East Doncaster Secondary College asthma management procedures.

Epidemic Thunderstorm Asthma

East Doncaster Secondary College will be prepared to act on the warnings and advice from the Department of Education and Training when the risk of epidemic thunderstorm asthma is forecast as high.

Evaluation			Reviewed: August 2020	
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Attendance Policy

Full attendance and punctuality are required by all students at all times to timetabled classes, assemblies, student support classes, literacy support program, vocational education and training (VET) classes, work experience placements, coordinator interviews and other compulsory activities.

Parents of students can monitor attendance by accessing Compass using their designated password.

Student Absences

If a student is absent from school the Parent/Guardian must inform the school of the reason, the date and the length of the absence. This can be done by entering a Parent Approval in Compass, phoning the College Absence Line or submitting a written note to the General Office upon return to school.

It is a student and parent responsibility to provide evidence of legitimate absences. It is the College's prerogative to determine the legitimacy of any explanation. Students wishing to participate in a family holiday during the school term need to discuss the circumstances with their level Coordinator.

When a student is absent without explanation Parent/Guardians will be contacted by the Attendance Officer on the day of absence by SMS. When a student is regularly absent without approval there may be contact between the school and the Parent/Guardian.

If the absences are not approved by the College, the student may be required to stay back to catch up on work after school.

Late Arrivals

Late arrival is unacceptable. All students who are late to school must report to the General Office and obtain a **Late Pass from the Compass Kiosk.** Students who are late to school will not be admitted to class without a Late Pass. Teachers who delay a student for any reason will provide the student with a note explaining the delay.

Any student arriving late for timetabled classes or activities without an acceptable reason will be recorded as late. **Students who are late to school without an adequate excuse may be required to make up time after school.** Students who are persistent in their lateness will be required to undertake an interview with their Coordinator, and appropriate sanctions may be put in place.

Early Departures

Students who need to leave the school during the day must sign out at the General Office with their Student ID card at the Compass Kiosk before leaving the school grounds. Parents/Guardians must have either put an approval on Compass, written a note or called the College before a student is able to leave the school grounds.

Year 12 students with free double periods during periods 5 & 6 are permitted to leave school after the end of period 4. Year 11 students with free double periods during periods 5 & 6 are permitted to leave to school only if their Parent/Guardian has submitted a letter of approval at the beginning of the year. These students must sign out via the General Office.

Any students leaving a classroom must gain the permission of their teacher and have the reason for being out of class clearly noted in their diary by that teacher. Students must also be accompanied by a classmate of the teacher's choice.

Any student who is ill or injured at school must report to the Health Centre. Ill or injured students must not leave the school grounds without reporting to College Nurse or a coordinator. Students are not to call their Parent/Guardian to make their own arrangements to leave the school if feeling ill. They must do so via the Health Centre.

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Bullying Prevention Policy

Purpose

East Doncaster Secondary College is committed to providing a safe and respectful learning environment where bullying is not tolerated.

The purpose of this policy is to:

- explain the definition of bullying
- make clear that all forms of bullying at East Doncaster Secondary College will not be tolerated
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including victims, bystanders and perpetrators)
- seek parental and peer group support in addressing and preventing bullying behaviour at East Doncaster Secondary College

When responding to bullying behaviour, East Doncaster Secondary College aims to:

- be proportionate, consistent and responsive
- find a constructive and positive solution for everyone

- stop the bullying from happening again
- restore the relationships between the students involved.

East Doncaster Secondary College acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

Scope

This policy addresses how East Doncaster Secondary College aims to prevent and respond to student bullying behaviour. East Doncaster Secondary College recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our Student Wellbeing, Engagement and Code of Conduct Policy.

This policy applies to all school activities, including camps and excursions.

Policy

Definitions

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.

Bullying may be direct or indirect, physical or verbal, and includes cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike. In this policy any reference to 'bullying' includes all forms of bullying including cyberbullying.

Bullying can be:

1. *Direct physical bullying* – e.g. hitting, tripping, and pushing or damaging property.
2. *Direct verbal bullying* – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *Indirect bullying* – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Harassment can also constitute bullying if it amounts to a pattern of behaviour or course of conduct towards another person that is demeaning, offensive or intimidating to a person.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

Other distressing behaviours

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours should report their concerns to school staff and our school will follow the Student Wellbeing, Engagement and Code of Conduct Policy.

Mutual conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of harassment, nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

Bullying Prevention

East Doncaster Secondary College has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at East Doncaster Secondary College is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- The Peer Support Program and the Peer Mediation program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence.

For further information about our engagement and wellbeing initiatives, please see our Student Wellbeing, Engagement and Code of Conduct policy

Incident Response

Reporting concerns to East Doncaster Secondary College

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

In most circumstances, we encourage students to speak to your teacher or Year Level Coordinator. However, students are welcome to discuss their concerns with any trusted member of staff including wellbeing staff, school nurse, Assistant Principal or Principal.

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at East Doncaster Secondary College should contact the College general office and ask to speak to an Assistant Principal or Principal.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by East Doncaster Secondary College are timely and appropriate in the circumstances.

Investigations

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations in a Compass chronicle
2. inform a Year Level Coordinator, Student Wellbeing Team, Assistant Principal or Principal.

The Year Level Coordinator is initially responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Year Level Coordinator may:

- speak to the students involved in the allegations, including the victim/s, the alleged perpetrator/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the staff in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: Brodie's Law.

Responses to bullying behaviours

When staff have sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with Year Level Coordinators, Student Wellbeing Team, and if needed the Assistant Principal and Principal.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, East Doncaster Secondary College will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the victim
- whether the perpetrator/s have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the perpetrator demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

Year Level Coordinators may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the victim student or students, including referral to the Student Wellbeing Team.
- Offer counselling support to the perpetrator student or students, including referral to the Student Wellbeing Team
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to the Student Wellbeing Team.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Implement a Restorative Practices process with all students involved in the bullying.
- Facilitate a process using the college Restorative Practices approach, involving the victim student(s), the perpetrator students and a group of students who are likely to be supportive of the victim(s).
- Implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan or Individual Management Plan restricting contact between victim and perpetrator students.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, led by the college wellbeing and engagement team.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours.

The sub-school and wellbeing teams are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

East Doncaster Secondary College understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

Further information and resources

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Equal Opportunity Policy

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- Bully Stoppers
- Kids Helpline
- Lifeline
- Bullying. No way!
- Building Respectful and Safe Schools http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf
- DET "Learning on Line" policy advice http://www.education.vic.gov.au/learningonline

Evaluation

This policy will be reviewed on an annual basis, or earlier as required, following analysis of school data on reported incidents of, and responses to bullying to ensure that the policy remains up to date, practical and effective.

Data will be collected through:

- discussion with students
- regular student bullying surveys
- regular staff surveys
- assessment of school based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented.

Proposed amendments to this policy will be discussed with [include consultation i.e. student representative groups, parents groups, school council]

Evaluation				Reviewed: August 2020
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Camps & Excursions Policy (Including Local Excursions)

Purpose

Camps, excursions, sporting events and tours involve educational experiences away from the school. A camp or tour involves an overnight stay at another location, whereas an excursion does not. Incursions are activities held at the college which require students to vary their participation in the normal program and may occur before, during or after normal school hours.

Scope

Activities covered by this policy are designed to provide an extension of the learning experience so as to support the academic, physical, personal, social, and emotional development of students. Each activity must fulfil one or more of the following aims to:

- provide learning situations in the field to either enrich the learning experience, excite their passion for learning or to provide a general educational experience not available within the mainstream curriculum.
- provide learning situations to gain skills for an active and healthy lifestyle.
- assist in the development of confidence, independence and a sense of adventure whilst inculcating a sense of responsibility particularly for personal safety, and the safety of others. Activities should be provided which demand positive and productive behaviour in situations of co-operative social interaction.
- provide opportunities for deeper insight into future career pathways
- enable students to engage directly through immersion within the global community
- develop skills in creativity, observation, analysis and reporting.

Policy

Planning must comply with current DET and East Doncaster Secondary College guidelines, including all Emergency Management, Risk Assessment and record keeping practices. Costing should ensure maximum student involvement. Students experiencing financial hardship should be referred to the Principal.

Note:

- Excursions, camps and tours should take into consideration the differing cultural backgrounds and physical capabilities of the students.
- Students at each Year Level should have the opportunity to participate in a significant out of school experience at least once a year.
- Any special interest camps not involving a whole home group should not disrupt classes for more than two school days.
- Whilst it is expected that students will behave in a manner which brings credit to the college, the Principal reserves the right to exclude any student from participating in any excursion, camp or tour.
- The School Council must approve all excursions requiring special precautions or overnight stays.
- Subject-based excursions or incursions which require students to be withdrawn from other subjects should not occur during peak assessment and reporting periods.
- Unless under exceptional circumstance and approved by the Curriculum Coordinator, activities with charges to families are not to be included as part of an assessment task or affect the result of a learning outcome.
- Students cannot participate in paid extracurricular activities until College Charges - Essential Education Items have been paid in full or until an agreement of a payment plan in writing has been made and activated by East Doncaster Secondary College to pay the fees in instalments. This does not include the Optional Educational Items or Voluntary Financial Contributions (Tax Deductable) Building Fund or Library Fund.
- The College ensures the safety and welfare of students learning with an external provider.

Excursions

- Each activity should be budgeted to be cost neutral.
- An Application for pre-approval to plan must be submitted at least five weeks prior to the event; a calendar check, budget including CRT costs must be approved by the Finance Department and Daily Organiser
- Detailed information, including proposed introductory letter and consent form is to be supplied and lodged with an Assistant Principal for approval before communication to parents/guardians (refer to Staff Handbook)

- A consent form must be distributed outlining the nature of the excursion and clearly state any risks involved; mode of travel, times of departure and arrival. The consent form must be signed by the parent/guardian.
- Supervising staff should be selected who have the skills and qualifications where special expertise is required; where possible inexperienced staff should be included as part of their professional development.
- School Uniform must be worn on excursions except where circumstances require more appropriate clothing.
- The School Council must approve all excursions requiring special precautions or overnight stays.
- First aid kit/s must be available for the duration of the excursion, including generic EpiPen kits. The student EpiPen's that are held in the Health centre should also be taken, along with any allergy medications held by the school. These must be signed out of the health centre and signed upon return to the school. Further information about anaphylaxis should be read in conjunction with the Anaphylaxis policy.
- Notification of the proposed activity must be lodged online with using the Student Activity Locator (SAL) at least six weeks prior to the starting date of the excursion. This is completed in Compass, at the end of creating a compass event.

Help in using the SAL can be found here:
https://partner.eduweb.vic.gov.au/sites/sal/Documents/SAL-User%20Guide.pdf

Sports excursions and activities program

A seasonal information and consent form must be distributed to all students involved in **Sport Education** activities. This must be signed by a parent/guardian and lodged with the **Sport Education Coordinator**.

Camps

- Unless there are exceptional circumstances, intention to be made known to the Principal Team at least twelve months prior to the camp.
- An Application for approval for further planning must be obtained from the School Council at least twelve months prior to the planned event.
- At least twelve weeks prior to the activity, a consent form must be distributed to all students outlining the nature of the camp, and detailing any inherent risks involved, e.g. swimming, rock climbing etc.
- A full itemised itinerary must be prepared and distributed stating:
  - travel arrangements, accommodation, medical requirements, supervision of all activities including free time;
  - costs not included in the camp are to be specified e.g. additional meals, tours etc.;
  - anticipated arrival and departure times.
- The Budget for a camp must include the teachers' costs. Costs are to equally divide amongst all students participating where practicable.
- Detailed information is be supplied and lodged with an Assistant Principal before communication to parents/guardians.
- Appropriate medical information and consent form from all students participating must be submitted by students no later than four weeks prior to the activity.
- Only supervising staff who have the appropriate skills and qualifications required should be selected; where possible inexperienced staff should be included to assist in their professional development. The supervising staff and emergency staff should be

approved by the Principal and School Council no later than four weeks prior to the activity. Emergency staff must be available to participate at short notice.

- First aid kit/s must be available for the duration of the camp, including generic EpiPen kits. The student EpiPen's held in the Health centre should also be taken, along with any allergy medications held by the school. These must be signed out of the health centre and signed upon return to the school. Further information about anaphylaxis should be read in conjunction with the Anaphylaxis policy.
- Notification of the proposed activity must be lodged online with using the Student Activity Locator (SAL) at least 3 weeks prior to the starting date of the camp. This is completed in Compass, at the end of creating a compass event.

Help in using the SAL can be found here:
https://partner.eduweb.vic.gov.au/sites/sal/Documents/SAL-User%20Guide.pdf

Overseas and Interstate Tours

All DET requirements and guidelines that apply to the conduct of excursion sand activities are also applicable to all overseas and interstate (domestic) camps/tours.

1. Notice of Intention
    - Overseas and interstate tours will have a learning focus and provide enrichment opportunities for students in our pursuit of achieving our school purpose.
    - A formal proposal is to be submitted to the Principal and School Council, for in principle approval, no less than twelve months prior to the tour commencing for overseas and interstate tours. Details to include target audience, purpose, suggested staffing, and a general outline of the itinerary and costs.

2. Planning Timeline

Action	**Time (before departure)**
School Council gives in-principle approval for tour	12 months
Parent Information Meeting	9 – 12 months
Expressions of interest and student selection finalised	At least 8 months
School Council gives final approval if tour numbers make it viable.	6 months before
Students selected to attend overseas tour to pay a deposit of at least 10% of total cost.	8 months
Detailed Information including consent and medical forms provided to parents/guardians	4 months
Camps/Adventure Activities form to School Council for final approval and signatures.	12 weeks
Final payments plus submission of consent and medical forms	12 weeks
Parent/student meeting to distribute travel documents	4-6 weeks
DET notified of tour	3 weeks

3. Activity Itinerary

    A full itemised itinerary to be prepared as soon as possible following approval of the proposal stating:

- Travel arrangements, accommodation, location contact, telephone numbers/fax, medical requirements, and supervision of all activities including designated free time.
- Tour costs are to include coverage for medical insurance, and insurance for the loss or damage to personal belongings. Costs not included in the tour are to be specified e.g. extra accommodation, meals, travel, tours, etc.
- Bookings are to be made through a registered travel agent.
- Suggested spending money should be indicated.
- Methods of funding and payment including deadlines must be clearly stated. Students may not conduct fund raising activities at the school to pay for their costs.
- Appropriate medical information and consent forms must be obtained from all students participating.

4. Emergency and Risk Management

   Staff should ensure that they have:
   - made an assessment of excursion risks
   - identified the procedures in the event of an emergency
   - ensured that arrangements are in place if the excursion needs to be cancelled, recalled, or altered, such as severe weather conditions, changes to DFAT travel advice, or students returning early due to illness/serious misbehaviour.

5. Selection of Students

   A Selection Panel of appropriate staff, chaired by the Principal, will be responsible for the selection of students to be included on the tour. Selection Criteria should include:
   - students must have shown a commitment to the study of the subject which is the tour focus (as appropriate)
   - received excellent reports for behaviour and cooperation over the previous eighteen months
   - demonstrated consistent effort and achievement in their studies
   - demonstrated a level of maturity which would enable them to participate in the activity and to contribute to the group
   - display personal qualities and evidence of an interest in, and commitment to, community projects and/or school based activities
   - demonstrated ability to work in a team and share leadership responsibilities
   - Met any specific requirements of the tour
   - Priority may be given to students who have not attended previous overseas or interstate tours

6. Parent Meetings

   A minimum of two combined parent/student meetings must be organised;
   - an initial meeting no later than nine months before the activity outlining the proposed itinerary, accommodation and costs involved etc.
   - a second meeting at least one month prior to the tour outlining the full itemised itinerary and other requirements.

7. Staffing

   Only supervising staff who have the appropriate skills and qualifications required should be selected; where possible inexperienced staff should be included to assist in their professional development. The supervising staff and emergency staff should be approved by the Principal and School Council no later than six months prior to the activity. Emergency staff must be available to participate at short notice.
   - Each tour group must be led by a member of the School Leadership Team.

- Ratio of staffing should follow DET guidelines plus one (safety) - e.g. 1 : 10 + 1 unless otherwise approved by School Council. To ensure appropriate and effective levels of supervision, excursion planning should take into account:
- the experience, qualifications and skills of staff (including volunteers, instructors, etc)
- the age, maturity, physical characteristics and gender of students
- the ability and experience of the students
- the size of the group
- the nature and location of the excursion
- the activities to be undertaken
- requirements outlined in the Safety Guidelines for Education Outdoors, for specific adventure activities
- Where special considerations apply (e.g. swimming or adventure activities) appropriate staff must be included on the tour
- A substitute teacher(s) must be named and prepared to participate at short notice.
- At least one staff member responsible for each group of students must have first aid qualifications. Staff must also have a first aid kit appropriate to the excursion location and activities undertaken.
- any other relevant factors.

Use of external providers

External providers may be engaged to deliver specific outdoor or adventure activities or a whole program (when the school contracts with another school, a registered training organisation or an organisation not registered as an education and training provider). Before an external provider is selected to assist with the delivery of a program, a thorough check should be completed to ensure that they are appropriate for the program.

Prior to commencement of a program ensure that the external provider has:

- ensured the safety and welfare of students while learning with an external provider
- a current public liability insurance certificate (minimum $10 million) provided by an APRA approved insurer
- discussed who has responsibilities for first aid, emergency communications and other specialist equipment
- demonstrated that staff have the correct qualifications and/or experience for their specific role/s
- a documented system in place to ensure that students are supervised by either a registered teacher or an approved staff member with a current Working with Children Check
- ensure that supervision of students is overseen at all times by a staff member of other individual that has a completed Working with Children Check
- discussed who will be responsible for emergency procedures, and that these are well understood prior to the excursion taking place
- read the relevant sections of the Department's Safety Guidelines for Education Outdoors and understood their obligations under these guidelines.

Where the teacher is not directly responsible for the instruction of the activity or assisting the instructor, the teacher present must understand the activity and the environment in which it will be conducted.
This teacher must confer with the designated instructor about the supervisory role and establish areas of responsibility. If the teacher is not the designated instructor he/she is to act on the advice of the designated instructor on technical safety issues.

Extracted from
http://www.education.vic.gov.au/school/Principals/health/Pages/outdoorroleprovider.aspx

Evaluation				Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
Principal:	**Name:**	John Roberts	**Signature:**		**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*				

Cash Handling Policy

Rationale

Cash transactions are one of the most vulnerable areas of the school. To safeguard these assets, protect the staff involved in receipting and collection, and minimise the risks associated with cash handling, the school will implement the measures outlined below, in accordance with DET guidelines and best practice.

Aims:

- To provide a well-managed system for the handling of cash within the school
- To minimise risk when handling cash
- To ensure all cash payments are receipted in a timely manner and in accordance with DET guidelines

Implementation

- No cash is to be kept in the classroom.
- An official receipt will be produced for all monies received in the General Office.
- Receipts cannot be altered.
- All cash is to be kept either in the secure cash drawer or safe during the day. Access to the safe is to be restricted. At the end of each day, any cash not banked must be secured in the safe.
- Prior to banking, all cash and cheques will be reconciled with receipts.
- EFTPOS settlement will be undertaken at the end of each day.
- Banking is to be undertaken promptly. Money will not be left and the school during vacation periods.
- Bank deposit slips are to be prepared through Cases21 in duplicate. One copy is kept by the bank, the other copy is to be stamped by the bank, then filed for auditing purposes.
- The Administration Officer will prepare the banking and the Business Manager will double-count and do the banking (segregation of duties). Any discrepancies must be reported to the Business Manager immediately. Any discrepancies that cannot be accounted for must be reported to the Principal.
- Banking routines will differ to reduce risk.
- The school will not cash personal cheques.

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Casual Dress Days Policy

The College will allow 'Casual Dress Days' for the express purpose of collecting donations for specific charities or as contributions towards improving student facilities and amenities.

The following criteria and conditions will apply:

- Typically, one casual dress day per term only.
- Donations raised for charity will be allocated to organisations decided by the SRC; as a rule one day will raise funds for State Schools' Relief Fund.
- The cost per student at school in casual dress will be gold coin donation.
- Planning and organisation of the days will be the responsibility of the SRC.
- Dates decided upon must have the approval of the Principal and the School Operations Committee.

Casual Dress Day – Dress Code

On Casual Dress Days, the College has certain expectations about dress so that school programs are not disrupted. The following examples are provided as a guide to students when selecting clothing for Casual Dress Day:

- Clothing must be worn in such a manner so as not to reveal undergarments and/or an excessive amount of bare skin.
- Skirts, dresses, and shorts must be of an acceptable length.
- Footwear must be appropriate to the activities undertaken during class time. E.g. covered shoes in science laboratories and in technology classes, sports shoes for Physical Education and Sport classes.
- Jewellery/body piercing (for example: spiked jewellery, chokers, rings, bracelets) requirements are the same as for other school days. Teachers may ask students to remove such items.
- Hats, baseball caps or beanies are to be taken off during specific lessons or at request of teachers.
- Exceptions for medical reasons may be considered by Heads of School.

The Principals and Heads of Sub Schools reserve the right to disapprove any items not addressed in the list which are deemed inappropriate, a danger to health and safety or carry logos or images which promote use of illicit substances. Where there are breaches of these guidelines, parent contact will be made.

Evaluation			Reviewed: August 2020	
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Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*TBC or as directed by DET.*			

Child Safety Statement of Commitment Policy

East Doncaster Secondary College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

East Doncaster Secondary College has zero tolerance for child abuse.

East Doncaster Secondary College promotes a culture of inclusion taking into account the diversity of all children. It is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular care is paid to children of ATSI children, children from culturally and/or linguistically diverse backgrounds, children with a disability and vulnerable children.

Every person involved in East Doncaster Secondary College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. Actions the school proposes to take in our planning, decision-making and operations, all personnel at East Doncaster Secondary College will;

1. Demonstrate its commitment to child safety and monitors the school's adherence to its child safety policy and statement of commitment
2. Take a preventative, proactive and participatory approach to child safety;
3. Value and empower children to participate in decisions which affect their lives;
4. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
5. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
6. Provide written guidance on appropriate conduct and behaviour towards children;
7. Appoint staff to responsibility positions including: Child Safety coordinator and Designated teacher supported by the College Wellbeing and Engagement team.
8. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
9. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
10. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
11. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
12. Value the input of and communicate regularly with families and carers.
13. Adhere to legislation and inform the College community about the obligation to follow "Failure to disclose" and "Failure to protect" procedure and that fulfilling the roles and responsibilities contained in these procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.

Further information

Failure to disclose

https://www.justice.vic.gov.au/sites/default/files/embridge_cache/emshare/original/public/2018/07/f0/bbce5bd2b/failure_to_disclose_betrayal_of_trust_factsheet_2017.pdf

Failure to Protect

http://assets.justice.vic.gov.au/justice/resources/0f547d32-a4c4-4e05-9fbf-7415a4b4e3f6/failure_to_protect_betrayal_of_trust_factsheet_2017.pdf

Relevant East Doncaster Secondary College Policies

https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards
https://www.eastdonsc.vic.edu.au/policy-documents

Evaluation			Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*			

Child Safety Policy

Purpose

East Doncaster Secondary College is committed to ensuring the safety and wellbeing of all students whilst participating in school activities both during and outside of school hours and has zero tolerance of child abuse. This includes activities conducted outside of the school environment such as excursions, camps and sporting events, as well as within online school environments including email and intranet systems. East Doncaster Secondary College recognises that the wellbeing of students is the responsibility of all staff and that staff must report and respond to any concerns regarding possible sexual, physical, psychological and emotional abuse or neglect of a child in accordance with the relevant policies and procedures.

Scope

This policy applies to all East Doncaster Secondary College school staff, volunteers, school community members and contractors whether or not they work in direct contact with children or young people. This policy applies across a range of school forums, such as camps, excursions, school council run events activities and services conducted within and outside school hours.

For the purpose of this document-

Child abuse includes-

(a) any act committed against a child involving-
    (i) a sexual offence; or

(ii) an offence under section 498(2) of the Crimes Act 1958 (grooming);

(b) the infliction, on a child, of-

(i) physical violence; or

(ii) serious emotional or psychological harm;

(iii) serious neglect of a child

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse as outlined in ***Ministerial Order No. 870***

Child-connected work means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a campus of the school
- online school environments (including email and intranet systems)
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff being: an individual working in a school environment who is:

- directly engaged or employed by a school governing authority;
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
- a minister of religion.

Policy

Our College is committed to child safety. The school's approach to Child Safety Standards are outlined below.

The school's culture encourages staff to raise, discuss and scrutinise concerns making it more difficult for abuse to occur and remain hidden. The school's plan for creating a child safe cultures can be found in the website at https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards

We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.

We are committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Our College is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

Our College has robust human resources and recruitment practices for all staff and volunteers.

Our College is committed to regularly training and educating our staff on child abuse risks.

We support and respect all children, as well as our staff. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

Aims

- To embed a culture of child safety within the College community that supports all students and takes into account the diversity of all students, including the needs of Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds, students with disabilities, and students who are vulnerable
- To support, encourage and enable school staff, parents and students to understand, identify, discuss and report child safety matters
- To define the roles and responsibilities of the College and staff and volunteers in protecting the safety and wellbeing of students
- To support and assist students and staff in the process of reporting suspected abuse

Implementation

The school will handle child safety concerns in a sensitive, confidential and timely fashion and will comply with all requirements set out in Ministerial Order No. 870 and the included child safe standards.

Our College applies best practice standards in the recruitment and screening of staff and will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. We understand that when recruiting staff we have ethical as well as legislative obligations. We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

We will ensure that staff induction, education and training programs are a vital part of our commitment to safeguarding children and young people from abuse and neglect. All prospective staff and volunteers are required to undergo National Criminal History Checks and maintain and valid Working with Children Check.

The College has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities. When the school is gathering information in relation to a complaint about alleged misconduct with, or abuse of, a child the school will listen to the complainant's account of things and take them seriously, check understanding and keep the child (or their parents/carers) informed about progress.

East Doncaster Secondary College will:

- Ensure all teaching staff have the appropriate qualifications and registrations to work within the College in accordance with VIT registration
- Ensure all non-teaching staff, including casual employees and volunteers have the appropriate registrations (Working with Children Check- employee or volunteer status as applicable) to work within the College

- Seek two forms of proof of identity and history and references indicating the suitability of staff to work with children (Office administration staff)
- Provide new staff with a copy of this policy and have the key aspects of this policy explained to them as part of their induction into the College (Assistant Principal responsible for Staff Induction)
- Brief staff on their responsibilities in relation to promoting child safety within the College and reporting suspected child abuse, on an annual basis.
- Support staff who make a mandatory report regarding suspected child abuse (Principal and Student Wellbeing & Engagement team)
- Ensure all advertised jobs include a statement indicating that staff are to abide by the Child Safety Standards and the Child Safety Code of Conduct
- Identify and document any situations or environments where there is a risk of child abuse occurring and take actions to minimise this risk
- Ensure that school leaders and managers implement processes so that all members of the school environment understands their roles, responsibilities and behaviours expected in protecting children and young people from abuse and neglect. Staff will comply with the school's code of Conduct. The school code of conduct sets out a clear awareness of the difference between appropriate and inappropriate behaviour
- Be vigilant in ensuring proper risk management processes. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures. The school's approach to Child Safety risk reduction and management can be found on the website at https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards
- Abide by laws pertaining to how this school collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The principles regulating the collection, use and storage of information is included in the School Privacy Policy
- Adhere to the College Photographing, Filming and Recording students policy relating to the use of student images, names or personal information in all forms of College publications.
- Adhere to legislation and inform the College community about the obligation meet to "Failure to disclose" and "Failure to protect" procedures. College procedures do not impinge on the responsibilities of staff regarding failing to disclose suspected child abuse or failing to protect a child reporting child abuse.

School Staff

This policy guides our staff and volunteers on how to behave with children in our College

All of our staff and volunteers must agree to abide by our Code of Conduct which specifies the standards of conduct required when working with children.

All staff are expected to;

- adhere to the acceptable behaviours when interacting with students, as outlined in the Child Safety Code of Conduct
- be aware of and act upon the processes outlined in the Bullying and Harassment Policy and Behaviour Management Policy documents
- follow the procedures outlined in the Mandatory Reporting Policy if they form a belief, on reasonable grounds, that a students' health, safety or wellbeing is at risk.

- abide by The Victorian Teaching Profession Code of Conduct, and adhere to the expectations described in the College's Code of Conduct
- treat students with respect and foster an environment that is safe, pleasant and supportive, free from bullying, harassment, violence, discrimination or intimidation as described in the Student Engagement policy.
- The school has clear expectations for staff and volunteers in making a report about a child or young person who may be in need of protection. Immediate action should include reporting concerns to the DHHS Child Protection or another appropriate agency and notifying the principal or a member of the school's leadership team of their concerns and the reason for their concerns. The school's policy for reporting a child safety concern or complaint can be found in the website at:
  https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards

Use correct reporting templates and safely secure documented notes when responding to allegations of disclosure of child abuse made by or in relation to a child, school staff, visitors or other persons connected to the school environment.

Students

This policy is intended to empower children to be vital and active participants in our College. We involve them in making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance at our College, and people from all walks of life and cultural backgrounds are welcome.

In particular our students;

- have the right to be treated with respect and to be protected from any form of child abuse
- have the right to feel and be safe in their interactions with staff, contractors, volunteers and/or visitors
- are required to adhere to the Code of Conduct and Student Engagement Policies and abide by the conditions included in the 1 to 1 Digital Learning Policy and Mobile Devices Policy, as they relate to the relevant areas of the child safe standards.

Evaluation

To ensure ongoing relevance and continuous improvement, this policy will be reviewed in the context of school self-evaluation undertaken as part of the school accountability framework. The review will include input from students, parents/carers and the school community.

Failure to disclose

https://www.justice.vic.gov.au/sites/default/files/embridge_cache/emshare/original/public/2018/07/f0/bbce5bd2b/failure_to_disclose_betrayal_of_trust_factsheet_2017.pdf

Failure to Protect

http://assets.justice.vic.gov.au/justice/resources/0f547d32-a4c4-4e05-9fbf-7415a4b4e3f6/failure_to_protect_betrayal_of_trust_factsheet_2017.pdf

Refer to the EDSC website for further information regarding Child Safe policies

https://www.eastdonsc.vic.edu.au/policy-documents

https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards

Evaluation				Reviewed: August 2020	
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Date of Next Review:	*August 2021 or as directed by DET.*				

Child Safety Code of Conduct Policy

East Doncaster Secondary College is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

At East Doncaster Secondary College we have a commitment to **zero tolerance of child abuse**. This is a commitment which is led by our School Council, School Leadership team, all staff and is shared openly and transparently with all members of our school community.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of East Doncaster Secondary College will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of East Doncaster Secondary College will also provide information and support to enable the Code of Conduct to operate effectively.

All staff and volunteers of East Doncaster Secondary College are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

For the purpose of this document child abuse includes-

a. any act committed against a child involving-

(i) a sexual offence; or

(ii) (ii) an offence under section 498(2) of the Crimes Act 1958 (grooming);

b. the infliction, on a child, of- (i) physical violence; or (ii) serious emotional or psychological harm;

c. serious neglect of a child.

Child Safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse, as outlined in Ministerial Order No. 870

All staff, contractors, volunteers and any other member of the school community are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

The College will adhere to legislation and inform the College community about the obligation meet to “Failure to disclose” and “Failure to protect” procedures. College procedures do not impinge on the responsibilities of staff regarding failing to disclose suspected child abuse or failing to protect a child reporting child abuse.

Acceptable behaviours
All staff, volunteers, contractors, and any other member of the school community involved in child-related work are responsible for supporting and promoting the safety of children by:

- upholding the school’s statement of commitment to child safety at all times
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school’s leadership
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours
Staff, volunteers, contractors, and any other member of the school community involved in child-related work must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to ‘grooming’ behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- In the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

If you believe, a child is at immediate risk of abuse phone 000

By observing these standards all College staff members and volunteers acknowledge their responsibility to immediately report any breach of this code to a member of East Doncaster Secondary College's Principal class.

Further information

Failure to disclose

https://www.justice.vic.gov.au/sites/default/files/embridge_cache/emshare/original/public/2018/07/f0/bbce5bd2b/failure_to_disclose_betrayal_of_trust_factsheet_2017.pdf

Failure to Protect

http://assets.justice.vic.gov.au/justice/resources/0f547d32-a4c4-4e05-9fbf-7415a4b4e3f6/failure_to_protect_betrayal_of_trust_factsheet_2017.pdf

Relevant East Doncaster Secondary College Policies

https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards

https://www.eastdonsc.vic.edu.au/policy-documents

Evaluation			Reviewed: August 2020	
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Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*			

Child Safety Responding and Reporting Obligations Policy (Including Mandatory Reporting)

Purpose

The purpose of this policy is to ensure that all staff and members of our school community understand the various legal and other reporting obligations related to child safety that apply to East Doncaster Secondary College.

Scope

This policy applies to all school staff, volunteers and school community members. It also applies to all staff and students engaged in any school and school council-run events, activities and services

Policy

All children and young people have the right to protection in their best interests.

East Doncaster Secondary College understands the important role our school plays in protecting children from abuse including:

- Physical abuse
- Sexual abuse (including sexual exploitation)
- Family violence

- Emotional abuse
- Neglect (including medical neglect)
- Grooming

The staff at East Doncaster Secondary College are required by law to comply with various child safety reporting obligations. For detailed information about each obligation, please refer to Identifying and Responding to All Forms of Abuse in Victorian Schools.

At East Doncaster Secondary College we also recognise the diversity of the children and young people at our school and take account of their individual needs and backgrounds when considering child safety.

Mandatory Reporting

Principals, registered teachers, registered medical practitioners, nurses and all members of the police force are mandatory reporters under the *Children, Youth and Families Act 2005* (Vic).

All mandatory reporters must make a report to the Department of Health and Human Services (DHHS) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/ or sexual abuse, and
- the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at East Doncaster Secondary College to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal does not share their belief that a report is necessary.

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually.

For more information about Mandatory Reporting see the Department's *School Policy and Advisory Guide*: Child Protection – Reporting Obligations.

Child in Need of Protection

Any person can make a report to DHHS Child Protection (131 278 – 24 hour service) if they believe on reasonable grounds that a child is in need of protection.

The policy of the Department of Education and Training (DET) requires all staff who form a reasonable belief that a child is in need of protection to report their concerns to DHHS or Victoria Police, and discuss their concerns with the school leadership team.

For more information about making a report to DHHS Child Protection, see the Department's *School Policy and Advisory Guide*: Child Protection – Making a Report and Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse.

At East Doncaster Secondary College we also encourage all staff to make a referral to Child FIRST when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST see the School Policy and Advisory Guide: Child Protection – Reporting Obligations.

Reportable Conduct

Our school must notify the Department's Employee Conduct Branch (9637 2594) if we become aware of an allegation of 'reportable conduct'.

There is an allegation of reportable conduct where a person has formed a reasonable belief that there has been:

- a sexual offence (even prior to criminal proceedings commencing), sexual misconduct or physical violence committed against, with or in the presence of a child;
- behaviour causing significant emotional or physical harm to a child;
- significant neglect of a child; or
- misconduct involving any of the above.

The Department, through the Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made.

Our principal must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former teachers, contractors, volunteers (including parents), allied health staff and school council employees.

If school staff become aware of reportable conduct by any person in the above positions, they should notify the school principal immediately. If the allegation relates to the principal, they should notify the Regional Director.

For more information about Reportable Conduct see the Department's *School Policy and Advisory Guide*: Reportable Conduct Scheme.

Failure to disclose offence

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 by another person aged 18 years or over.

Failure to disclose information to Victoria Police (by calling 000 or local police station) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a 'reasonable belief' might be formed when:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

"Reasonable excuse" is defined by law and includes:

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed, for example, through a mandatory report to DHHS Child Protection.

For more information about this reporting obligation, see the Department's *School Policy and Advisory Guide*: Failure to disclose offence.

Failure to protect offence

This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.

This may include removing the adult (ie persons aged 18 years and over) from working with children pending an investigation and reporting your concerns to Victoria Police.

If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.

For more information about this reporting obligation, see the Department's *School Policy and Advisory Guide*: Failure to protect offence.

Grooming

Grooming is a criminal offence under the *Crimes Act 1958* (Vic). This offence targets predatory conduct undertaken by an adult to prepare a child, under the age of 16, to engage in sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

For more information about this offence and reporting obligations see: Child Exploitation and Grooming.

Further information

Failure to disclose

https://www.justice.vic.gov.au/sites/default/files/embridge_cache/emshare/original/public/2018/07/f0/bbce5bd2b/failure_to_disclose_betrayal_of_trust_factsheet_2017.pdf

Failure to Protect

http://assets.justice.vic.gov.au/justice/resources/0f547d32-a4c4-4e05-9fbf-7415a4b4e3f6/failure_to_protect_betrayal_of_trust_factsheet_2017.pdf

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Closed Circuit TV (CCTV) Policy

This Policy explains the management, operation and use of the closed circuit television (CCTV) system at East Doncaster Secondary School.

Scope

This policy applies to the installation of CCTV cameras on school grounds and the use and disclosure of any footage produced by those cameras.

This policy is consistent with:

- Victorian government Schools' Privacy Policy (applies to all Victorian government schools)
- the Department's Security Risk Management policy
- Victorian privacy law

Policy

Schools have an obligation to ensure the school environment is safe and secure, and fulfil duty of care to students, staff and visitors. The CCTV system exists to assist our school to fulfil these obligations and to prevent and manage other inappropriate behaviour on school grounds.

CCTV provides enhanced capability to protect our school's assets against vandalism and theft. CCTV strengthens our school's security by providing an appropriate level of surveillance on school grounds and assists our school to take all reasonable steps to prevent reasonably foreseeable harm on school premises (duty of care). The presence of CCTV cameras deters misconduct and inappropriate behaviour and reassures students, staff and visitors that they are protected when on school grounds.

This policy describes how our CCTV system does this, consistent with Victorian privacy law.

Use of CCTV

Consistent with our school's obligations set out above, East Doncaster Secondary School may use CCTV cameras to:

- prevent and verify incidents involving
- criminal behaviour – of anyone on school grounds
- staff misconduct
- other inappropriate behaviour – including of students, staff, visitors or members of the public. For example, this means the school may use CCTV footage of incidents to help inform decisions about student management
- verify other incidents – involving students, staff and visitors (e.g. incidents in which a person has sustained injury, loss or damage on school premises)
- to provide the principal with visual coverage during emergencies

CCTV cameras are NOT:

- hidden or covert
- located in private areas such as toilets, changing rooms or staff rooms
- used to monitor student or staff work performance

Location of CCTV cameras in our school – WAITING ON MAP FROM IT Department

Access to CCTV footage

CCTV footage is only accessed for the purposes set out in this policy (see 'Use of CCTV footage') and only by the following people:

1. the principal or nominee, including people explicitly authorised by the principal
2. central and regional Department staff, when required to assist the school for an above purpose
3. any other people permitted by law.

Showing footage to staff, students and/or their parents involved in incidents

When using CCTV for the purposes listed in this policy under the heading 'Use of CCTV' and only when appropriate, the principal may show specific footage of an incident to those directly involved, including relevant staff, students and/or their parents.

This means that any person on school premises may be captured on CCTV footage of an incident that the principal may subsequently show to staff, students and/or their parents.

The school cannot give copies of CCTV footage to staff, students, parents or any other parties. Any requests for a copy of CCTV footage must be made to the Department's Freedom of Information Unit, as set out below.

Managing and securing the CCTV system

The principal or their nominee is responsible for managing and securing the CCTV system including:

1. operation of the CCTV system and ensuring it complies with this policy
2. considering the appropriate location and use of cameras and method for storing CCTV footage
3. maintaining and upgrading cameras when required.

Ownership of CCTV footage

The Department of Education and Training (the Department) owns our school's CCTV systems and CCTV footage.

Disclosure of CCTV footage

Our school may only disclose CCTV footage externally (i.e. external to the Department) as described in this policy or otherwise when permitted by law.

Storage of Footage

CCTV footage is kept for no more than 31 days If our school has not used CCTV footage in any of the ways set out above, and there has been no request to view or access footage during this period, the footage is deleted.

Where CCTV footage has been used to verify an incident or where it is required to be retained for legal reasons, our school will manage and securely retain the footage in accordance with records management requirements as issued by the Public Records Office of Victoria.

Access to information held about you

To access information our school holds about you (on behalf of the Department), including any CCTV footage, please contact:

Freedom of Information Unit
Department of Education and Training
GPO Box 4367
MELBOURNE VIC 3001
Email: foi@edumail.vic.gov.au

Further information and resources

- School Policy and Advisory Guide: Security Risk Management
- School Policy and Advisory Guide: Photographing and Filming Students
- Schools' Privacy Policy

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Communication Protocols Policy

Goal

East Doncaster Secondary College will engage in successful communication through providing open and transparent information about all our programs and procedures. These protocols outline the communication responsibilities for staff, students and parents to support everyone to become fully informed and to strengthen the home/school partnership.

Rationale

At East Doncaster Secondary College we understand that good communication is a two way process and needs to be regular, relevant and timely. We are committed to communication being respectful, sensitive, measured and constructive.

We acknowledge the potential benefits of staff, students and parents communicating via email, but also understand its shortcomings. This policy is designed to establish clear expectations for staff, students and parents in the use of email as a communication tool.

The proliferation of email traffic over recent times has allowed us to communicate more efficiently and effectively. While communication via email is valued, the increasing volume and response expectations necessitate the development of an agreed set of common practices.

Staff response to parent and student emails

- Electronic communications must be read on a daily basis during the school week. This does not apply to weekends, public holidays or school holidays
- Parents should expect a response within **48 hours** during the school week but the response may simply acknowledge the receipt of the email or the need for a meeting or further investigation
- Email responses may be expected within the hours of **8.00am-5.00pm** Monday to Friday during the school term
- If a staff member receives an email from a parent or student in distress, this should be forwarded to a member of the Principal class immediately
- Emails are at their best when they are brief and informative. Issues that require a level of detailed discussion should be dealt with in person or over the phone in consultation with school leaders
- Make sure the purpose of your email is clear…do you require specific action or is the email for information only?
- The tone of some emails may be difficult to determine or possibly be misinterpreted. Please consult if unsure of how to interpret or respond to such communication

- Staff are not to respond to disrespectful, offensive or unreasonable emails and should forward them to a school leader
- ***Rushed responses to emails are never a good idea***

Staff response to internal school emails

- It is a school expectation that electronic communications are checked daily
- Emails relating to school activities and concerns should be sent within the hours of 8.00am-5.00 pm Monday to Friday during the school term. Many of us like to work outside of these times but it is very easy to save the email in draft form and send your drafts the next day
- Emails relating to school activities and concerns may be sent before 8.00 am or after 5.00 pm if the circumstances are exceptional (ask yourself – can this email be sent in the morning?)
- Group emails have the potential to waste the time of many, so avoid sending emails to anyone for whom it is not relevant. It is also courteous to avoid time wasting emails, including jokes, chain letters and commercial solicitations.

Parents to Staff email

- Remember to respect staff personal time. Parents shouldn't send emails outside of work hours and expect an immediate response.
- When a concern or query arises, parents should communicate with the Year Level Coordinator or Head of Sub-School in the first instance either:
    - by phone through the school office, or
    - via email
- Parents should attempt to refer all school-related matters back to the school, and should not approach other children or contact other parents directly about such issues. We are interested in working together to create solutions rather than in exacerbating the problem, which is often the effect that approaching others can have.
- Due to the difficulties of arranging interviews for teachers in a timetabled teaching day, parents are requested to seek a mutually convenient meeting time with the staff member involved to discuss concerns. It is recommended that parents leave two or three possible times they are available and staff will reply at their earliest convenience.

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Community Languages Policy

Purpose

This policy outlines how the College assists students to enables students to maintain their mother tongue or heritage language.

Policy

Funding under this program is available to accredited not-for-profit, community-based organisations operating after-hours languages programs. For the purposes of this program, a community language is defined as one used on a day-to-day basis by members of cultural and linguistic groups resident in Victoria, to communicate with family members and within their own communities.

Community Languages Schools offer classes in languages other than English which students are unable to study in their own schools. Community Languages Schools provide classes to students from Prep to Year 12 (depending on the language) outside mainstream school hours; i.e. after school or on weekends.

School councils and Principals are encouraged to make school facilities available outside school hours at fair and reasonable rates to Community Languages Schools. It is acknowledged that schools making their premises available need to cover expenses such as heating, lighting, cleaning and security arrangements. Rental Framework Agreement Guidelines are available from the Department to assist Victorian Community Languages Schools and mainstream schools reach agreement about use of mainstream school facilities. In determining costs for the use of facilities by Community Languages Schools, school councils are urged to use the guidelines and to take into account the role of Community Languages Schools in supporting the maintenance and development of a wide range of languages spoken in the Victorian community.

The Department's Community Languages Schools program provides per capita funding to accredited Community Languages Schools in the form of a $215 per capita grant for each eligible student enrolled and attending the school by the end of Term 1 of that year. Funding guidelines and application forms are emailed to accredited schools at the beginning of each school year.

Implementation

A Student Enrolment Form must be completed by parents and each student's mainstream school as a record of enrolment at the Community Languages School. This is required in order for the Community Languages School to claim the per capita grant on behalf of the student.

Terms and Conditions of the Grant

Funding cannot be claimed for students in the following categories:

- students for whom tuition is being provided as a result of an agreement negotiated with a day school
- students who are temporarily residing in Australia
- overseas students who pay full fees in order to attend government or non-government schools in Australia:
- preschool children or adults.

For more information about Community Languages Schools contact:

Department of Education and Early Childhood Development
Email: community.languages@edumail.vic.gov.au

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Compass School Manager Policy

Rationale

This policy outlines the purpose and acceptable use of the College's online student management system.

Purpose

Teachers, students and parents have access to Compass School Manager available from the link on the College website. Compass provides students and their parents with access to a variety of Operational and Curriculum functions. These include Student Timetable, Student Reports, Class Lesson Plans, Class Resources, Class Learning Tasks, Attendance, Student News, Event Information, Event Calendar, email, Compass Pay and Parent Teacher Interview Booking. Compass is a dynamic web based application available anywhere, anytime via the internet and accessed by a valid EDSC supplied user account. Accounts will be provided for students and their parents.

Communication with Parents

An important part of the education process is effective communication between teachers, students and parents. All parties have access to this function when they log on to Compass.

Password and Login

Compass is a private computer system. Access is permitted to authorised users only. Unauthorised or improper use of this system (including but not limited to program reproduction, program distribution and/or publication of inappropriate content) may result in administrative disciplinary action as well as civil and/or criminal penalties. In logging into and/or using this system you indicate your awareness of and your agreement to these terms and conditions. Do not login if you do not agree to the terms and conditions. 'Compass School Manager' and the Compass School Manager logo are licenced by JDLF International Pty Ltd. All rights reserved. This system is protected by Australian intellectual property and privacy laws as well as international treaties.

You are not permitted to share your login credentials with any other entity (without the express permission of us or our registered client). You may be liable for any activity made under your account.

All logins to our website including IP addresses, browser types and in some cases geographical information are recorded.

Compass Photos

School photos are available to purchase online. Late orders (those received more than 5 business days after photo day), will incur an additional cost for special handling and processing. All receipts (tax invoices) will be issued online through your Compass school portal. Online payment is not a pre-requisite to purchasing a digital copy of your photo(s), but you will still need to log into the Compass parent portal after payment to access the download.

Compass are unable to provide any digital copies of class booklets. Digital copies are only available for student portraits and for some group/sibling photographs. Image sizes may vary slightly from specified/advertised sizes. Pack items may be upgraded (at no charge) or refunded if an order is unable to be filled.

'Passport-Size' photos cannot be used as Passport photographs, as they do not meet the required specifications. They are referred to as 'Passport-Size' photographs to give an indication of the size.

Governing law and jurisdiction

While ensuring product and service offerings are not compromised and that sufficient measures are in place to ensure auditing and security management requirements, where possible, practical and feasible Compass will attempt to:

- host private information (including passwords) on local sites
- host private information within private/secured networks
- host private information on servers/infrastructure managed or hosted within client (or affiliated client) facilities
- encrypt private (confidential) information at a hardware level
- encrypt private (confidential) information at a software level

Compass follow the below information privacy principles which align with the Victorian information privacy principles:

- They collect only personal information that is necessary for performance of our products and/or services. We also provide access to this information both the student (individual) and the appropriate families. Information is however in most cases managed by the school or appropriate entity. As such, we would suggest that the school or appropriate entity is contacted directly, prior to contacting JDLF International, to update any information that is considered incorrect. Please note: To ensure we protect private information and details, requests for information must be submitted by post and include certified copies of identification documents. You may also be required to attend one of our offices in person with identification, depending on the information required.
- They use and disclose personal information only for the primary purpose for which we received it or it was collected.
- They take measures to ensure that personal information is accurate, complete and up to date.
- They take reasonable steps to protect personal information from misuse, loss, unauthorised access, modification or disclosure.
- They have documented policies on management of personal information and document our terms and conditions of use on our website at www.jdlf.com.au/policy
- They abide by the Victorian Freedom of Information Act, and provide individuals with access to information in accordance with this Act.
- They do not record national unique identifiers, including tax file numbers. We do however record student VSN numbers in some circumstances to accommodate school and/or state reporting requirements.
- Where possible they will provide users with the ability to provide comments and feedback in an anonymous manner. Given the nature of the systems they operate and develop, coupled with their need for clear audit paths and security procedures, most access attempts are logged and recorded in alignment with their terms of use available at www.jdlf.com.au/policy
- Sensitive Information. Unless essential in their product or service's purpose they do not record information that is considered sensitive. This includes information such as political views, sexual preferences, etc.

Additional Important Information - When uploading documents and resources

In submitting electronic content you acknowledge that you are publishing document/s, multimedia, applications, music or other electronic content of which you are the copyright owner, or hold express permission from the copyright owner for publication and/or distribution. Publishing of copyrighted material without the copyright owners consent is not permitted, unless permitted under copyright and intellectual property laws. Uploading of large documents is not permitted (files that exceed 50mb). Uploading of sensitive information (as defined by relevant state/territory Privacy Acts) is not permitted. In uploading content you agree that the content is of an acceptable nature for business and educational circulation. Uploading of discriminatory, pornographic, adult, offensive, abusive and or defamatory material and content is not permitted and may render you liable to disciplinary, civil and or criminal charges. JDLF International Pty Ltd (including affiliated entities) takes no responsibility for the content uploaded. JDLF International Pty Ltd reserves the right to suspend or remove content at any time without notice. Backup copies of any published documents should be made by the content distributor prior to publication. JDLF International Pty Ltd takes no responsibility for any loss of data or resources. Please make obvious any copyright or intellectual property rights you may hold over this resource. For more information please read our privacy policy.

Concerns or requests for access

If you have a questions or concerns regarding this policy and conditions you can contact Compass in writing by post or email:

Postal:
Compliance Officer
JDLF International Pty Ltd
PO Box 366, Balwyn North, VIC, 3104

Email: contact@jdlf.com.au

We are not always required to provide access to personal information upon request. Access may be refused in a number of circumstances such as: where the information may relate to existing or anticipated legal proceedings; where required or authorised by law; where the request is regarded as frivolous or vexatious.

Evaluation			Reviewed: August 2020	
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Critical Incident Plan Policy

Purpose
To ensure the safety of all staff, students and school visitors in the event of an emergency situation.

1. Responding to a traumatic or critical incident in which the school is involved
This policy outlines the actions to take in the event of the College becoming directly or indirectly involved in a tragic or traumatic event.

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.

The College will provide professional counselling for 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.

While school will continue to operate as normally as possible, some degree of flexibility will exist.

2. Action to be taken as a result of a tragic/traumatic event which involves the school
Incidents vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases.

2.1 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

2.2 Obtain accurate information. Deal only with substantiated facts.

2.3 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. International Student Coordinator to ensure that parents/guardians details are provided to the Principal so that they can be informed where incident involves International Student.

2.4 Appoint a skilled Critical Incident Recovery Team to assist in the management of the incident. The team may include staff members, psychologists, counsellors, external DET 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.

2.5 As soon as possible provide information to the community as to what has happened, and what is being done. International Student Coordinator to ensure that parents/guardians details are provided to the Principal so that they can be informed.

2.6 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.

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

2.8 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.

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

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

2.11 Ensure that counselling help is available. Contact the Regional Office and/or DET and/or IED 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.**

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

2.13 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 may be important. International Student Coordinator assist with ensuring that parents receive a translated copy where appropriate.

2.14 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.

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

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

2.17 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.

2.18 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.

2.19 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:

- DET Emergency Management Planning
- Emergency and Critical Incident

Appendices 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

Evaluation

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

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

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:

- establishing the facts as soon as possible
- developing an action plan of short, medium and long term tasks
- contact with the Department of Education and Early Childhood Development (DET)
- liaising with external bodies including the media
- communicating with the whole staff as soon as possible
- meeting with staff both as a whole and with individuals or groups for debriefing
- communicating with the student body
- meeting with students in groups or individually for debriefing
- contacting parents/guardians
- 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. Implementation

a. 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

b. 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.

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

c. **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

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.
2. As part of the Critical Incident Recovery Plan, the Principal will set up a Recovery Team at the beginning of each year.
3. Following a critical incident, the Principal will convene the Recovery Team as soon as possible.
4. **The composition of the Recovery Team will be:**

    - the Principal
    - the Assistant Principals
    - a member of the teaching staff
    - a member of the Educational Support staff (first aid trained)
    - other support staff as appropriate (including International Student Coordinator)
    - as necessary, psychologists, counsellors and DET personnel.

5. 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.

Appendix B

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

Responsibilities and Procedures

1. Emergency Record

Record Information

- nature of the incident
- location of the incident, number and names of persons involved
- name of the person reporting the incident
- time incident reported
- 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**

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

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

3. Establish Critical Incident Recovery Team

The composition of the Recovery Team will be:

- the Principal
- the Assistant Principals
- a member of the teaching staff
- a member of the Educational Support staff (first aid trained)
- other support staff as appropriate (including International Student Coordinator)
- as necessary, psychologists, counsellors and DET personnel.

4. Allocate responsibilities

- emergency message register
- emergency contact list
- evacuation and assembly of staff and students
- cordon off area of 'crisis'
- establish a Support Team and Communications Centre to:
    - manage information and phone calls
    - coordinate media requests for information

- provide information to parents arriving at school
- coordinate routine school activities – maintain where practical
- notify students, staff and ancillary about the emergency
- notify parents first, and then siblings in the school
- establish a recovery room and supervisor for affected students
- establish a waiting room for parents
- inform students
- inform School Council
- inform School Community by newsletter
- inform International Student parents/guardians (Principal)
- monitor School Community's reactions
- liaise with outside agencies and emergency services
- brief key personnel and review responses

4.1 Recovery Room(s)

Set Up Recovery Room

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

Appoint Recovery Room Supervisors

- First Aid staff

Recovery Room Supervisors' Responsibilities

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

5. Informing Staff

- provide teachers and ancillary staff with a brief outline of the incident
- Restate to ensure that staff understand and it sinks in
- outline recovery management arrangements
- discuss procedures to be followed by staff during the day
- discuss the general procedures that Critical Incident Team will be following
- discuss guidelines for informing students and ways of answering questions from them
- give staff time to discuss this among themselves
- provide a brief factual outline to others in the community on a need to know basis
- 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
- inform staff as soon as possible about arrangements for holding a brief meeting before informing students at the start of the next school day
- review with staff afterwards any issues and needs
- provide staff with contact numbers for counselling or support services for themselves

6. Informing Students

Principal or senior staff

- contact the bereaved family or police to ascertain what information may be released within the school
- prepare a written factual statement, without graphic detail, for use as a reference by teachers when discussing the incident with students
- 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
- 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
- identify staff who may be too distraught to take classes and arrange replacements
- inform students soon after briefing staff
- ask teachers to mark a roll to identify who has been informed and who has not

Teachers

- 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
- limit speculation and rumours
- inform students about arrangements of counselling and recovery rooms
- inform students about arrangements for services, and appropriate ways to express condolences
- outline the arrangements for the day

Notifying close friends

- notify close friends especially girlfriends and boyfriends prior to making an announcement to other students
- take these students aside when they arrive at school and inform them privately
- consider contacting their parents
- prior to the start of the day
- 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:

- telephone - dedicated line in case of jamming by incoming calls
- telephone message if necessary
- message records
- phone lists
- rolls
- excursion list
- timetable
- maps
- computer and printer
- photocopier
- display instructions

8. Media Coverage

- nominate a media coordinator, prepare the School Council President and Principal to provide on camera interviews
- contact DET Media Unit on 9637 2871 or 9264 5821
- prepare a three paragraph report:

- briefly outline the facts
- outline what the school has done to assist those affected
- outline support and recovery arrangements
- include a name and contact number for the school media coordinator

- liaise with the family about any statements made to media
- exclude discussion of policy matters, limit comment to the emergency and the school response
- set rules for persistent media
- keep a record of media enquiries
- offer scheduled interviews in return for media commitment not to seek uninvited access to staff, students, parents
- negotiate accepted areas for filming e.g. school/church boundary and not within
- check that information provided does not conflict with court requirements or police proceedings
- anticipate renewed interest arising from anniversaries, court proceedings

9. Long Term Actions

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

10. Reference

DET's Managing School Emergencies - Minimising the impact of trauma on staff and students

Managing School Emergencies Booklet.

Appendix C

Emergency Record Form – Template

Date:		**Time of Notification:**	**AM/PM**

Name of the 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?	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	**Box Hill Hospital** 1300 342 255
ASSISTANT REGIONAL DIRECTOR	**03 8392 9300**
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

_____

Emergency Message Record

Time: _____ _____ : am/pm

Message
from

_____

Action required? Yes ☐ No ☐

If 'YES', please detail:

_____
_____

_____
_____

_____

Completed ☐

Message taken
by

_____

Appendix C

International Student Program – Responding to Incidents, Disclosures and Suspicion of Child Abuse for Homestay Providers

INTERNATIONAL STUDENT PROGRAM
VICTORIAN GOVERNMENT SCHOOLS, MELBOURNE, AUSTRALIA

RESPONDING TO INCIDENTS, DISCLOSURES AND SUSPICIONS OF CHILD ABUSE FOR HOMESTAY PROVIDERS

YOU MUST TAKE ACTION:

As a homestay provider, you play a critical role in protecting children in your care.

You **must** act by following the 4 critical actions as soon as you witness an incident, receive a disclosure or form a reasonable belief that a child has, or it at risk of being abused.

You **must** act if you form a suspicion/reasonable belief, even if you are unsure and have not directly observed child abuse (e.g.: if the victim or another person tells you about the abuse).

ACTION 1: RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to ACTION 2

If a child is at immediate risk of harm, you must ensure their safety by:

- Separating the alleged victims and others involved
- Administering first aid
- Calling 000 for urgent medical and/or police assistance to respond to immediate health or safety concerns
- Identifying the contact person at the school for future liaison with Police

When necessary, you may also need to maintain the integrity of the potential crime scene and preserve evidence.

ACTION 2: REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed, you must report all incidents, suspicions and disclosures as soon as possible. Failure to report physical and sexual abuse, may amount to a criminal offence.
You **must** report all instances of suspected child abuse to Victoria Police. This can be done by calling 000 or contacting your local police station:
Doncaster Police Station 88413999

You **must** also report all instances of suspected child abuse to the school Principal:
John Roberts 98422244

Do not contact student's parents as this is the Principal's responsibility.

*If the source of suspected abuse is from within the school, liaise with Victoria Police and IED in who should be contacted at the school, which is the International Student Coordinator.

ACTION 3: CONTACTING PARENTS

The School Principal is responsible for contacting the parents of overseas students. The principal must consult with DHHS Child Protection and/or Victoria police to determine what information can be shared with parents.

ACTION 4: PROVIDING ONGOING SUPPORT

East Doncaster Secondary College **must** provide support for children impacted by abuse. This should include the development of a Student Support Plan in consultation with wellbeing professionals.
Strategies may include development of a safety plan, direct support and referral to wellbeing professionals.
Homestay Providers care for EDSC international students by living with them with the School as the Welfare Provider.

If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** still act. The international student coordinator mobile is 0455099455 and Assistant Principal is 0427381350.

Evaluation			Reviewed:	August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
Principal:	**Name:**	John Roberts	**Signature:**		**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*				

Curriculum Resources (Library) Policy

Rationale

- The library is the central location for literature resources, research materials, multimedia technologies and teaching materials. In this capacity the library houses the most expensive collection of assets owned by the school. It is essential therefore that the library be effectively and efficiently maintained and developed.

Aims

- To provide a library for use by the school community that is modern, inviting, appropriately resourced and well utilised by all.
- To ensure that the assets located in the library are secure and well maintained.
- The library will resource, promote and instruct students and staff to enhance the Literacy and ICT goals of the College.

Implementation

- School council will, over time, provide a modern, well-resourced and technically advanced library facility.
- The library will house fiction and non-fiction resources, audio-visual equipment, multimedia resources such as DVDs, teaching aids and similar materials and equipment.
- An up-to-date multimedia computer centre will be located in the library primarily for use as a research facility.
- The library will provide a senior school private study area and general class areas for teacher use.
- The library will enhance connectedness with students through the Library monitor program and promote literacy through book club meetings and author visits.
- A trained teacher librarian will oversee all operations that relate to the library.
- The trained teacher librarians will provide orientation lessons for new students, lessons on wide reading, electronic databases and researching effectively.
- The library will open before school for borrowing and at lunchtimes for reading and research.
- All library materials and resources will be identified as school property, will be effectively marked, and will be barcoded.
- All library assets will be electronically stored on a central database, and can only be borrowed by approved persons, via a computerised borrowing system overseen and managed by the library staff.
- Classroom teachers will be able to bulk borrow library books.
- The library facilities will be made available to the wider school community for use on certain predetermined events.

- Lost or damaged resources must be paid for by the parents of students who borrowed the item/s in question.
- Borrowing privileges will be suspended or permanently removed from people who do not comply with the school's expectations.
- A significant program budget will support the school library annually.
- The library will purchase and promote new resources to meet the College goal of improving literacy.

Evaluation				Reviewed: August 2020
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
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Date of Next Review:	*August 2021 or as directed by DET.*			

Curriculum Framework Policy

Rationale

- Schools use a range of standard curriculum options to develop and provide education programs that are meaningful for students including:
  - the Victorian Curriculum F-10
  - senior secondary programs such as Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools
  - programs that support the standard curriculum i.e. multicultural education, cycling programs, traffic safety education, etc.
- Schools access a wide range of educational resources to select appropriate teaching and learning resources, set homework that supports classroom learning, undertake a range of student assessment and reporting activities to support student learning and ensure that classrooms are safe and classroom activities are conducted safely.
- Schools use a range of standard curriculum options to develop and provide education programs that are meaningful for students including the Australian Curriculum in Victoria (AusVELS) for 7 – 10, senior secondary programs such as Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools as well as programs that support the standard curriculum i.e. multicultural education, cycling programs, traffic safety education, etc.
- There also are a range of programs available to support international students.

Purpose

To ensure East Doncaster Secondary College complies with DET policy and guidelines in relation to its curriculum framework.

Definition

- The Victorian Curriculum 7-10 together with the Victorian Early Years Learning and Development Framework, specifies the skills children and young people need for success in work and life.
- The Victorian Curriculum 7-10 provides the framework for curriculum development for Year 7 – Year 10. It is structured as a learning continuum that enables teachers to identify the student's current levels of achievement and then deliver teaching and learning programs that support

progression of learning. The curriculum integrates the 'Towards Foundation Level Victorian Curriculum' directly into the curriculum and is referred to as 'Levels A to D'.

- The Victorian Curriculum 7–10 includes eight learning areas and four capabilities. The curriculum achievement standards are provided in 11 levels for English and Mathematics and in five or six bands for all the other learning areas and capabilities. Achievement standards are provided in four levels (Levels A to D) for students with disabilities.

The Victorian Certificate of Applied Learning (VCAL) is based on applied learning and designed to:

- give students practical work-related experience, literacy and numeracy skills and the opportunity to build personal skills that are important for work and life
- provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education.

The Victorian Certificate of Education (VCE) is undertaken by students in Years 11 and 12 but can be started in Year 10. It provides a range of subjects to meet the needs of students and provides pathways to further study at university, TAFE or employment.

Vocational Education and Training (VET) in Schools is a vocationally oriented program that is part of either VCAL or VCE. It provides credit towards these certificates as well as the opportunity to undertake a nationally recognised VET qualification within the Australian Qualifications Framework.

Note: The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the curriculum, assessment and certification of both the VCE and the VCAL.

Schools use a range of programs to support the standard curriculum so that they can develop and provide quality education programs that are engaging and meaningful to students and promote student safety and wellbeing.

Implementation

- The school will use the Victorian Curriculum as the basis of its curriculum framework in Year 7 – Year 10.
- The school will ensure that the curriculum substantially addresses The Arts, English, Health and Physical Education (including Sport), Humanities, Languages, Mathematics, Science, Technologies.
- The school may support the Victorian Curriculum with other programs according to priorities e.g. Outdoor Education, Multicultural Education, Drug Education.
- Curriculum is personalised in that each student's educational program is tailored and structured to their individual needs.
- All students will receive a curriculum offering that is challenging and achievable. Students requiring extension activities will have these provided by the classroom teacher and this will be acknowledged in the written comment for the subject. Some students who have diagnosed learning difficulties may be offered a modified curriculum.
- The Victorian Certificate of Education (VCE) will be undertaken by students in Years 11 and 12 but can be started in Year 10.
- The school will offer the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in Schools courses.
- In Year 7 – Year 10, time for each domain will be allocated according to the whole-school curriculum plan.
- The school will ensure English as an Additional Language (EAL) is provided for new arrivals.
- *If applicable, the school will provide quality and meaningful education for Koorie students by using a range of strategies as described in the Marrung: Aboriginal Education Plan 2016 -2026.*
- The school will document through its School Strategic Plan and the Annual Implementation Plan which key strategies for improvement in student learning outcomes form part of its curriculum plan.

- Year 7 – Year 10 curriculum will be reviewed annually according to the school's priorities.
- A wide range of educational resources to support teaching and learning will be accessed.
- The school will undertake a range of student assessment and reporting activities.
- The school will ensure that classrooms are safe and classroom activities are conducted safely.
- Every four years, the school will undertake a major review of curriculum, curriculum delivery and student learning outcomes.
- The school will provide career development and transition programs and advice to support students in their course and career decision making.

Please refer also to the school's *Assessment Policy, Multicultural Education Policy, Reporting to Parents Policy, Homework (Home Learning) Policy*, *Koorie Education Policy, Wellbeing & Learning Policy, Using Digital Technology Policy* and *s*pecific policies such as the *Drug Education Policy*.

Reference

www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx

College Specific Procedures

Policy Statement

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

East Doncaster Secondary College encourages a personalised approach to teaching and learning where every student's education is structured and tailored to their needs (data driven instruction) to support high levels of student engagement and attainment.

To achieve this, the College provides developmental teaching and learning programs that challenge and support students to build their skills and knowledge. The programs provide a comprehensive, broadly based, inclusive curriculum.

The College documents its curriculum offerings, in the form of 'Scope and Sequence'. This document describes the content, skills and knowledge through course outlines, term overviews and weekly planners.

Guidelines

East Doncaster Secondary College will recognise and respond to diverse student learning needs when developing its curriculum programs and curriculum plan and use a range of data to inform decisions.

The College will comply with all DET guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of programs to meet the needs of students across the different campuses of the College, including: Victorian Certificate of Education (VCE), as well as provide access to offsite participation in Victorian Certificate of Applied Learning (VCAL) and Vocational Educational and Training (VET).

The Victorian Curriculum will be implemented from Years 7 to 10 at the College.

DET places a high priority on the teaching of Physical and Sport Education, LOTE and ESL.

The College's curriculum programs are designed to enhance effective learning through the consistent use of identified effective teaching strategies (e.g. High Impact Teaching Strategies, Professional Learning Communities, and Professional Engagement Teams). Refer to the College '*Teaching and Learning Charter*.'

Preparing young people for the transition from primary to secondary school is a critical element of the primary program and from secondary into further education and careers is a critical element in senior secondary program.

Teaching and learning programs will be resourced through Program Budgets.

Program

East Doncaster Secondary College will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and non-English speaking background.

East Doncaster Secondary College's approach to personalised learning will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan, classroom programs and teaching strategies.

When developing its Curriculum Plan, the College will provide at least 25 hours student instruction per week and a minimum of 300 minutes per day P-12

(http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/environment/4-3.pdf)

The Leadership Team will determine the offering of VCE units and VET programs for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.

Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.

The College's Curriculum Plan will also offer VCAL through other providers.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at years P-10 in accordance with DEECD policy and guidelines.

To facilitate this implementation, course outlines, term and weekly planners, assessment schedules, data records, rubrics, assessment for, as and of learning procedures will be developed that reflect the Victorian Essential Learning Standards.

The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and ESL will continue to be implemented as far as annual resources will allow.

The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

In developing its curriculum plan the College will provide a broad range of educational pathways to ensure improved student outcomes.

Professional learning community leaders and budget managers will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to the College Council.

Further information

Relevant East Doncaster Secondary College Policies

Evaluation				Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
Principal:	**Name:**	John Roberts	**Signature:**		**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*				

Dangerous Goods/Hazardous Substances Policy

Purpose of this policy

To ensure that all risks associated with the use of dangerous goods and hazardous substances in the college are safely controlled and managed.

Policy

The college will ensure that: Principals are responsible for ensuring that:

- all dangerous goods and hazardous substances are identified within the school and included in a chemical register
- risk assessments and controls are established for dangerous goods and hazardous substance use in consultation with the Health and Safety Representative and employees;
- Safe Work Procedures (SWP) specific to the handling of dangerous goods and hazardous substances stored in the workplace, are developed and implemented
- safety information, including Material Safety Data Sheets (MSDS) and the Chemical Register is readily available
- chemicals are not introduced into the school without considering and managing any associated risk;
- restricted substances are not used or stored in the workplace
- appropriate training and Personal Protective Equipment (PPE) is provided for employees who may be exposed to dangerous goods and hazardous substances
- relevant signage is displayed, highlighting the hazardous nature of chemicals used or stored in the workplace.
- decanted chemicals are labelled according to the Globally Harmonized System (GHS). Labels can be obtained from ChemWatch
- chemicals purchased from commercial suppliers are labelled according to the GHS system and similarly, safety data sheets will be provided in the GHS format. See: Guidance Sheet 1: Chemical Storage (docx - 99.67kb)

Accidental poisoning/contamination

The Poisons Information Centre at the Royal Children's Hospital on 13 11 26 is available 24 hours a day. The centre can provide advice on all types of poisons and poisoning.

If there is a case of accidental poisoning, telephone the Poisons Information Centre and provide the:

- name of the poison
- length of time of the exposure
- any signs and symptoms.

If there is accidental contamination:

- clothing should be changed promptly
- skin washed (without scrubbing) with soap and water
- follow the directions on the label which might include getting to a doctor or hospital quickly.

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Date of Next Review:	*August 2021 or as directed by DET.*			

Detention Policy

Purpose of this policy

To ensure that schools only detain students as part of a staged approach, in accordance with the College's Student Engagement Policy.

Policy

Teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place.

The college will:

- consider individual circumstances when determining what a reasonable time and place for detention entails
- ensure any special conditions relating to the imposition of detention are specified in the school's Student Engagement Policy.

Conditions

The College/Principal will ensure that:

- no more than half the time allocated for any recess or lunchtime is used for detention
- students undertake detention at a reasonable time and place
- where students are detained after school to complete school work, or to undertake additional or new work or duties:
  - parents are informed at least the day before the detention
  - the time of detention should not exceed forty-five minutes
  - alternative measures are negotiated with parents whose family circumstances are such that the student's completion of after-school work would create undue hardship (e.g. where students regularly supervise younger siblings in the absence of parents, or where limited travel alternatives for students are available).

Evaluation			Reviewed:	August 2020
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
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Diabetes Management Policy

Diabetes Mellitus (Type 1 and Type 2)

Purpose of this policy

To ensure that East Doncaster Secondary College supports students with diabetes.

Policy

Upon enrolment or when a student with Diabetes is identified, the college in conjunction with parents/carers and treating medical team will develop a clear and tailored health management plan to support the student's individual health care needs.

Students with **Type 1 diabetes** are required to provide the College with:

- a current individual *Diabetes Management Plan* prepared by a student's treating medical team (provided by parents/carers)
- a current *Diabetes Action Plan* and
- a *Student Health Support Plan*, developed by the school in consultation with the parents/carers and where appropriate the student's treating medical team.

These documents must be completed in line with requirements as listed under *Diabetes Management Plan* below.

Legislative and Medical Context

Children and young people with diabetes are no more likely to be sick than other young people and can generally be expected to do everything their peers do. However, at times they may need additional support or special consideration to ensure they are able to participate in education and training on the same basis as other students.
Diabetes is considered a disability under the relevant federal and state anti-discrimination laws. Therefore the college has a legal obligation to make reasonable adjustments for students with diabetes to enable them to participate in their education on the same basis as their peers, regardless of whether they are funded under the Program for Students with Disabilities.

An example of a reasonable adjustment could be having an appropriately trained aide administer insulin where a student is unable to self-administer safely. In addition, schools have an ongoing duty of care obligation to their students to take reasonable steps to reduce the risks of reasonably foreseeable injury.

Definitions

Type 1 Diabetes is an auto-immune condition which occurs when the immune system damages the insulin producing cells in the pancreas. Insulin is the hormone that controls blood glucose levels (BGLs). This condition is predominantly treated with insulin replacement via multiple injections each day or a continuous infusion via a pump. Without insulin treatment, Type 1 diabetes is life threatening.

Type 2 Diabetes occurs when either insulin is not working effectively (insulin resistance) or the pancreas does not produce sufficient insulin (or a combination of both). Type 2 diabetes accounts for around 85 per cent of all cases of diabetes, but less than 5% of cases in the school-based population. Type 2 diabetes usually develops in adults over the age of 45 years, but it is increasingly occurring at a younger age. Type 2 diabetes is initially managed with a healthy diet and lifestyle and/or medication that could include tablets and/or insulin.

Note: Type 2 diabetes is usually controlled by diet and is not necessarily dependent on insulin injections for treatment. Thus, students with Type 2 diabetes do not require an individual Diabetes Management Plan or Student Health Support Plan unless specifically requested by the student's treating medical team.

Hypoglycaemia (Hypo) – Low blood glucose

Hypoglycaemia occurs when the blood glucose level drops below a normal level. Hypoglycaemia can be caused by too much insulin; delaying a meal; not enough food; or unplanned or unusual exercise. A 'hypo' can be dangerous if not treated promptly and can potentially cause irrational or confused behaviour, a seizure and possible loss of consciousness. It is important to treat hypos rapidly as students can feel unwell and their judgment and cognitive abilities may be impaired.

Hyperglycaemia (Hyper) – High blood glucose

Hyperglycaemia is a condition in which the blood glucose increases above the normal level. Hyperglycaemia can be caused by insufficient insulin; too much food; common illness; and/or stress. It is uncommon for blood glucose levels to be high, however this state should be avoided where possible and persistent high levels reported back to parents.

Responsible staff voluntarily agree to undertake training and provide treatment and support to students with type 1 diabetes as outlined in the Diabetes Management Plan, Diabetes Action Plan and student Health Support Plan.

Diabetes Guidelines

The Diabetes Guidelines - Supporting Students with Type 1 Diabetes in Victorian Schools (pdf - 2.34mb) provides additional assistance to principals and staff who are supporting students with type 1 diabetes in Victorian government schools.

The guidelines:

- supplement the Department's Diabetes policy and can be used in conjunction with the Mastering Diabetes resource
- will help schools to meet their legal and policy obligations and inform student health support planning
- provide practical advice on effective communication, staff training, implementing treatment plans and making reasonable adjustments to optimise student's engagement in school life.

Diabetes Management Plans

Diabetes Management Plans, action plans and companion documents can be obtained via Diabetes Australia – Victoria (DA-Vic) and must be completed by the hospital treating team responsible for the student's diabetes care before being presented to the college by the student's parents/carers, see: http://www.diabetesvic.org.au/

To ensure all relevant parties have been consulted and are in agreement with the stated plan of care for school the Diabetes Management Plan must be signed by the parent/carer; diabetes educator or doctor (specialist endocrinologist or paediatrician) and the school principal or head teacher.

The College will develop a school health support plan in consultation with parents/carers when appropriate for the students and where appropriate the student's treating medical team.

Staff Training and Support to Students

The College will support students to learn to take responsibility for the management of their own health needs in non-emergency situations where possible.

However, diabetes management in younger students and those who are newly diagnosed may be harder to achieve given their various stages of development and complexity of BGL monitoring and treatment. Individual children will become independent at various ages therefore additional support by educators and support staff may be necessary until this time occurs.

All school staff need a basic understanding of type 1 diabetes and how to respond in an emergency. At enrolment or at the time of diagnosis, the parents/carers should discuss their child's diabetes management and support needs with the principal of delegated officer.

When the school knows that certain students have diabetes, staff (including relief staff) need to know enough about diabetes to ensure the safety of those students.

Principals should ensure:

- all staff complete basic level training so they have an awareness of what type 1 diabetes is and how to respond safely to an emergency
- that Responsible Staff undertake appropriate training to develop confidence and competence to implement a student's Diabetes Management Plan and Diabetes Action Plan
- training is up-to-date and appropriate in light of any changes to a student's Health Support Plan.

The Diabetes Victoria *Diabetes at School*on line education package can be accessed by **all** school staff. The three five-minute self-directed learning modules will help to ensure that all school staff understand type 1 diabetes and how it impacts on a student's day to day life, provide knowledge about how to respond appropriately to students experiencing hypoglycaemia and hyperglycaemia and information about Diabetes Action and Management plans

Additional resources are also available on this platform for staff wanting to further their knowledge of type 1 diabetes.

Training seminars for teachers (pre-school, primary and secondary) and school support staff to develop confidence and competence in supporting students with diabetes and in implementing a student's Diabetes Management Plan and Diabetes Action Plan are held regularly by Diabetes Victoria.. For details on upcoming sessions, see: Professional Development

The College will make reasonable adjustments for students with diabetes and take reasonable steps to prevent reasonably foreseeable risks of injury. These reasonable adjustments are likely to include:

- determining any additional arrangements required to assist each student, in accordance with the student's Health Support Plan
- assessing staff training requirements based on individual student needs
- ensuring staff undertake appropriate diabetes education. This includes:
  - specific training for staff closely involved with students with diabetes
  - targeted support for any students who require assistance to manage their diabetes
- ensuring training is up-to-date and appropriate in light of any changes to a student's Health Support Plan

At enrolment or at the time of diagnosis, the parents/carers should discuss their child's diabetes management and support needs with the designated person at the College.
When the school knows that certain students have diabetes, staff (including relief staff) need to know enough about diabetes to ensure the safety of those students.

Impact at school

Most students with diabetes can enjoy and participate in school life and curriculum to the full. However, due to their diabetes they may need:

- special consideration when participating in sport, excursions, camps and other activities
- extra diabetes management plans for overnight camps and excursions prepared by the student's treating medical team
- special consideration during exams and tests
- extra toilet provisions
- extra consideration if unwell
- some individual supervision
- to eat at additional times, especially when involved in physical activity
- special provisions for privacy when checking blood glucose levels and injecting insulin, if required.

*Students may require some time away from school to attend medical appointments, but in general, attendance at school should not be an ongoing issue.

Strategies

This table describes the different ways schools can support students in managing diabetes and make reasonable adjustments to enable students to participate in their education on the same basis as their peers who don't have diabetes.

Administering Glucagon	Glucagon should not be necessary to administer in the day-to-day school context except under certain pre-arranged circumstances. This is why it does not appear in the Diabetes Action and Management Plans. Glucagon is safe to administer with appropriate training. Under the *Drugs, Poisons and Controlled Substances Act (1981)* there is no reason why any trained adult, teacher or school staff member cannot administer a glucagon injection in appropriate circumstances such as when the student is experiencing an severe hypo preferably confirmed by BGL of <4.0mmol/L, or when an ambulance call out is greater than 30 minutes away. It is the Principal's responsibility to decide how many staff need to be trained, but they must ensure that there will be enough trained staff around to be able to supervise students and to know how to deal with diabetes emergencies. Glucagon injection training can be obtained from the diabetes treating team who usually care for the child's diabetes or from other health professionals such as a general practitioner or Division 1 Registered Nurse. It is advised that while a trained parent or legal guardian can provide this training, a health professional is preferred.

Monitoring Blood Glucose Levels (BGLs)	The management of diabetes depends on balancing the effects on blood glucose levels. Food (carbohydrate), physical activity, insulin and stress can all impact on an individual's blood glucose levels. Checking blood glucose levels requires a blood glucose monitor and finger pricking device. Most students should be able to perform BG checks independently. Student's Diabetes Management Plans should state monitoring times and the response to the BGL, as well as the method of relaying information about any changes in blood glucose levels. Depending on the student's age, a communication book can be used to provide information about the student's change in BGLs between parents/carers and the school. Checking of BGL occurs at least four times a day to evaluate the insulin dose. Some of these checks will need to be done at school. Most students can adequately manage their own BGL testing, however each case must be assessed individually and younger children may need some assistance or supervision.
Administering Insulin	Administration of insulin during school hours may or may not be required as per the student's Diabetes Management Plan. Students who require assistance to administer their insulin can receive this support from a nominated/Responsible school staff member who has received appropriate training in the administration of insulin. The Principal should allocate staff to provide support in consultation with the relevant staff and the parents/carers of the student. Arrangements for administering insulin during school hours should be documented in the Student Health Support Plan. If insulin is administered at school, the student's parents/carers must provide clear advice regarding the dose and timing as per the Diabetes Management Plan. The student's parents/carers should ensure instructions in these plans are updated as circumstances or health requirements change.
Communication	It is important to establish a culture of inclusion and to support young people with diabetes so they can participate fully and safely at school. Young people with diabetes can be worried about and even avoid managing their diabetes in school because of a concern about being different. This can lead to medical complications, poor concentration and focus as well as problems such as social isolation, absenteeism, anxiety or depression. Open communication between the school and parents/carers and students is key to ensuring optimal diabetes management and student engagement, as well as ensuring there is clarity and shared understanding in relation to roles and responsibilities for everyone involved in the student's care. The College and parents/carers will determine in each case what method will best facilitate regular and reliable communication between parties.

	Schools should be proactive in establishing effective communication lines to ensure parents/carers can regularly and easily relay health changes or updates to a student's individual Diabetes Management Plans. Communication books, emails and text messages to a nominated contact are strategies that may be considered.
Infection Control	Infection control procedures will be followed. These include providing clear instructions to relevant staff on how to prevent infection and cross contamination when checking blood glucose levels and administering insulin. This includes measures such as hand washing, one student/child one device, disposable lancets and syringes and the safe disposal of all medical waste.
Activities, Special Events, School Camps and Excursions	Camps, excursions and special events enhance self-esteem, promote confidence and independence and are an important part of school education. Students with diabetes can generally participate fully in camps, excursions and special events. The College will make reasonable adjustments in order to enable the student to attend activities including excursions and camps. Schools also owe a duty of care to all students when attending excursions, camps and other school activities. The student's Health Support Plan should be reviewed before a student attends an excursion or camp. A specific diabetes camp plan should be created by the student's treating medical team, in consultation with the parent(s)/carer(s). Staff members who will provide assistance with the diabetes management will be identified. The College will not require parental attendance as a condition of the student attending the excursion or camp. However if the parent(s)/carer(s) wish to attend the excursion or camp and this is consistent with school policy and practice in relation to parents attending excursions or camps, then this may be agreed to at the discretion of the Principal. The Camp, excursion, event action plan should consider the potential for injury to the student and/or others and include details about the camp or excursion, including the location, remoteness, risk-level of the activities, transport and sleeping arrangements, proposed supervision and information relating to the student's needs and diabetes. Camps providing food will be consulted and reasonable adjustments will be suggested to allow students with diabetes to participate. A discussion with the parents/carers prior to the event, camp or excursion is recommended to develop an appropriate response for each case.
Classroom Management and Special Activities	School staff should make reasonable adjustments in their management of classroom activities and other special events to ensure students with diabetes are able to fully and safely engage in education and related activities. Strategies include restricting food-based rewards, ensuring suitable food/snack alternatives are available for class parties and altering food based curriculum activities (such as cooking and hospitality) to improve safety for students with diabetes. Staff should note that own food sharing between students is not safe for students with diabetes.

Physical Activity	Students should be encouraged to participate in physical activity as it has broad health and wellbeing benefits for the individual. However, special precautions are necessary for students with diabetes. Exercise may affect blood glucose levels and as a result student's Diabetes Management Plans, Diabetes Action Plans and Health Support Plans must include specific advice on how staff should assist and monitor students participating in physical activity. Exercise is not recommended during poor diabetes control periods/when BGLs are outside of the target range and particularly for students with high BGL levels as exercise may further increase BGLs. Extra caution should be taken when considering water sports for young people with diabetes as the environmental factors combined with unstable blood glucose levels may increase the risk of drowning. Refer to the student's Diabetes Management Plan and Diabetes Action Plan.
Timing Meals	Students should have a food plan that fits in with regular school and care routines, avoiding the need to eat regularly in class or at odd times. Younger students may require extra supervision at meal and snack times to ensure they eat the food provided and do not share food with other students. Meal requirements of students should be communicated to all supervising staff.All supervising staff must understand that students with diabetes cannot delay meal times and special consideration must be given to students with diabetes if an activity is running overtime. Families are responsible for providing their student with the food and drink needed for the day.
Exam Support	Young people perform best at tests and exams when their diabetes is in optimal control. For exam and assessment tasks, the College will make reasonable adjustments for students with Type 1 diabetes. These could include: *additional times for rest and to check their blood glucose levels before, during and after an exam, and/or take any medication *consuming food and water to prevent and/or treat a hypoglycaemic episode *easy access to toilets as high BG levels causes a need to urinate more frequently *permission to leave the room under supervision. Exam support for students with Type 1 diabetes includes schools ensuring that they consider the Special Entry Access Scheme in consultation with the student. For Year 11 and 12 students this should be done at the beginning of the VCE year. Note: While most students with type 2 diabetes will not require additional adjustments, there be may some students with type 2 diabetes who require this extra support. Parents/carers may request further information from the student's treating medical team. For more information, see: VCAA - Special Provision
Staff continuity	Consideration will be given to maintaining adequately trained staff during times of staff changeover,while students are in the playground or while students are

	under the supervision of relief, specialist and/or non-contact teachers. The college will ensure an adequate level awareness and knowledge of Diabetes in its staffing/Principals should ensure all staff that have a supervisory role for students with diabetes have a general level of awareness and knowledge, and are able to quickly access information or support from staff who have received specific diabetes management training.

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Dogs In School Grounds Policy

Rationale

While many people within the community have dogs as household pets, and they consider these dogs as much loved members of their family, not all people share their enthusiasm for dogs. Dogs have been known to attack children and some people have a fear of dogs. For these reasons, dogs are not permitted on the school grounds.

Aims

To provide a safe and harmonious school environment for all people to enjoy.

Implementation

- Dogs are prohibited from entering our school grounds and buildings at any time. This includes weekends and out of school hours as the school may be used by external hirers.
- 'No Dogs' signage will be erected at each entry point to the school.
- Parents are asked not to tie or secure dogs to the school fence or anywhere they can be a concern to passers-by or to people using the school gates or crossings.
- Parents are reminded that these rules also apply to small house dogs and puppies.
- Stray dogs wandering around the school yard must be brought to the attention of the Assistant Principal who will attempt to corral or enclose the dog in a safe place. The school will attempt to contact the owners if the dog is identifiable, or the local council for assistance with removal of the dog.
- Students will generally not be allowed in the school yard when a stray dog is in the yard.
- Dogs that are trained to assist the visually impaired are exempt from this policy.

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Drug Education Policy

Aim

To:

- support the whole school approach to reducing drug use and associated harm
- explain how East Doncaster Secondary College responds to drug related incidents
- provide support for students involved in unsanctioned drug use.

Policy

East Doncaster Secondary College will:

- provide all students with drug education prevention and intervention programs
- involve parents/guardians and the wider school community in drug-related curriculum and wellbeing issues
- prohibit possession, use, distribution and selling of illicit drugs and unsanctioned licit drugs on school premises or at any function or activity organised by the school
- make every effort to retain students in the education system.

East Doncaster Secondary College is aware that drug use and misuse by young people is widespread in our society. It is, therefore, unrealistic to believe that no College students will have exposure to drugs, or use drugs in the future, with possibly harmful consequences for their health and academic progress, the welfare of other students or the College's standing in the community.

This policy is established in recognition of an existing community problem, which the College is willing to confront in partnership with other responsible caring agencies.

In shaping this policy the College has been influenced by current research into drug use and has consulted widely including the medical and legal professions, DOE, Victorian Strategy against Drug abuse, Australian Drug Foundation, parents, students and local community agencies.

Rationale

East Doncaster Secondary College drug policy is based upon the following principles:

- The fact that alcohol and nicotine are the major causes of drug related harms
- The harm minimisation approach adopted by State and Federal governments in Australia
- The cause of drug use is not only experimentation and/or recreation, but also is often perceived as self-medication to reduce pain or suffering.

We recognise that to enhance student wellbeing, East Doncaster Secondary College needs to employ prevention and intervention strategies, through the drug education curriculum and welfare programs.

A harm minimisation approach aims to prevent or reduce the harms resulting from the range of drug use behaviours occurring within the community. The approach is relevant to user and to non-users as it includes an examination of the effects of drug use on the user, friends, family and the community. Students are asked to equip themselves to deal with the choices and decisions they may be faced with and to plan strategies to protect their own health and the safety of others based on respect and participation. Emphasis of the importance of rules such as "no putdowns" and an expectation that students will cooperate, contribute and respect individual differences.

What is a drug?

For the purposes of these guidelines a drug is defined as:

- Any substance with the exception of food and water, which, when taken into the body, alters its function physically and/or psychologically.
- This definition includes all drugs of addition/addiction or dependence, such as analgesics, alcohol, tobacco, cannabis, steroids, amphetamines, as well as solvents which may be inhaled, such as glue and petrol.

Curriculum

The College's major objective is education. Drug education fits best with the learning outcomes of Key Learning Area of Health and Physical Education, but may be taught as part of English and Science. It may also be delivered through Drama, sub-school assemblies and programs.

- Drug education will be delivered as part of the ongoing curriculum, rather than in the form of one-off activities.
- Drug education will be delivered in the 7-9 Health curriculum and where appropriate in the VCE curriculum
- The aim of our program will be to foster student self-esteem, personal development and decision making capabilities in order to achieve the major objective of harm minimisation.

Welfare

- It is recognised that drug misuse may be a symptom of other welfare issues.
- The aim in working with individual students will be to develop management coping strategies which will enable them to continue their education with minimal distruption.
- In developing management strategies the College will aim to involve the student, the student's parents, teaching staff and wellbeing personnel in a constructive partnership.
- Where necessary, the College will work together with school support personnel, (eg. Student Services Support Staff) and other appropriate agencies and organisations.
- Students will be informed that they cannot expect unlimited confidentiality in private interviews when they supply information about unsafe activities (as in Mandatory Reporting Policy).

Harm minimisation

Harm minimisation refers to policies and programs designed to reduce drug-related harm. Harm minimisation aims to improve health, social and economic outcomes for both the community and the individual and encompasses a wide range of approaches.

The College uses a harm minimisation approach to review and implement school drug education programs and activities that:

- are comprehensive and evidence based
- promote a positive school climate and relationships
- are targeted to needs and contexts identified through consultation with students, staff and parents
- embed timely, developmentally appropriate drug education programs within a curriculum framework that utilises effective pedagogy.

This table lists the aims of harm minimisation.

Aim	Description
Prevent and reduce drug related harm	Includes: ● prevention through education and creating respectful and safe schools ● early intervention to prevent later harmful drug use.
Drug related incident response	Includes: ● ensuring the response is well managed ● student wellbeing is paramount ● utilising partnerships with parents/caregivers and police (when necessary) ● ensuring the response does not cause any secondary harm, such as social stigmatisation, reduced self-worth and associated truancy.

Responding to drug related incidents

This table identifies immediate and subsequent responses to drug related incidents when student/s are suspected of possessing, distributing or using a drug, including being drug affected.

Timing	Response

Immediate response	● focus on the safety and welfare of those directly and indirectly involved
	● stay calm
	● gather any:
	  ● facts
	  ● relevant information
	● make a first aid assessment (if necessary seek medical support)
	● seek assistance as soon as possible
	● safely collect any suspected drugs and drug paraphernalia
	● inform the school administration
	● Isolate the situation from other students, if possible.

Subsequent response when it is safe	Follow up to:
	● inform parents/guardians of students involved in incident
	● notify health, community and welfare services, if appropriate
	● contact the police, if required
	● establish a case management team to:
	  - gather and verify information
	  - allocate tasks and roles
	  - document information
	  - develop a communication strategy
	  - consider interventions
	  - consider sanctions in line with student engagement policies
	  - monitor, evaluate and reflect.

Illicit drug use

This table explains the principles related to the management of illicit drug use.

Item	Description
Confidentiality: detoxification and pharmacotherapy treatment	Information about detoxification, methadone or alternate pharmacotherapies: ● is a private matter ● only needs to be shared between students and their: – parent/guardian – supporting community agency – school designated student wellbeing staff. ● may be provided, at the Principal's discretion, only: – with the student's consent – to staff who have direct responsibility for the student. Example: If the student's concentration or alertness may be affected by prescribed medication. Important: Students should not be excluded from attendance based on their ongoing detoxification.
Drug testing	The College does not support any form of drug testing for teachers or students.
Duty of care	Teachers have a duty of care to pass on information to the Principal if they have knowledge about illicit drug use by students or members of a student's family irrespective of: ● whether the use: – is confirmed, suspected or likely to occur – occurs on or outside school grounds ● the drug used. Note: Under this duty of care staff cannot promise unconditional confidentiality to students.
Educational access during absence	Any student who is absent from school due to drug use or the resultant treatment should be provided with a Student Absence Learning Plan as determined by teachers in consultation with: ● parents/guardians ● the school's appointed case manager
Parents	parents/guardians will be notified as soon as practicable.
Police	The Principal must: ● advise the local police when they have knowledge of an alleged criminal offence, including the possession, use and distribution of illicit drugs

- document internal procedures and actions undertaken.

Prescription drugs

Taking prescription drugs without a prescription is illegal and use by staff or students is prohibited.

Discipline

- In line with EDSC and community expectations, College Codes of Conduct will explicitly prohibit students from using or being in possession of drugs at school or on any school activity. Irrespective of what individuals may think or feel, the law regarding the sale or possession of illegal drugs is clear and the penalties are provided for the prosecution of offenders.
- The Principal will determine disciplinary measures in consultation with relevant student management and welfare staff after considering the full context of the student's case.
- An important element in determining disciplinary measures will be the student's readiness to acknowledge and take responsibility for his/her conduct by participating in future management coping strategies. The Principal may require the student to be further excluded from school in the long or short term if it is considered to be in the best interests of the student or the welfare of others.
- In all cases the parents will be notified and involved in discussions of outcomes.

Over the Counter Drugs/Prescribed Drugs

Students will be educated (PE/Health Curriculum) about the need to follow medically recommended dosages of both prescription drugs and 'over the counter drugs' and analgesics and the dangers of sharing these drugs with others.

Written parental consent must be given for using prescription drugs at school. Arrangements for the administration of these drugs will be negotiated between the student family and the school, while at school, or on school activities.

Student records are updated annually. It is essential for student safety, that the school is informed of any changed medical conditions and residential conditions.

Students will be encouraged not to carry analgesics and will be first offered alternatives for pain management – water, fresh air, hot drinks, instructed on simple relaxation techniques, aromatherapy, educated re: need for adequate sleep and a balanced diet.

Smoking

East Doncaster Secondary College is a smoke-free school.

The College recognises the dangers of active and passive smoking. Accordingly, campus policies explicitly prohibit smoking by students and staff at school or on any school activity.

It is recognised that for the successful implementation of this policy, it is necessary for staff to refrain from smoking either in campus buildings or on campus grounds.

Students found smoking, in possession of cigarettes or supplying cigarettes to other students anywhere in the College environment will be liable to a range of consequences dependant on the circumstances and whether or not previous offences have been recorded.

The range of consequences includes:

a) Informing and consulting with parents
b) education in conjunction with outside agencies

c) contribution to school community/community service
d) suspension from school

Alcohol

Students found drinking, in possession of alcohol or supplying alcohol to other students anywhere in the College environment will be liable to a range of consequences dependant on the circumstances and whether or not previous offences have been recorded.

The range of consequences includes:

a) counselling strategies in harm minimisation
b) informing and consulting with parents
c) being sent home from school camps/excursions
contribution to school community/community service

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Duty Of Care Policy

Purpose

The purpose of this policy is to explain to our school community the non-delegable duty of care obligations that all staff at East Doncaster Secondary College owe to our students and members of the school community who visit and use the school premises.

Policy

"Duty of care" is a legal obligation that requires schools to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include personal injury (physical or psychological) or damage to property. The reasonable steps that our school may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk.

Our school has developed policies and procedures to manage common risks in the school environment, including:

- Yard duty and Supervision
- Bullying Prevention
- Camps and Excursions
- First Aid
- Personal Possessions of Students
- Child Safe Standards
- Emergency Management
- External Providers (including RTOS delivering VET/VCAL)
- Volunteers
- Visitors
- Working with Children and Suitability Checks
- Mandatory Reporting

- Occupational Health and Safety
- Maintenance (trees and grounds)

Staff at our school understand that school activities involve different levels of risk and that particular care may need to be taken to support younger students or students with additional needs. That greater measures may need to be taken for younger students or students with a disability. Our school also understands that it is responsible for ensuring that the school premises are kept in good repair and will take reasonable steps to reduce the risk of members of our community suffering injury or damage because of the state of the premises.

School staff, parents, carers and students are encouraged to speak to the principal to raise any concerns about risks or hazards at our school, or our duty of care obligations.

External Providers

Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our *Visitors Policy* and *Camps and Excursions Policy* include information on the safety and care of our students when engaged with external providers. Our school ensures the safety and welfare of students learning with an external provider. We also take steps to ensure student safety when they are engaging in off-site workplace learning programs with external providers, such as when students are participating in work experience, school-based apprenticeships and traineeships, structured workplace learning and any other workplace learning program involving external providers. Our School will follow all applicable Department of Education and Training policy and guidelines in relation to off-site learning and will ensure that the safety and welfare of the students engaging in these activities is paramount. The Department's guidelines in relation to Workplace Learning are available at the following link:

https://www.education.vic.gov.au/school/principals/spag/curriculum/pages/workplace.aspx

FURTHER INFORMATION and resources

- School Policy and Advisory Guide: Duty of Care
- School Policy and Advisory Guide: Workplace Learning
- EDSC Policy Document

http://www.eastdonsc.vic.edu.au/wp-content/uploads/2019/05/Policy-Handbook-2019-Updated-for-website-1.pdf

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Education Support Class Time In Lieu Policy

An education support class employee is entitled to time off in lieu where he or she is required to work in excess of his or her normal hours of duty. Time off in lieu is equivalent to the additional time worked.

An education support class employee will be in attendance for a minimum of 7.6 hours daily between 8/7:30a.m. and 6p.m. from Monday to Friday.

An education support class employee can be required to attend for duty and/or professional development up to a maximum of 6 days of the additional paid leave specified in clause 26(1)(b) of the Victorian Government Schools Agreement 2018. Attendance can only be required during one or two school vacation periods in a year at the commencement or conclusion of a school vacation period and the employee must be provided with reasonable notice, being not later than four weeks into the preceding term. An education support class employee can only be required to perform duties consistent with their role(s) when required to attend

An education support class employee and the Employer may agree on the arrangement of ordinary hours of attendance, including but not limited to:

- daily starting and finishing times;
- the time and duration of the lunch break;
- attendance at school meetings and meetings with parents;
- in the case of part-time employment, the number of hours worked per fortnight;
- flexible work arrangements.
- Time shifting where necessary for special events; meetings; Open and Information Nights.

An employee and the Employer may agree to vary these arrangements at any time.

The requirement to work hours in excess of normal hours should only be where such work is unavoidable and reasonable notice is provided. All work required in excess of an education support class employee's normal hours of work must be documented by the Principal. An education support class employee who is directed to work in excess of his or her normal hours of duty may request not to do so where this would unreasonably affect personal or family commitments and the Principal will not unreasonably refuse such a request.

The time at which time off in lieu is granted is at the discretion of the Principal having regard to the operational needs of the school and the wishes of the employee.

Unless otherwise agreed between the Principal and the employee, time in lieu remains outstanding from the previous school year, must be taken by 30 June of the following school year.

Time in Lieu for attending camps is calculated as follows:

1. **Full Time ES Staff 1.0** – Where you volunteer to go on camp – there is no time in lieu
2. **Full Time ES Staff 1.0 –** When you are required to go on camp – you will be given time in lieu for the overnight stay
3. **Part Time ES Staff -** Where you volunteer to go on camp on your rostered days on – there is no time in lieu
4. **Part Time ES Staff -** Where you volunteer to go on camp on your rostered days off – there is no time in lieu or day in lieu to compensate for being at camp on your day off.
5. **Part Time ES Staff –** When you are required to go on camp - you will be given time in lieu for the overnight stay.
6. **Part Time ES Staff –** When you are required to go on camp on a rostered day off - you will be given time in lieu for the overnight stay and time in lieu for the day that you would have otherwise been rostered off.

All time in lieu is to be negotiated at a mutually agreeable time that allows a manageable workload and is not detrimental to the day to day operation of the school. (I.e. for non-teaching staff – a student free curriculum day would be suitable).

Time in lieu is calculated the following way:

Full Time ES Staff (based on a normal 7.6 hour day) – for each night away you receive 5 hours' time in lieu

Part Time ES Staff – for each night away you receive 5 hours' time in lieu plus additional hours to make normal rostered hours up to full time (7.6 hours) i.e. Sophie works 4 part time hours per day. Therefore she would be given 3.6 hours (to make up the hours of a Full timer 7.6) plus 5 hours. Therefore she would be entitled to 8.6 hours' time in lieu.

Please clarify prior to accepting a place or volunteering to go on a camp or excursion if time in lieu will apply. A time in lieu sheet must be completed and approved once the hours have been accrued. All time in lieu is kept recorded via the General Office. Time in lieu cannot be used retrospectively i.e. you may not take time off and make it up in the future in lieu.

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Edupass Passwords Policy

Purpose

To communicate Department of Education and Training (the Department, DET) rules concerning use and security of passwords that must be observed while conducting Departmental activities.

The requirements defined within this policy will assist to mitigate the risk of unauthorised access to DET information and Communications (ICT) systems and applications, thereby safeguarding the confidentiality, integrity and availability of information.

Policy

A strong password is important as it provides better protection for personal data and sensitive business information when you access these systems.

In line with The Department's Password Policy, EDSC requires all staff, students and other authorised users to take reasonable steps to protect the secrecy of their passwords by:

- not sharing their userID (user name) and password with a third party.
- not writing down their password and leaving in a place where it could be easily found.
- taking care when typing their password, if they are being observed.
- changing their password if they suspect someone else knows it.

All users must:

- change their initial (temporary) password at first log on
- enter new passwords twice for confirmation of accuracy
- keep a new password a minimum of one day before changing it
- change their password at least once a year (within 365 days)

The Department's Password Policy has been strengthened to provide improved security through the use of stronger passwords, called 'Complex 7' passwords.

'Complex 7', passwords must contain at least:

- 7 characters (up to a maximum of 32 characters)
- at least one character from at least three of the four sets below:
- uppercase letter (A-Z)
- lowercase letter (a-z)
- numeral (0-9)
- special characters and punctuations (e.g. !@#$%^&)

The 'Complex 7' password must be different from your last eight passwords and changed on a regular basis. Note: Your password cannot be you own name (first name or last name) in full or your User ID.

If individuals have difficulty remembering passwords, they can consider using their browser to store them. A password manager can be used for the following devices:

1. Windows devices, Credential Manager can be used to track your passwords. https://support.microsoft.com/en-au/help/4026814/windows-accessing-credential-manager
2. macOS and iOS devices, such as iPads and iPhones, iCloud Keychain allows you to sync passwords across your devices. On macOS, Keychain allows you to view these passwords using your computer's password. https://support.apple.com/en-au/HT204085

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Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*			

Electronic Funds Management Policy

Rationale

Internet banking provides the school with the opportunity to undertake various banking functions on-line which realise savings in administration costs as well as providing improved service to staff and suppliers.

Aims

To utilise the benefits of internet banking whilst ensuing the school's procedures and internal controls meet the Department of Education and Early Childhood Development requirements in accordance with 'Education Training and Reform Regulations 2007'.

Implementation

- Payments through internet banking software must be authorised by the Principal and a member of the School Council nominated to authorise payments
- Internet banking may be used for payment of invoices and local payroll including Direct Debit and Pay Anyone transactions
- Setting up of initial transaction details and any changes will be the responsibility of the Business Manager.

- All documentation required for internet payments will be obtained, completed, checked and authorised by approving officers as per Department guidelines.
- Pay anyone transactions will be checked and authorised by the Principal and a second authorised signatory. The Business Manager or delegate will be responsible for inputting payment details from Cases 21 processing

Further Information and Resources

- · Finance Manual for Victorian Government Schools
  - Section 3 Risk Management
  - Section 4 Internal Controls
  - Section 10 Receivables Management and Cash Handling
- Available from: School Financial Guidelines
  - Schools Electronic Funds Management Guidelines
- CASES21 Finance Business Process Guide
- Section 1: Families
  - Internal Controls for Victorian Government Schools
  - ICT Security Policy
  - Public Records Office Victoria
  - Archives and Records Management Advice for Schools.

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Emergency Management Policy

Purpose

To ensure the safety of all staff, students and school visitors in the event of an emergency situation.

Policy

East Doncaster Secondary College has a current Emergency Management Plan (EMP) that contains a risk assessment that addresses hazards and potential threats to the school and which covers the four components of preparedness, prevention, response and recovery.

East Doncaster Secondary College will:

- ensure that staff, students and the school community have a clear understanding of the EMP and its procedures
- ensure that staff, students and the school community are trained so that they know what they are required to do during an emergency
- test emergency arrangements at regular intervals to ensure that procedures work and everyone learns emergency protocols

The emergency management plan will:

- be completed by East Doncaster Secondary College representatives using the online EMP portal

- describe actions to take before, during and after an emergency to ensure the ongoing safety of staff, students and others
- cover all circumstances when the school is responsible for student safety, such as school excursions to ensure staff and student safety and that students are supervised at all times
- be reviewed annually and/or following an emergency or crisis.

Emergency Management Procedure Summary

1. Senior person on site takes charge and decides who does what;
2. **Call 000**;
3. **Inform Emergency Service**s of the nature of the emergency (i.e. "There is smoke in the building");
4. Seek advice from **Security Services Unit 9589 6266 or Regional Office 9265 2400.**
5. If the decision to evacuate is made, using all available staff/volunteers calmly move/carry/**walk the students out of the building;** to your pre-determined outdoor assembly area;
6. As per Emergency Procedures – Duty Roster, take the **student attendance lists**, staff lists and your Emergency Kit/First Aid kit if this is your allocated responsibility;
7. Once at assembly area, **check all students and staff are accounted for**;
8. Call 000 again and inform them of your **location at the outdoor assembly area**;
9. Focus on **safety and well-being of staff and students**; and
10. Wait for Emergency Services to arrive or for further information.

Recommended Steps for Evacuation (Detailed)

ANNOUNCEMENT:	Generally there will be a **loudspeaker message**. A few emergency pips will sound to get your attention and a message will be given, followed by prolonged emergency pips. If the PA is not working **a messenger will come to your room**.
PROCEDURE:	**Students are to assemble** ready to evacuate and **await instructions.**
	Teachers are to make sure doors and windows are closed.
	Leave all books and belongings in the classroom and exit through nearest external door if possible, **closing classroom door behind you**.
	Move as a class in an orderly manner, without running, to the evacuation assembly area (usually on the covered basketball courts or School Oval).
	Keep away from buildings and **do not go to lockers or toilets**.
	The **route to the assembly area will be at the discretion of the class teacher**, avoiding congested areas where possible. **Move away from the danger zone at all times.** If the shortest route moves you close to the danger zone, you will be directed via a different route.

In the event of **less than a complete evacuation**, all other staff and students will stay in their classroom until further notice.

AT THE ASSEMBLY AREA:	The evacuation assembly area will be on the **covered Basketball courts** on the south side of the school buildings near the oval. **Do not use the passage between 300 Block and the Canteen.** **Do not use the passage between the Canteen and the John Landy Centre (JLC)**
	All staff will report to the path area immediately north of the courts and be checked off before continuing with supervisory duties. HOF (A-J) MCK/PET (K-Z) BUL (ES)
	Years 7 to 9 Home Groups will assemble in home group order from 7A on the western side (closest to Westfield Doncaster) on the North court (closest to the school buildings). **Years 10 to 12 Home Groups** will assemble in home group order from 10A on the western side (closest to Westfield Doncaster) on the Southern court (further from the school buildings).
	Students will stand in straight lines in **ALPHABETICAL SURNAME ORDER** until the roll has been marked by a teacher and will then be asked to sit until all students are accounted for.
Recommended Steps for Lock Down	
ANNOUNCEMENT:	In an emergency where it is appropriate for students and staff to remain isolated from danger, a **SCHOOL LOCKDOWN** will be called over the public address system or by messenger to classrooms. BUL – Ring staffrooms & key mobiles
PROCEDURE:	Classroom teachers will direct students to **sit on the floor of the classroom, below window height**.
	Staff and students are to remain in this position until informed that it is safe to resume activities or that they are to evacuate to another site.

Emergency Response Roles

INITIALLY ALL STAFF REPORT TO DAILY ORGANISER/TIMETABLER (TEACHERS A TO K), DAILY ORGANISER (TEACHERS L TO Z) & OFFICE MANAGER (ED SUPPORT ET AL & VISITORS/CRT'S) FOR ROLL MARKING

NOTE: * Roll marking for staff is to take place on the deck area outside the Sports Centre.
*** Please keep the walkway clear for people to get through.**
*** Any visitors (eg. Trainee teachers) must have their names checked off by the Office Manager**

1. RECEPTIONIST	RING FIRE BRIGADE/POLICE/AMBULANCE 000 DET EMERGENCY MANAGEMENT 9589 6266 Receptionist to remain in the General Office (where appropriate)
2. OFFICE MANAGER	TAKE ALL 3 EVACUATION FOLDERS WITH STAFF ABSENCE SHEET *(Daily On-Off List FROM Edval incl. Ed Support)*, VISITORS REPORT AND STAFF TIMECARD REPORT FROM COMPASS. HOME GROUPS SIGNS FOR NOMINATED ES STAFF MEMBER. **OFFICE MANAGER TO MARK OFF VISITORS**
SUB SCHOOL SECRETARIES & OFFICE ADMIN SUPPORTED BY TEACHER AIDES, LIBRARY AIDES, MULTICULTURAL AIDES, LAB TECHS & OFFICE ADMIN (SITUATED ON THE RAMP – OVAL SIDE)	NOMIATED ED SUPPORT MEMBER TO TAKE HOME GROUP ATTENDANCE REPORTS FROM COMPASS. **NOMIATED ED SUPPORT MEMBER TO DISTRIBUTUTE HOME GROUP SIGNS – STUDENTS TO FACE TOWARDS CENTRE OF COURT** **MIDDLE SCHOOL – YEAR 7, YEAR 8, YEAR 9 all distributed and supported by NOMINATED ED SUPPORT MEMBER/S** **SENIOR SCHOOL – YEAR 10, YEAR 11, YEAR 12 all distributed and supported by NOMINATED ED SUPPORT MEMBER/S** DISTRIBUTE ROLLS TO HOME GROUP TEACHERS, COLLECT ROLLS AFTER MARKING, CHECK ABSENCE STATUS, ADVISE HEADS OF SCHOOL OF DISCREPANCIES
3. HEADS OF SCHOOL	IDENTIFY MISSING STUDENTS, ADVISE EVACUATION AREA MANAGER SEARCH SCHOOL (AS APPROPRIATE)
4. NURSE (SUPPORTED BY Nominated Assistant Principal)	CHECK SICK BAYS; CHECK STAFF TOILETS; FIRST AID KIT, BLANKET AND STRETCHER TO EVACUATION AREA. NURSE TO BE LOCATED AT THE TOP ON CONCRETE PATH.
5. BUSINESS MANAGER (SUPPORTED BY Nominated Assistant Principal)	SOUND SIREN, CHECK SECURITY OF ADMIN AREA, TAKE DEFIBRILLATOR, ASTHMA KIT AND EPIPEN - MEET WITH NURSE
6. FINANCE OFFICER	CHECK 200 BLOCK & UPPER COURTYARD TOILETS, THEN EVACUATE
7. ICT TECHS	CHECK 100 BLOCK & LOWER COURTYARD TOILETS, THEN EVACUATE
8. SCIENCE TECHS	CHECK 300 BLOCK & CANTEEN COURTYARD TOILETS, THEN EVACUATE
9. FOOD TECHNOLOGY AIDES	CHECK 400 BLOCK & YEAR 7 TOILETS, THEN EVACUATE
10. LIBRARY TEACHERS & SWB	CHECK LIBRARY AND ALL ADJOINING OFFICES/ROOMS, THEN EVACUATE
11. PHYSICAL ED STAFF	CHECK SPORTS CENTRE & STUDENT TOILETS, THEN EVACUATE
12. DRAMA STAFF	CHECK DR1 & LOWER COURT YARD STUDENT TOILETS, THEN EVACUATE

13. MUSIC STAFF	CHECK M1, M2 & 521, THEN EVACUATE
14. INTERNATIONAL STUDENT COORDINATOR & AIDES	CHECK 501-520 CLASS ROOMS, THEN EVACUATE
15. ICT DEPARTMENT	CHECK 522-529 ROOMS, THEN EVACUATE
16. FACILITES MANAGER	LIAISE WITH EMERGENCY STAFF AND HAN. MEET WITH EMERGENCY SERVICES AT SITE
17. PRINCIPAL	RESPONDS TO ISSUES AS THEY ARISE
18. ASSISTANT PRINCIPAL	**EMERGENCY RESPONSE COORDINATOR**
19. ASSISTANT PRINCIPAL	**EVACUATION AREA MANAGER**; COORDINATE EVACUATION AND SEARCH THE EVACUATION AREA ON ARRIVAL, CHECK ATTENDANCE, ADVISE EMERGENCY RESPONSE COORDINATOR OF RESULT, COMMUNICATE TO SCHOOL (as appropriate)
20. ASSISTANT PRINCIPAL	TAKE PORTABLE PA TO EVACUATION AREA. MAKE ANNOUNCEMENTS AS REQUIRED.
21. TIMETABLER & DAILY ORGANISER	DAILY ORGANISER TO BRING EDVAL ABSENCE LIST. TIMETABLER & DAILY ORGANISER TO COORDINATE STAFF, MARK STAFF ROLL (A-K)(L-Z) ON ARRIVAL, CHECK WITH STAFF ABSENCES, ADVISE EVACUATION AREA MANAGER
22. YEAR LEVEL COORDINATORS WHO ARE NOT HOMEGROUP TEACHERS	PROCEED TO ASSEMBLY AREA TO TAKE CHARGE OF THE APPROPRIATE YEAR LEVEL. ASSIST SUB-SCHOOL SECRETARIES & HOME GROUP TEACHER TO ENSURE ROLLS ARE MARKED PROPERLY
23. HOME GROUP TEACHERS	**STUDENTS ARE TO LINE UP IN HOME GROUPS ALPHABETICALLY BY SURNAME – STANDING, FACING TOWARDS THE CENTRE OF THE COURTS UNTIL ROLLS ARE MARKED.**COLLECT ROLL FROM THE SUB-SCHOOL SECRETARY/ADMIN OFFICER, LOCATED ON THE DECKING AREA AT THE SPORTS CENTRE ENTRANCE.MARK THE ROLL, WAIT FOR SSS/AO TO COLLECT THE ROLL AND INFORM THEM OF ANY STUDENTS WHO ARE ABSENT; SUPERVISE HOME GROUPS UNTIL FURTHER INSTRUCTIONS ARE GIVEN BY LEVEL CO-ORDINATORS OR EVACUATION AREA MANAGER. **STUDENTS TO SIT DOWN IN ROWS ONCE ROLL HAS BEEN MARKED**
24. OTHER TEACHERS	STAY AROUND THE OUTSIDE OF EVAC AREA TO SUPERVISE STUDENT GROUPS, REPLACE ABSENT HOME GROUP TEACHERS (AS DIRECTED), SUPPORT YEAR LEVEL COORDINATORS AND HOME GROUP TEACHERS AS DIRECTED
25. OTHER ED SUPPORT STAFF; VISITORS,CRT'S	IF YOU HAVE NO ROLE OR HAVE COMPLETED YOUR ROLE **WAIT AS A GROUP ON PATH BETWEEN TENNIS COURTS AND EVACUATION AREA**

Staff Briefings on Emergency Management

Staff briefing outlining roles and responsibilities to be conducted at least once per semester, including evacuation practice.

Staff briefing and practice to be part of a scheduled staff meeting during the first 4 weeks of Terms 1 and 3.

Briefing on Emergency Management practices to be included in induction program for all new staff as well as being outlined in the Staff Handbook.

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Enrolment Policy

Purpose

East Doncaster Secondary College will enrol eligible students, following the admissions procedure, maintain enrolment data and maintain a school custodial role.

Scope

To inform parents/guardians, specifically, information regarding the College Code of Conduct, Fees, Educational services provided, and the grounds on which the agreement may be terminated

Policy

East Doncaster Secondary College will:

- enrol eligible students, who are either already in or are new to the Victorian Government Education System, under the name contained in the documents supporting their admission; primarily their birth certificate
- keep copies of sighted documents
- verify changes to student enrolment names
- maintain and update student details obtained on enrolment
- keep all information confidential and managed in accordance with the Department's privacy policy and Victorian privacy laws.
- ensure the Victorian Student Number (VSN) allocated by DET, is the same as the name certified in admission documents. When students transfer between schools or moves from primary school to secondary school, the name will remain as the name attached to the VSN, unless new legal documentation with an amended name is provided and a change of details form is completed by a parent.

CHANGE OF STUDENT NAME DETAILS

Schools can change the name under which a student is enrolled if a parent has provided:

- new legal documentation with an amended name, such as, an officially amended birth certificate, proof of adoption or a court order authorising another name
- supporting documentation, which was not originally available, differs from the name provided during conditional enrolment
- proof that the enrolling parent or the student is using another name under a scheme designed to ensure their safety, such as witness protection.

STUDENT INFORMATION DATABASE

After admission, East Doncaster Secondary College stores and maintains parent and student information in the Cases21, which is a secured database.

The table below describes how schools maintain student information in CASES21.

Stage	Description
1	Enrolment data is entered for students who are new to the Victorian government school system.
2	Data is: ● confirmed/updated and signed by the parent/guardian when students transfer ● updated when changes occur, such as guardianship ● reviewed half yearly, specifically parent/guardian contact information, revised annually for State and Commonwealth reporting ● updated when informed by parents of changes to family circumstances.
3	Records are disposed of in accordance with the General Disposal Schedule (DET Guidelines)

Where students are moving from one government school to another government school, student data can be transferred using CASES21. Therefore:

- parents are not required to complete a new enrolment form, if data is transferred using CASES21
- the school will send the details currently held at the school to the parent for checking, updating and signing to ensure student data is current and accurate.

INTERNATIONAL STUDENTS

East Doncaster Secondary College will update CASES21 to confirm an international student's commencement of study within 5 working days of commencement or as soon as practicable.

SCHOOL SPECIFIC ENROLMENT INFORMATION FOR STUDENTS

East Doncaster Secondary College provides for parents, documentation which is specific to each year level. This documentation includes information regarding student code of conduct, educational services provided, a description of fees, the distribution of fees and how to pay them.

For further information, please refer to the following documents on the College website

Enrolments
Parent Payments
Years 7 – 12 Student Handbook
Learning – Middle School
Learning - Senior School

Please also refer to International Student Policy

East Doncaster Secondary College are required to follow the Department's Enrolment, Placement and Admission policies. Please click on these links for further information. These are available on the School Policy and Advisory Guide.

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Equal Employment Opportunity Policy

Rationale

The Victorian Equal Opportunity Act (2010) makes it unlawful to discriminate against a person on the basis of the following attributes: age, disability, industrial activity, lawful sexual activity, sexual orientation, gender identity, marital, parental or carer status, physical features, political beliefs or activity, pregnancy, race, religious belief or activity, sex, personal association (with a person who is identified by reference to any of the above attributes) or breastfeeding.

Aims

Every member of our school community will have the opportunity to learn, work and participate in an environment that is free from discrimination, harassment, bullying, vilification and victimisation.

Implementation

- Our school values diversity and provides equal opportunity (EO) for all.
- All members of our school community have a responsibility to uphold EO principles.
- Our leadership team will promote and model a safe and inclusive school environment which encourages equality and diversity, and responds firmly and impartially to instances of discrimination, harassment, bullying, vilification or victimisation.
- Staff members have a responsibility to not be involved in, and actively discourage instances of discrimination, harassment, bullying, vilification and victimisation.
- Teachers have a responsibility to ensure the curriculum, its delivery and access for students to the curriculum are consistent with the principles of EO, and to help students to understand their human rights and challenge discriminatory attitudes and behaviour.
- Students have a responsibility to understand their rights and responsibilities under the school's EO policy, and to respect the rights of others.
- In addition, a staff member will be appointed as the Equal Opportunity coordinator at our school, and will be provided with professional development and resources appropriate to the role.
- The EO coordinator's role will include monitoring EO across the school, promoting EO awareness amongst staff, students and the wider community, reviewing and updating EO policy and procedures, identifying training needs of themselves and staff, providing impartial and confidential EO information to individuals, and assisting individuals to explore their options to address EO issues or resolve complaints.
- Equal opportunity will be a standard inclusion in the staff information manual and staff code of conduct, student diaries and student codes of conduct, and in parent information booklets available at times of enrolment.
- This policy is to be read in conjunction with the Managing Diversity and Sexual Harassment policies of the school.
- The school's policies and practices will be regularly reviewed to ensure consistency with the Victorian Equal Opportunity Act (2010).

- The Racial and Religious Tolerance Act prohibits amongst other things, practices such as racist graffiti, speeches or posters in public places, engaging in racist or religious vilification in public places, or making offensive racist comments in publications including the internet or email.
- Any complaints or concerns can be directed to Equal Opportunity representative, the Principal, Regional Director, Merit Protection Boards, or Equal Opportunity Commission.
- All complaints will be investigated promptly, sensitively, confidentially, and with impartiality. All complaints will be managed in a manner consistent with the principles of natural justice and the participants involved in complaints will be provided with information regarding avenues for appeal should they consider the findings to be inappropriate.

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Fire Danger Or Ban Policy

The Principal may need to cancel excursions at short notice on days of extreme fire danger or total fire ban. On such days, the Security Services Unit liaises with fire authorities to obtain up to date information for communication to schools that may be affected by wildfire, including schools who may have students attending camps or other venues in areas affected by wildfire. If an excursion is not cancelled, special fire safety precautions will be required.

When required, schools must follow the Department's emergency management (bushfires) procedures for off-site activities for all excursions.

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First Aid (Includes Arrangements For Ill Students) Policy

Purpose

To ensure the school community understands our school's approach to first aid for students, to administer first aid in a competent and timely manner, to communicate students' health problems to parents when necessary and to provide supplies and facilities to cater for the administering of first aid.

Scope

First aid for anaphylaxis and asthma is provided for in our school's:

- Anaphylaxis Policy
- Asthma Policy

Policy

From time to time, East Doncaster Secondary College staff might need to administer first aid to students at school or at school activities. Parents/carers should be aware that the goal of first aid is not to diagnose or treat a condition.

Staffing

The Principal will ensure that East Doncaster Secondary College has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community. All staff should be familiar with and follow the health centre protocols. A school nurse is available Monday to Friday from 8.45am – 3.15pm. Health centre staff will be responsible for maintaining all first aid kits.

Health centre staff will ensure that student records relating to medical conditions, including asthma and anaphylaxis plan, are kept up to date by contacting parents as required.

First aid trained staff attend all school camps and will carry comprehensive information about student medical conditions and medication. This is compiled for/by staff attending the camp and that such information is also available at the College, together with emergency contact details

First aid management

If there is a situation or incident which occurs at school or a school activity which requires first aid to be administered to a student:

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero "000" for emergency medical services at any time.
- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
- If first aid is administered for a minor injury or condition, health centre staff will log the treatment in the health centre register and as a chronicle in Compass
- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practical.
- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
- If the first aid is as a result of a significant incident then East Doncaster Secondary College will record the incident on CASES21
- Whenever first aid treatment has been administered to a student East Doncaster Secondary College will:
  - record the incident on CASES21
  - if first aid was administered in a medical emergency, report the incident to the Department's Security Services Unit on 03 9859 6266.

Pain Medication (Over – the-counter analgesics such as Paracetamol/Aspirin)

In accordance with guidance from the Department of Education and Training over-the-counter pain medication will not be stored at school or provided as a standard first aid treatments. This is because they can mask signs of serious illness or injury.

First Aid training
All staff will have first aid training appropriate to their role. Training all staff in the use of the EpiPen, emergency procedures for asthma and any other identified specific condition and its treatments, is within the DET guidelines and Ministerial Order 706.

First Aid Kits

There are first aid kits which are for use on excursions, camps and sporting events. These first aid kits are stored in the health centre in the administration building. There are additional kits held in the Performing Arts Centre, the Stadium, science and food technology rooms.

If a student becomes unwell whilst at school, they must:

- NOT contact their parents directly
- Go to the general office to access the health centre.
- Seek assistance from the health centre staff, where they may contact the parents/carers to collect the student

Students who are unwell should not attend school

Occupational Health & Safety

- Staff will maintain a comprehensive database of all injuries and illnesses that occur each day, through a daily chronicle entry on Compass;
- Staff will complete DET incident documentation for all cases where:
  - a student is collected from school by a parent/guardian as a result of injury
  - treatment is administered by a doctor/hospital/ambulance officer
  - the injury is considered to be greater than 'minor'
- A bodily/Body fluid spill kit is located in the Health Centre;

The College OH&S representatives will be notified of any identified hazards, which have caused.

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Flexible Work Options Policy

Rationale

Our school recognises the increased importance of flexible work options and family friendly work practices in maintaining a diverse, adaptive and high performing work force able to meet current and future educational needs of our students.

Aims

To provide a working environment that allows employees a variety of flexible work options, whilst contributing to improved performance, productivity and morale.

Implementation

- Our school values the benefits that flexible working arrangements can bring to the workplace, and understands the legislative framework that underpins an employer's responsibility to provide employees with reasonable flexible work options.
- Current flexible work options can be broadly categorised as:
    - working time variation, for example, part time, early start/early finish, compressed hours, lactation or breastfeeding breaks
    - leave variation, for example sabbatical, leave on half pay, time in lieu
    - location variations, for example, working from home or at a different campus
    - whole school or work unit approaches, for example, scheduling meetings to provide meeting free days or weeks.
- Employees seeking a flexible work option must do so in writing to the Principal, detailing the personal circumstances under which the request is made, describe the arrangement the employee is seeking, and detailing how the arrangement would work within the context of their work area.
- The Principal will meet with the applicant and respond with an outcome in writing within 21 days of submission of the request, detailing any modifications to the original request after discussions have occurred including any agreements for a trial period, or alternatively providing reasonable business grounds for the rejection of the request.
- Both parties have a responsibility to genuinely negotiate any flexible work option application and should avoid an inflexible or single-minded viewpoint.
- When considering a flexible work option, the Principal must balance both the effectiveness of the workplace and the employee's needs. Operational feasibility will be a major factor in the Principal's determination of a flexible work option application.
- Arrangements made must also conform with relevant legislation, agreements and awards. Not all requests for flexible work arrangements may be able to be met.
- All flexible work options will be communicated to the remainder of staff to ensure effective communication remains, and to promote the concept with others.
- The Principal class will exercise flexible work options where beneficial to themselves and the school, so as to provide a role model for others.

Guidelines

1. Number of Part Time Staff

The aim will be that the proportion of part time staff at East Doncaster Secondary College should not exceed 25% of which at least half of these positions should be at **0.8**.

In order to work towards achievement of this level:

- Current part time staff should be invited to increase their time fraction as vacancies become available
- Only staff who have applied for and been granted ongoing part-time employment have a right to expect that part time would be available each year
- The College may request a mutually agreeable arrangement for a time fraction variation. This will be classed as a locally agreed temporary time fraction based on curriculum needs.

2. Part Time Staff Attendance

The days on which part time staff will be expected to work and the number of days that they attend should be determined through negotiation between a representative of the Principal Team, the Timetabler and the Curriculum Coordinator

- Related processes/guidelines: The results of these negotiations are to be tabled with the allotments and approved by AIC on an annual basis.
- If agreement cannot be reached, the Principal will make a decision based on the "best interests of the school" in consultation with the teacher concerned.
- Part time staff will attend P/T days for the normal designated hours that is 7.6 hours. Part-time staff are not required to attend if the Parent Teacher Interviews fall on their normal day off. Part-time staff in this situation who wish to attend may be granted time-in-lieu in consultation with the Principal class.

3. Professional Responsibilities of Part Time Staff

Activities that are included in this section are meetings, professional development activities, camps and P/T interviews. It needs to be recognised that there are no additional resources given to schools because they provide work places for part time staff. The SRP does not include monies for the funding of "time in lieu".

- Part time staff are not expected to participate in professional learning activities that are conducted on student free days that they are not working. Part-time staff who wish to attend when PD days fall on their day off will be granted time in lieu in consultation with the Principal Class.

4. Shared Allotments

Shared allotments are not the preferred teaching delivery option for East Doncaster Secondary College. It is recognised, however, that to accommodate timetable and student needs, circumstances may arise that result in shared allotments being timetabled. This will be done after consulting with the staff members involved.

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Gifts, Benefits & Hospitality Policy

See link for Dept Policy
https://www.education.vic.gov.au/school/principals/spag/governance/pages/gifts.aspx

Rationale

The giving and receiving of gifts and hospitality are commonplace in everyday life. Gifts may be offered to say thanks for good service, a special achievement, or to celebrate an important event. Hospitality may be provided to welcome guests, facilitate relationships or to celebrate achievements. Why does the Department of Education and Training (DET) require a Policy on gifts, benefits and hospitality?

The community expects high standards of integrity and impartiality from Victorian public sector employees and school councillors. These individuals must not accept or make offers of gifts, benefits

or hospitality that influence, or give the impression to influence, any decision unfairly. Whenever Department employees, school council employees or school councillors accept or offer gifts and hospitality they must always act fairly and objectively and maintain public trust by being honest, open and transparent.

This Policy will guide all individuals as to what they need to do when considering whether to accept or offer, gifts, benefits and hospitality. It is underpinned by the integrity and impartiality values and principles specified in the *Public Administration Act 2004*, the *Code of Conduct for Victorian Public Sector Employees* and the *School Council Code of Conduct*.

This Policy has been updated to reflect the minimum requirements and accountabilities as outlined in the revised *State Services Authority Gifts Benefits and Hospitality Policy Framework* April 2012.

Application

This Policy applies to all Departmental employees (including Teaching Service), contractor staff, all school council employees and all school councillors.

The Policy also includes gifts, benefits or hospitality given to an employee's or a school councillor's immediate family if the donor can be linked back to the employee's or school councillor's duties and responsibilities. The Policy does not apply to gifts received in a private context.

Definition of Terms

Gifts are the free or heavily discounted items, intangible benefits or hospitality exceeding common courtesy that are offered to employees or school councillors in association with their duties and responsibilities. Gifts may also include those provided by organisations to a visiting delegation from another jurisdiction. They may be enduring, such as a work of art, or consumables, such as a box of chocolates. They can range in value from nominal to significant and be given for different reasons.

Benefits are the privileged treatment, privileged access, favours or other advantage offered to an individual. They include invitations to sporting, cultural or social events, access to discounts and loyalty programs and promises of a new job. While their value may sometimes be difficult to quantify in dollars, they may be highly valued by the intended recipient and therefore used to influence behaviour.

Hospitality is the friendly reception and treatment of guests. It is hospitable to offer light refreshments in the course of a business meeting or as part of a conference program. Hospitality can range from offers of light refreshments at a business meeting to restaurant meals and sponsored travel and accommodation. It may also be provided by public sector organisations in two situations:

'Official hospitality' refers to the hosting of diplomatic and foreign government officials, community representatives and/or people from the private and academic sectors by public sector organisations, and state-sponsored events. The persons attending these events are usually from organisations other than those within the Victorian public sector although public sector employees may attend to accompany a Departmental Secretary or executive and/or Minister and liaise with attendees.

'General hospitality' is usually that provided by public sector organisations, often in the workplace and often involving fellow public sector employees. General hospitality can be provided for a range of purposes, from providing sustenance at a lengthy meeting through to celebrating achievements. Modest hospitality includes light refreshments such as tea or coffee offered as a courtesy, and light meals such as sandwiches served at a business meeting held over meal times. It also extends to more generous forms of hospitality such as catered meals at functions, meals at restaurants, and may include the provision of alcohol. Depending on the nature of the hosting organisation's business,

sometimes recipients of general hospitality may be stakeholders external to the Department or school, or business partners.

Host is the person, office holder or organisation which authorises, organises and pays for an event. Responsibilities of a public sector host include initiating the event and approving decisions, for example in relation to cost, selecting invitees, ensuring the event runs smoothly and meets its objectives, and facilitating relationships between invitees.

Reportable gifts are those that must be recorded, typically on a gift declaration form and/or gift register. At a minimum, reportable gifts include accepted gifts, benefits and hospitality that exceed a nominal value. They could also include gift offers of any value, whether they are accepted or not. The gifts may have been offered to an employee directly, or extended to them as a guest of their partner or other close relation.

Nominal value refers to the value of the gift offer. It is used to determine whether an offer, if accepted, is a reportable gift and therefore recorded on the gift register. Irrespective of the value, a gift offer that could create a reasonable perception that an employee or school councillor could be influenced must be refused.

Non-school-based employees refers to all employees who are not physically located on a school site and who do not report to a school Principal or school council. This also incorporates contactor staff engaged through the Staffing Services (temporary labour) Panel.

School-based employees refers to all employees who are physically located on a school site and who report to a school Principal or school council.

Minimum Requirements And Accountabilities

Minimum requirements applies to all Departmental employees (including Teaching Service), school council employees and school councillors.

Minimum accountabilities apply to the Department's executive officers, executive class and Principal class employees in the Teaching Service (excluding assistant Principals).

The **minimum requirements for individuals** for accepting gifts, benefits and hospitality are that they:

- do not solicit gifts, benefits or hospitality;
- refuse all offers of gifts, benefits or hospitality that could be reasonably perceived as undermining the integrity and impartiality of their organisation or themselves;
- refuse all offers of gifts, benefits or hospitality from people or organisations about which they are likely to make decisions, i.e. tender processes, procurement, licensing or regulation, etc.
- refuse all offers of money or items easily converted to money, such as shares; and
- refuse bribes and report bribery attempts to their manager/Principal.
- seek advice from their manager/Principal or other appropriate delegate if unsure about how to respond to an offer of a gift, benefit or hospitality of more than nominal value.

The **minimum requirements for individuals** when providing gifts, benefits or hospitality are that they:

- ensure that any gift or hospitality is provided for a business purpose in that it furthers the conduct of official business or other legitimate organisational goals, or promotes and supports government policy objectives and priorities;
- ensure that any costs are proportionate to the benefits obtained for the State, and would be considered reasonable in terms of community expectations; and
- ensure that when hospitality is provided, individuals demonstrate professionalism in their conduct and uphold their obligation to extend a duty of care to other participants.

The **minimum accountabilities** for the Department's executive officers, executive class and Principal class employees in the Teaching Service (excluding assistant Principals) are that they:

- establish and regularly review policies and processes to respond to offers of gifts, benefits and hospitality, including multiple offers from the same source;
- establish and regularly review policies and processes to provide guidance on the provision of gifts or hospitality, both internally to staff and externally to business partners and other stakeholders;
- promulgate and establish awareness and compliance with gifts, benefits, and hospitality policies with all employees and school councillors;
- reinforce to all employees and school councillors that a breach of gifts, benefits and hospitality procedures could constitute a breach of binding codes of conduct and result in possible disciplinary action;
- ensure records are kept of accepted gifts, benefits and hospitality of more than nominal value and that such records are subject to regular scrutiny, including review by the Department's Audit Committee; and
- ensure that hospitality expenditure is recorded and reported in accordance with whole of government financial management, accountability and reporting requirements.

Accepting Gifts, Benefits And Hospitality

Individuals must exercise particular care in accepting gifts, benefits or hospitality if:

- the donor person, company or organisation is involved in a tender process with the Department or school, or the donor person or organisation is the subject of, or affected by, a decision within the Department or school's discretionary power or significant influence;
- the person, company or organisation is in a contractual relationship with the Victorian Government or school council; or
- the employee or school councillor has been offered gifts of any kind from the same donor more than once in the last year.

Employees or school councillors may accept benefits and hospitality, such as invitations to official functions or events of reasonable value, as long as they are related to the business of the Department or school, and provided that they do not involve a conflict of interest or create a perception that the employee or school councillor will be unduly influenced by accepting the benefit or hospitality. In all cases the benefit or hospitality should be proportionate to the occasion. **Benefits and hospitality in relation to for-profit organisations sponsoring conferences or industry tours should generally be declined, unless reasons why there is no conflict of interest or apparent conflict of interest or improper influence can be demonstrated. However, if attendance at the conference or industry tour is in the public interest, then the Department or school should consider paying for the travel and accommodation.**

Gifts of seemingly excessive value should not be accepted. The only exception to this is when failure to accept the gift, benefit or hospitality is likely to cause embarrassment or insult to the donor.

Gifts of any value must never be accepted if:

- the donor or reasonable observer would perceive that acceptance would create an obligation to the donor, particularly if the value of the gift is disproportionate to the circumstances in which it is offered.
- the gift is likely to influence an employee or school councillor in the course of their duties or where acceptance could cause a conflict of interest.
- the organisation's primary purpose is to lobby Ministers, Members of Parliament or agencies.
- the gift is an offer of money or anything readily convertible into money (e.g. shares), or

- the organisation or individual has a connection with a tender process or a decision over which the Department or the school could be perceived to have influence.

Employees and school councillors should remember that the consequences of creating a **perception** that the Department's or school's impartiality can be compromised may be as damaging as an actual compromise.

For further information regarding conflict of interest, please refer to the Department's Probity Guidelines July 2014

Take The GIFT Test

The GIFT test is a good reminder of what to think about when deciding whether to accept or decline a gift, benefit or hospitality. Take the GIFT test and when in doubt ask your manager or school Principal.

G	**Giver**	**Who is providing the gift, benefit or hospitality and what is their relationship to me?** Does my role require me to select contractors, award grants or determine policies? Could the person or organisation benefit from a decision I make?
I	**Influence**	**Are they seeking to influence my decisions or actions?** Has the gift, benefit or hospitality been offered to me publicly or privately? Is it a courtesy, a token of appreciation or highly valuable? Does its timing coincide with a decision I am about to make?
F	**Favour**	**Are they seeking a favour in return for the gift, benefit or hospitality?** Has the gift, benefit or hospitality been offered honestly? Has the person or organisation made several offers over the last 12 months? Would accepting it create an obligation to return a favour?
T	**Trust**	**Would accepting the gift, benefit or hospitality diminish public trust?** How would I feel if the gift, benefit or hospitality became public knowledge? What would my colleagues, family, friends or associates think?

Another useful test is to consider if it would be embarrassing or difficult to publicly explain or justify the acceptance of a gift. If this is the case, or if there is any doubt, then the gift should be politely declined.

Keeping Gifts

Employees and school councillors may keep token gifts (under $100) such as a box of chocolates, for the work they have done.

In limited circumstances, employees and school councillors may be able to keep a gift worth $100 or more, but less than $500, **subject to the documented approval** of their Deputy Secretary or school council. The Secretary, Deputy Secretary or school Principal may also consider offering the employee or school councillor the option of purchasing the gift at market value.

Gifts worth $500 or more must be surrendered to the State or school **under all circumstances**. Employees and school councillors may purchase a gift worth more than $500 from the State or school, with the Secretary's or school council's written approval, provided that no other public entity (e.g. Museums Victoria) has expressed interest in retaining the gift. For further details see Attachment A – Valuation and Disposal of Gifts.

Official gifts, namely gifts intended for the Department, school or the Victorian Government rather than the individual recipient(s), remain the property of the Department, school or State.

Transferring Gifts To The Department Or School Ownership

When an employee or school councillor is representing the Department or school at an event, and the Department or school has paid for their time, labour or accommodation to attend the event, any benefits accruing from this event belong to the Department or school. The employee or school councillor is then required to record any benefit accordingly, dependent upon the nominal value.

In the case of an international delegation offering ceremonial gifts on behalf of their country to an individual, school or the Department, these gifts (dependent on the nominal value) are to be recorded on the gift register and become the property of the Department or school.

Recording the Acceptance and/or Keeping of a Gift or Hospitality

Acceptance of token gifts or reasonable hospitality does not need to be formally registered. Similarly, hospitality provided by other government departments or governments does not need to be recorded.

Non-School-Based Employees

For non-school-based employees, including Teaching Service employees in non-school locations, acceptance and offers of a gift worth more than $100 (nominal value) **must** be formally registered on the Department's gift register administered by Procurement Division. This includes gifts accepted on behalf of, or passed on to, a third party. To complete a Gift Declaration Form please click Gifts, Benefits & Hospitality and scroll to Tools and Documents.

The following information is to be recorded on the declaration form:

- recipient's name
- donor's name and organisation
- location of the gift
- description, reason of gift and estimated value
- date, time and place of offer
- first time, previous offers, cumulative value of gifts within last 12 months by individual
- decision taken on the gift
- Deputy Secretary's (or Secretary's) signature.

Once the declaration form is completed, it is then sent to the Executive Director, Procurement Division, who will record the details on the Department's Gifts Register. Significant gifts will also be recorded on the Department's asset register.

The Gifts Register is monitored by the Executive Director, Procurement Division and provided to the Secretary and Department's Audit Committee, on request.

The Asset Register is monitored and reviewed by the Secretary and the Department's Audit Committee.

School-Based Employees and School Councillors

For school-based employees and school councillors, acceptance and offers of a gift worth more than $100 (nominal value) **must** be formally registered on the school's gift register. Where a school gift register does not exist, Principals are required to institute one and record the following information for each gift. To complete a Gift Declaration Form please click Gifts, Benefits & Hospitality and scroll to Tools and Documents.

- recipient's name

- donor's name and organisation
- location of the gift
- description, reason of gift and estimated value
- date, time and place of offer
- first time, previous offers, cumulative value of gifts within last 12 months by individual
- decision taken on the gift
- Principal's or school council president's signature.

The gift register is monitored by the Principal and annually reviewed by the school council.

Declining a Gift, Benefit or Hospitality

Some employees and school councillors perform roles that call for greater scrutiny. Employees of the Department's Procurement and Probity Committee, or those involved in procurement processes, must not accept gifts from contractors, particularly not when a tender has been advertised. Those who award grants must not accept gifts from applicants, and policy makers must not accept gifts from lobbyists.

Alternatives to sponsored travel and accommodation – individuals may receive offers of sponsored travel and accommodation to attend a conference. Such offers should generally be declined because of the potential for conflict of interest. However, if attendance is considered to be in the public interest, then the Department or school could pay for the travel and accommodation instead.

If there is no public benefit to accepting a gift, benefit or hospitality, then it should be declined. This is particularly the case when acceptance could be perceived as an endorsement of the organisation or product.

Repeat gifts or attempted bribery – if an individual considers they have been offered a bribe or inducement, the offer must be reported to the Secretary, school Principal or their delegate immediately.

Providing Gifts and Hospitality

Hospitality or the giving of gifts is often provided to welcome guests, facilitate the development of relationships to further public sector business outcomes and celebrate achievements.

Gifts And Hospitality Provided To External Guests

Authorised officers may consider providing hospitality for the purposes of:

- receiving guests (for example a visiting delegation from another jurisdiction, or hosting a meeting held over lunch time);
- facilitating relationships between third party organisations that are in the interests of the State (for example, an event where community sector organisations can meet business organisations to establish partnerships);
- celebrating the opening of an event, exhibition, or the establishment of a new public body; or launching an initiative (for example, the launching of a new community awareness campaign).

In considering whether to provide a gift or hospitality, the authorising officer should seek to uphold, and where possible, enhance the reputation of the public sector, including the school. The following questions will assist with this consideration:

- will the provision of hospitality foster the conduct of Departmental or school-based business?
- will the provision of hospitality help to promote or support the government's policy objectives?
- in providing hospitality, can we be sure that the reputations of both the public sector/school and the external guests are upheld?

- will the gift being considered provide a benefit to the State? NOTE: Any gift should normally be symbolic, rather than financial, in value.

All purchases need to be made in accordance with the Department's *Purchasing Policy and Guidelines (corporate)*.

Office Functions

When official functions are being held, the number of Departmental officers attending functions should be restructured to those who are able to provide an input to the event. In general:

- for larger functions (greater than 12 participants) then the proportion of invited external guests should be greater than the number of Departmental representatives;
- for smaller functions (12 participants or less), the number of Departmental participants should be at least in balance with external invitees.

The Departmental Secretary, the school Principal or an authorised officer may host an official function, including at the host's private residence. The partner or spouse of an officer may be included where this is appropriate; however other members of an officer's family should not normally be included on the guest list.

Catered Functions For Staff

For a range of reasons, catered activities may be occasionally provided for employees. These may include:

- as part of a larger staff-related event, for example a training course, workshop, planning day seminar or conference; and
- to recognise an organisational or individual staff achievement (for example the successful completion of a project or the retirement of a long-standing member of staff).

The appropriate senior authorising officer must determine if any catered function for staff would be considered reasonable and must take into consideration community expectations in relation to expenditure by public officials.

Working Meals In A Business Meeting

Working meals involve participation of persons outside the organisation.

The provision of working meals should normally occur:

- at an ordinary Departmental or school-based meeting location
- on non-regular occurrences, except where particular meetings are planned to continue without break for the convenience of Departmental or school-based timetables.

Working meals may be accepted when:

- there are organisational efficiencies in continuing the meeting through the normal meal break; or
- there is no reasonable alternative date and time to conduct the meeting expect through a normal meal period.

Any hospitality including the venue chosen for the meal should be in accordance with the significance of the purpose of the meeting and the status of the persons/participants.

Effort should be undertaken to avoid meetings between 12.00noon and 2.00pm, unless absolutely necessary.

An employee is not permitted to claim a reimbursement or allowance for meals or beverages where the meal/entertainment has been provided as part of hospitality.

Providing Gifts To Staff

On occasions, the Department or school may wish to recognise significant staff achievements and provide token gifts as part of:

- a reward and recognition event; and
- celebrating length of service milestones and/or retirements.

A token, such as a card and/or flowers, may also be sent to family members to acknowledge an employees' contribution to the workplace in the event of their death. Doing so can also assist their colleagues with their bereavement.

To uphold the principles of accountability and transparency, all schools are required to seek approval from the school council when issuing gifts to staff (regardless of value) which is funded by public monies.

Gifts given in celebrations of events such as birthdays, marriages or the birth of children should not be funded using public monies.

All purchases need to be made in accordance with the Department's Purchasing Card Policy and Guidelines (corporate).

Gifts And Fringe Benefits Tax

Fringe benefits tax (FBT) is a tax payable by an employer in respect of fringe benefits provided to an employee or their associate (e.g. employee's spouse or children) by:

- an employer; or
- an associate of an employer (an associate of the Department includes government schools, TAFEs, another government department or statutory authority, such as VCAA, or VRQA), or
- a third party (ie organisation/entity external to the Department, for example a private company).

The FBT legislation provides that certain benefits that are less than $300 in value and infrequently provided may qualify as a 'minor benefit', which is exempt from FBT. However, the minor benefit exemption does not extend to gifts of an entertainment nature. Consequently, all entertainment gifts will be subject to FBT regardless of their value.

Entertainment is specifically defined in tax legislation as entertainment by the way of:

- food
- drink
- recreation
- accommodation or travel associated with the provision of food, drink or recreation.

Therefore, all gifts that are of an entertainment nature and/or any other gifts of $300 or more in value, accepted by an individual from an employer, associate of an employer, or third party are subject to FBT.

The Department or school must keep records showing the taxable value of certain fringe benefits provided to its employees. If the total taxable value of reportable fringe benefits (RFBs) provided to an employee in an FBT year (1 April to 31 March) is more than $2,000, the Department or school must record the grossed-up taxable value of those benefits on the employee's payment summary for the corresponding income tax year (1 July to 30 June).

For more information about RFBs, employees should refer to the Australian Taxation Office's (ATO) publication on the ATO website using the following link: Reportable Fringe Benefits - Facts For Employees

Any FBT liability in respect of school-based employees will be met by the Department, and the cost of FBT will be passed on to the school. The school council may be responsible for any FBT liability in respect of gifts given to staff employed by it.

Overarching Considerations

Determining the type of hospitality to be provided

When deciding on the type of hospitality to provide, a balanced judgement should be made between the costs incurred and the potential benefits accrued to the State of Victoria; and whether the proposed hospitality is in line with community expectations.

If an event or meeting is significant enough in duration, and extends over usual meal times, it is generally considered a courtesy to provide modest hospitality such as tea, coffee or a light meal. This type of hospitality usually has a low cost per head, is in line with community expectations, and may be required by employees' employment provisions.

Wherever possible, a sufficient break in proceedings should be encouraged to enable participants to seek their own refreshments if available within the vicinity. Where possible, internal meetings attended by employees should not be scheduled to conflict with meal times.

The following questions may be useful as a guide to help staff decide the type of hospitality to be provided.

- What is the main purpose of the event for which hospitality will be provided? Who will participate? eg. the organisation's own employees, other public sector or public service staff, or external business partners? Would failure to provide hospitality be detrimental to business or stakeholder relationships?
- What is known about the prevailing culture and business practices of external participants?
- What is known about previous experiences of, and expectations around hospitality provided by public sector organisations?
- Will the costs of the hospitality provided be proportionate to, and less than, the potential benefits?
- Is it necessary to hold the event or meeting over a meal time or at a time of day when hospitality might be expected?
- Is it unreasonable or impractical to schedule a break in proceedings to enable participants to leave and seek more substantial refreshments of their own volition?

Containing Costs

The parameters suggested below can assist with cost containment:

Where possible, events should be held at a time of day least likely to attract expectations of, or a need for, hospitality.

Any event should not exceed two hours in duration.

Public sector venues should be selected in preference to private venues. External venues should only be used if required, and where value for money can be demonstrated. Perceptions are also important; sometimes a modestly priced venue can be perceived as excessive, if for example it promotes an image of luxury.

Catering should be proportionate to the number of attendees.

The size of the event and number of attendees should be aligned with intended outcomes.

Catering should be procured at competitive rates and avoid inclusion of more expensive menu options.

Provision Of Alcohol

The supply of alcohol at any event can lead to increased risks, including the risk of anti-social behaviour and risks to the reputation of both individuals and the organisation alike.

Before considering the supply of alcohol at an event, the authorised officer must note their obligations under the Occupational Health and Safety Act 2004, the Liquor Control Reform Act 1998 and the Code of Conduct. Importantly, employees must not be impaired by alcohol whilst in the workplace.

The following parameters may be useful as a guide:

- Any event where alcohol is served should be held at a time which minimises the risk of employees returning to work impaired by alcohol. For example, if normal office hours are worked, the event should be held in the late afternoon or early evening.
- Any event should not exceed two hours in duration.
- No more than two standard drinks per person should be provided.
- The provision of alcohol should be incidental to the overall level of hospitality provided.
- The provision and use of alcohol using government funds is strictly within this Policy.
- The storage and control of any alcohol should be closely monitored.

The provision of alcohol at staff-related functions funded from an organisation's budget carries with it higher risks in terms of public perception, especially in relation to perceptions of waste and excess, including the risk of anti-social behaviour and risks to the reputation of both individuals and the organisation alike. Consideration must be given, prior to approval, to avoid any such perceptions, to contain costs, and to promote adherence to the Code of Conduct.

The Code of Conduct requires that employees behave in a manner that does not bring the public sector into disrepute. They are required to avoid the misuse of alcohol when at work or engaged in work-related activities. Importantly, employees must not be impaired by alcohol whilst in the workplace.

Alcohol would not normally be served at functions or official meetings, which are attended solely by Departmental or school-based staff. This requirement however may be waived at the discretion of the school Principal, a Deputy Secretary or Secretary.

If intending to supply alcohol at an event which will include Departmental or school staff representation, then approval is required from the Secretary, or Deputy Secretary or Principal, prior to the event occurring. Securing this prior approval remains the responsibility of the appropriate authorised officer – the '*DET Hospitality Approval Form*' can be found within the '*DET Hospitality Approval Guidelines*' document, available via Financial Services Division.

Take The HOST Test

The HOST test is a good reminder of what to think about when deciding whether to provide hospitality or gifts to staff or stakeholders. Take the HOST test and when in doubt ask your manager or school Principal.

H	**Hospitality**	**To whom is the gift or hospitality being provided?** Will recipients be external business partners, or employees of the host organisation?
O	**Objectives**	**For what purpose will hospitality be provided?** Is the hospitality being provided to further the conduct of official business? Will it

		promote and support government policy objectives and priorities? Will it contribute to staff wellbeing and workplace satisfaction?
S	**Spend**	**Will public funds be spent?** What type of hospitality will be provided? Will it be modest or expensive, and will alcohol be provided? Will the costs incurred be proportionate to and less than the benefits obtained?
T	**Trust**	**Will public trust be enhanced or diminished?** Could you publicly explain the rationale for providing the gift or hospitality? Will the event be conducted in a manner which upholds the reputation of the public sector? Have records in relation to the gift or hospitality been kept in accordance with reporting and recording procedures?

Recording And Reporting The Provision Of Hospitality

Public sector organisations have reporting and recording obligations which help to ensure transparency and accountability. These include record keeping obligations under the *Public Records Act 1973*, and obligations arising from the *Financial Management Act 1994* to ensure that public funds are appropriately authorised and incurred in accordance with business needs, and captured in the financial records. The public also has a right to access documents relating to the provision of hospitality under the *Freedom of Information Act 1982*.

NOTE: The Department's *'Hospitality Approval Guidelines'* provides further detail on the processes relating to hospitality approvals, non-allowable hospitality expenses and other matters to be considered i.e. Fringe Benefits, Tipping, etc.

Consequences Of Breaching The Policy

A breach of this Policy may constitute a breach of:

- Victorian Public Sector Code of Conduct
- *Public Administration Act 2004* in relation to misconduct
- Directors' Code of Conduct under the *Public Administration Act 2004*
- Ministerial Order 199
- School Council Code of Conduct.

In some circumstances, accepting a gift or benefit may constitute a breach of sections 175–179 of the *Crimes Act 1958*. This is an indictable offence that attracts a maximum penalty of ten years imprisonment.

Division 9A of the *Crimes Act 1958* also provides that common law bribery attracts a maximum penalty of ten years imprisonment.

Further assistance

For further advice or assistance:

- non-school based employees (corporate) may email service.agreement.policy@edumail.vic.gov.au
- school based employees may email community.stakeholders@edumail.vic.gov.au

Attachment A

VALUATION AND DISPOSAL OF GIFTS

Any disputes as to the value of a gift must be resolved by independent valuation.

Valuation

The value of a gift is assessed according to the wholesale price in the country of origin.

Valuations are to be obtained by valuers competent to value in the field. The Department or school will pay any costs of valuation.

Disposal

Gifts that are Departmental or school property may be:

- transferred in title to Victorian Government departments and agencies and repositories of collections, including museums, galleries, libraries, archives and special-interest collections, education or community institutions
- donated to a nominated non-profit organisation or charity, at the discretion of the recipient and the Department
- purchased by the recipient (if no Victorian Government entity has made a prior claim)
- disposed of in an appropriate manner by the Department or school.

Gifts must be retained for one year before they are subject to the disposal process. The Secretary (non-school-based staff) or school council (school-based staff and school councillors) must approve any exception to this rule. All disposals of gifts require the approval of the Secretary (non-school-based staff) or school council (school-based staff and school councillors). The purchase of gifts worth more than $500 by the Secretary requires the approval of the Chair of the Audit Committee.

Public entities, such as the National Gallery of Victoria, State Library of Victoria and Museums Victoria, retain a right of first claim over any gifts to be disposed of that are deemed to be of historical or cultural significance.

Disposal of gifts must be in the public interest and pay due respect to the wishes and expectations of the donor. Disposal of gifts to individuals, other than by way of purchase by the original recipient, is not permitted. Disposal of gifts to private-sector organisations should be avoided. All disposals must be arm's length transactions and be properly documented for audit.

In the case of disposal of **Department gifts**, the Executive Director, Procurement Division, may initiate a disposal request at any time after the conclusion of the one-year retention period. A gift disposal recommendation form must be completed and forwarded to the Premier or Secretary, accompanied by a briefing on any ethical or accountability issues relating to the disposal. Once approved, the Executive Director, Procurement Division, may (if requested) donate the gift on the Premier's or Secretary's behalf.

In the case of disposal of **school gifts**, the school council may initiate a disposal request at any time after the conclusion of the one-year retention period. A gift disposal recommendation form must be completed and forwarded to the Premier or Secretary, accompanied by a briefing on any ethical or accountability issues relating to the disposal. Once approved, the school council may (if requested) donate the gift on the Premier's or Secretary's behalf.

The following details of disposal must be entered in the gift register:

- description of the gift
- date of disposal
- recipient of disposal
- original donor
- reason for disposal.

Attachment B

GIFT DECLARATION FORM

To be completed by the recipient of the reportable gift within 14 days of the offer

Date offered: / /

Offered to:

Title/Role:

Division/Unit/School:

Offered by:

Title/Role:

Organisation:

Reason offered:

Description of gift:

Location of gift:

Estimated value:

First time offer ☐ Previous offer(s) within last 12 months by this individual ☐

Cumulative value of gifts offered by this individual within the last 12 months:

Decision regarding gift:

Declined ☐ Retained ☐ Transferred to Department ownership ☐

Transferred to school ownership ☐

Signature of recipient: Date: / /

Approved by recipient's authorised delegate:

Name: Position: Date: / /

Signature:

On Completion - Please send to Executive Director, Procurement Division or School Principal as appropriate

Gift register updated:

Name: Position: Date: / /

Signature:

Executive Director (or appropriate representative), Procurement Division, or school Principal as appropriate

Head Injury Policy

Rationale

- Any knock to the head can potentially become a concussion and can be a life threatening condition. Concussion is an altered state of consciousness; therefore, it is serious.

Aims

- To ensure that students who present with suspected head injuries are consistently treated with appropriate care.

Implementation

- Any student with a suspected head injury is to present to the first aid room, if it is appropriate that they can be moved. Otherwise, first aid staff are to attend to the student in their current location.
- Such students will be kept for observation for at least 30 minutes.
- The student will be observed for levels of consciousness:
    - orientation to time, place and person
    - headache (increase of painful headache)
    - loss of memory, particularly of the event
    - blurred vision
    - pupils becoming unequal in size
    - vomiting
    - drowsiness
    - altered response to commands or touch
    - blood or clear fluid escaping from the nose or ears.
- An Incident Report will be completed.
- Parents / Guardians will be notified as soon as possible.
- If necessary, an ambulance will be organised by an appropriate senior staff member.
- Pain relief will not be given as it 'masks' the signs of the condition.
- Persons collecting students who are sent home will be provided with a First Aid Concussion Report outlining the signs and symptoms of concussion and to see a doctor if concerned.
- If after speaking to the parent/guardian of a student who has sustained a head injury and they give consent for the student to return to class, the student will be provided with a First Aid Report and a Concussion Report, copies of which will be stored with the Incident Report.
- If the student returns to class, he/she must return to the First Aid room or the nurse will be called if any changes to their condition occur or they are concerned about how they feel.
- If the student's condition deteriorates, an ambulance will be called by dialling 000. It will be stated that the student has a head injury and that his or her condition is deteriorating.
- Any student who has lost consciousness must be assessed by a doctor or the parent/guardian is encouraged to have the child assessed as soon as possible.
- The school will communicate with parents/guardians after hours to offer advice and support.

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School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
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Date of Next Review:	*August 2021 or as directed by DET.*				

Health Care Needs Policy

Purpose

To ensure that East Doncaster Secondary College provides appropriate support and responds to the health care needs of students.

Objective

To explain to East Doncaster Secondary College parents, carers, staff and students the processes and procedures in place to support students with health care needs at school.

Scope

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who have been diagnosed with a health care need that may require support, monitoring or medication at school.

Policy

This policy should be read with East Doncaster Secondary College First Aid, Medication Administration, Anaphylaxis and Asthma policies

(list in different order in edugate policy*Anaphylaxis*, *Asthma*, *First Aid* and *Administration of Medication* policies)

Student health support planning

In order to provide appropriate support to students at East Doncaster Secondary College who may need medical care or assistance, a Student Health Support Plan will be prepared by the school nurse or wellbeing staff in consultation with the student, their parents, carers and treating medical practitioners.

Student Health Support plans help our school to assist students with:

- routine health care support needs, such as supervision or provision of medication
- personal care support needs, such as assistance with personal hygiene, continence care, eating and drinking, transfers and positioning, and use of health-related equipment
- emergency care needs, such as predictable emergency first aid associated with an allergic reaction, seizure management, anaphylaxis, or diabetes.

Students with complex medical care needs, for example, tracheostomy care, seizure management, medication by injection, rectal suppository, administering suction, specialised medical procedures. or tube feeding, must have a Student Health Support Plan and designated and appropriately trained staff to provide for their specific health care needs.

At enrolment or when a health care need is identified, parents/carers should provide accurate information about the student's condition or health care needs, ideally documented by the student's treating medical/health care practitioner on a Medical Advice Form (or relevant equivalent)

East Doncaster Secondary College may invite parents and carers to attend a Student Support Group meeting to discuss the contents of a student's Health Support Plan and assistance that the student may need at school or during school activities.

Where necessary, East Doncaster Secondary College may also request consent from parents and carers to consult with a student's medical practitioners, to assist in preparing the plan and ensure that appropriate school staff understand the student's needs.

Student Health Support Plans will be reviewed:

- when updated information is received from the student's medical practitioner.
- when the school, student or parents/guardians have concerns in the support.
- if there is a change in support.
- at least annually.

Management of confidential medical information

Confidential medical information provided to East Doncaster Secondary College to support a student will be:

- recorded on the student's file
- shared with all relevant staff so that they are able to properly support students diagnosed with medical conditions and respond appropriately if necessary.

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Homework / Home Study Policy

The development of this Homework/Home Study Policy, for all students, has been based on consultation among teachers, parents and students.

DEFINITIONS:

Homework: Work set by the teachers to reinforce, supplement and extend classroom teaching into the home environment.

Home study: Work initiated by students to assist them in achieving individual goals related to learning.

Objectives

1. Homework should give parents insights into a school's philosophy, curriculum and objectives.
2. Set homework should provide an opportunity for students to reach an acceptable standard for their year level and develop self-discipline.
3. Where possible, homework should give students opportunities to develop as individuals by encouraging the use of their preferred learning styles and varied methods of presentation.
4. Teachers should ensure that homework requirements are carefully planned and corrected as soon as possible.
5. Students should be given training in the specific skills required to effectively complete homework.
6. Homework tasks should be set in such a way that students and parents recognise their relevance to work done in class, understand what is expected and can tell when the tasks are completed.
7. Homework for low-achieving students should develop from classwork that has been very clearly and carefully explained.
8. Homework demands on time should be relatively predictable and evenly spaced.
9. Homework requirements should allow time for social interaction with family and friends.

Implementation

1. Students will be required to keep a College diary to assist in the organisation of home study time and the effective completion of set tasks.
2. Teachers will endeavour to set homework at least two school days before it is due. Exceptions may be made in subjects such as Mathematics and Languages where immediate reinforcement is essential.
3. In order to maintain a suitable balance between homework and recreation the following table should be used as a guide for parents and students when allocating time for homework: (NB. Students vary in their ability to complete set tasks in the suggested time and adjustments will need to be made where appropriate).

Years 7 to 9	Between 1 and 1.5 hours per day.
Year 10	About 1.5 hours per day
Year 11	Between 2 and 3 hours per day
Year 12	Between 3 and 4 hours per day

4. Homework should not be set to be completed during term holidays for students in Year 7-9. The exception would be the reading of a novel for English or completion of overdue tasks. Students in Senior School should undertake revision, practice exams, pre-reading, note-taking, practice SAC's, completion of overdue work and ongoing folio work but should not be asked to undertake a task that they have never done.
5. Active support from parents is essential for the success of the homework/ home study policy. Parents can assist and encourage student by:
    a. ensuring that high standards of preparation and presentation are exercised in the completion of homework
    b. making sure that the study environment is quiet, comfortable and pleasant.
    c. checking that the work set is done and handed in on time.
    d. ensuring that the student understands what the set work is about. (Failure to understand can lead to many problems in sequential learning. One very useful form of assistance is for parents to check that a student has seen the teacher concerned about work that is not understood. Parents can communicate with the teacher via Compass.

6. Wider reading should not be confused with homework. This should be part of the home study time and should be recorded in the diary.
7. Students will use the year planner provided in the diary to cater for their individual homework/home study needs. Learning Tasks will be available on Compass and available for both parents and students to view.
8. Teachers will monitor the ongoing use of student diaries and ensure that workloads are realistically balanced between subjects.
9. Students will receive on-going instruction in homework and home study skills such as organisation of time, how to study effectively and the location and extent of necessary resources.

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Incident Reporting And Notifications Procedures Policy

Aims

To ensure expert response and management of all school emergencies and incidents, including incidents that occur during:

- camps, excursions or outdoor adventure activities
- weekends and holidays
- travel to or from school
- non-school hours.

Implementation

The school must:

- Refer to the Emergency Management Plan
- Call **000 immediately** to report any incident threatening life or property,(old typing removed) this includes:
    - police for crime, injury that may not be accidental or assault
    - ambulance for injury and medical assistance.
    - fire brigade for fires and incidents involving hazardous and dangerous materials (report all fires, regardless of state and size, even if extinguished).
- **DO NOT** contact local emergency services directly. To do so increases response times as these calls are redirected to 000 wasting valuable time in an emergency.
- after contacting 000, notify the Department's Incident Support and Operations Centre (ISOC) on 1800 126 126.

Incident reporting

Following notification to 000 schools must report to ISOC any incident:

- posing a risk to the safety of a student, parent, visitor or staff member including:
- serious injury or death
- allegations of or actual physical or sexual assault

- threat to property or the environment
- the use of seclusion or physical restraint of a student in response to an incident.

Prompt incident reporting (to ISOC) enables:

- ISOC staff to provide support and advice to schools
- quick resolution of emergencies while minimising the risk to personal safety
- quick implementation of preventative measures in the case of criminal activity.

Note: Prompt incident notification enables ISOC staff at the coordination centre to provide support and advice to schools. This helps to resolve emergencies quickly while minimising the risk to personal safety.

Reportable incidents

As a general rule, serious incident is one that requires medical attention or a police investigation.

Examples of reportable incidents involving schools include:

- death or suicide of a student, staff member or member of the school community
- self-harm/injury or threats of suicide
- injuries requiring treatment by a doctor, transport by ambulance or hospitalisation
- concerning mental health and traumatic incidents requiring peer
- professional or clinical support
- incidents that did not lead to injury or death but very nearly did
- incidents of a sexual nature
- abuse or risk of abuse or neglect including online child abuse (mandatory reporting obligations may also apply)
- missing student
- online bullying, inappropriate use of social media and/or mobile phones.
- damage to parts of a school building or its content
- loss of essential service
- emergency situation and warnings
- bomb threats
- alleged criminal activity
- aggressive behaviour or actions or behaviours of concern
- forced marriage or human rights abuse
- family violence
- human trafficking
- sexual exploitation
- suspicious activity within or near school environment
- incidents involving international students for whom the Department has accepted responsibility for appropriate accommodation and welfare.

Important: Schools shouldn't handle any explosives found at school. However if it's necessary to remove explosives from a student's possession avoid bumping, striking or dropping the object. Place the object gently in an isolated position, ensure it is not exposed to any form of heat/ignition and wait for the police.

Note: Schools should also report any nuisance activity which may not have led to damage, but could lead to crime at a future time. This information is used to implement pro-active security measures such as targeted security patrols, temporary surveillance and intruder detection systems to prevent criminal activity.

Criminal offence and insurance reporting

In the case of a loss arising from a criminal offence, the Principal should:

- report the matter to the President of the school council
- take steps to determine the extent of the crime i.e. burglary, theft, fire/arson, vandalism, significant graffiti and details of make, model and serial numbers of any missing equipment
- complete a Criminal Offence and Insurance Report and email it to the Infrastructure Division

- take steps to avoid the possibility of further loss strengthening internal control procedures and security measures.

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Information Security Policy

Purpose

To make sure that schools manage and share information appropriately and securely in order to meet information security obligations and to appropriately protect staff, students and their families.

Summary – critical information

- Information security aims to protect the confidentiality, integrity and availability of school information. This includes the consideration of privacy compliance when dealing with personal information. Refer to Privacy Policy for more information about privacy and information sharing.
- Principals must establish appropriate practices to protect critical and sensitive information. All staff should consider:
    - what information they have
    - how sensitive the information is
    - where it is stored
    - who has access to it.

Principals are to make sure that information security risks and issues are appropriately managed by seeking advice from the InfoSafe team.

Policy

The following information provides an overview of the key practices schools must implement to protect the confidentiality, integrity and availability of school information.

For more detailed information on implementing these information security practices, refer to: Information Security (InfoSafe): Guidance for Victorian Government Schools

Behaviours — Being InfoSafe

Schools must make sure that the protection of information is embedded in all aspects of school operations as outlined in this policy and accompanying Information Security Standards and guidance materials. The consequences of an information security breach can be far reaching, potentially affecting staff, students and families.

Priority Actions:

4. Ensure that priority actions from this policy are considered in appropriate local school practices and IT Committees.
5. Staff are encouraged to complete the Information Security for School Staff eLearning module (staff login required) on an annual basis.
6. Establish and maintain an InfoSafe culture by promoting this policy and through ongoing conversations.

Risks — Understanding your information risks

Schools must adopt a risk-based approach to information security by periodically assessing themselves against a set of common, published risks and associated treatment plans. This will enable school treatment plans to be prioritised and actioned based on the extent of the risk.

Priority Actions:

4. Consider the IT environment, online tools and the nature of the information at your school.
5. Consider the most common school information security and privacy risks and their relevance at your school.
6. Refer to the Pre-populated InfoSafe School Risk Document

Access — Identify the appropriate access for the information at your school

Schools must make sure that access to information is authorised for individuals based upon their role and function within the school environment. Failure to assign the right level of access to information to the right role may result in an information security or privacy breach.

Priority Actions:

4. Identify who has access to sensitive information and who has privileged accounts at your school. Refer to Privacy Policy for more information.
5. Establish a process to capture and regularly review school and Department staff, and third-party access, including parents, volunteers and contractors.
6. Establish a process to enforce need-to-know access to sensitive information (revoke access in a timely manner).

Incidents — Reporting incidents

Schools must report any potential or confirmed information security incidents as soon as possible to the IT Service Desk 1800 641 943 or email servicedesk@edumail.vic.gov.au (or via their Specialist Technician) as soon as they are identified.

Problems that are not reported immediately can grow bigger and more difficult to contain, and early detection helps to mitigate any potential harms resulting from the incident. Some cyber-security incidents may also reveal a risk (such as a virus) that other schools can then prepare against.

Priority Actions:

4. Make sure all staff know what constitutes an information security incident.

5. Reinforce the importance to all staff of reporting incidents.

6. The principal must ensure that the incident is reported and then respond to the incident as advised by the Department.

Networks — Securing ICT networks

Schools must maintain a secure ICT network by following Departmental requirements and adopting appropriate technical controls. Without these controls the school information and systems will be vulnerable to cyber-attacks.

Priority Actions:

3. IT Technicians in schools (whether engaged through the Technical Support to Schools Program or directly by the school) need to regularly review network configuration and anti-virus and patching arrangements as set out in the Tech Campus (login required, access limited to Department engaged technicians).

4. Technicians need to confirm the school's Internet Service Provider (ISP) arrangement meets the requirements of the DET standards.

Storage — Identifying and storing your information appropriately

Schools must identify their critical and sensitive information and store it in approved and trusted locations.

Priority Actions:

4. Identify and document assets holding sensitive and critical information. Refer to CASES21 Policy for all mandated DET ICT school administration systems.

5. Refer to the Pre-populated Risk Document to assist with documenting assets. For systems holding personal information, ensure you have completed a Privacy Impact Assessment.

6. Refer to the Privacy Policy for information about Privacy Impact Assessments. Review school processes to identify where data is held long-term.

Physical — Physical protection

Schools must protect information and ICT equipment by housing all ICT infrastructure (servers and network equipment) and personal computers, when not in use, in a locked and secured location with restricted access. Schools should also monitor visitor entry to the school premises and authorise entry into infrastructure and records storage locations.

Priority Actions:

3. Ensure the school follows both their local Visitors Policy and the Department's Visitors in Schools Policy.

4. Make sure that sensitive information (digital and hard copy) and ICT equipment is housed in physically secured locations. Refer also to Archives and Records Management Policy.

Awareness — Training and awareness

Schools must encourage staff to be vigilant and aware of the ongoing need to protect sensitive school information and systems. Staff should complete the Information Security for School Staff e-learning module (staff login required). Schools should act on Department information and directions about emerging cyber security threats.

Priority Actions:

4. Continue to drive the completion rate of the Information Security for School Staff eLearning module and encourage all staff to complete the module annually.
5. Ensure the induction process for new staff, including contractors and casuals, includes the Information Security for School Staff eLearning module.
6. Regularly communicate, affirm and review security obligations for staff (and target specific roles that have access to sensitive information).

Sharing — Sharing information safely

Schools must follow Department policies for sharing personal or sensitive information with other schools or anyone external to the school.

Priority Actions:

4. Identify which personal and sensitive information is regularly shared or likely to be shared (typically personal data of staff or students, but potentially other categories of information e.g. financial, commercial).
5. Refer to Requests for Information about Students and Privacy Policy. Make sure staff are aware of Department policies and local procedures for sharing information.
6. Use only approved tools to transmit sensitive data, closely manage distribution lists.

Suppliers — Externally sourced systems security

Schools and the Department must ensure the security of new systems and the suppliers who provide them.

Priority Actions:

3. Seek advice from the InfoSafe team to ensure all new systems meet Information Security and ICT security requirements.
4. For those systems holding personal information, conduct a Privacy Impact Assessment (PIA) which includes a security assessment for that system.

Resources

For a range of resources and tools to support school with implementing this Information Security — InfoSafe Policy and associated standards and guidance material, refer to: DET InfoSafe on the Departmental intranet site (staff login required).

Definitions

Information security incident

Indicators of a potential or actual information security incident are:

- emails from unexpected or unidentifiable senders

- unexpected emails from people that you do know
- requests for information from unknown sources
- Inability to access systems
- inability to access files or documents
- unusually slow systems or unexpected and strange behaviour of PCs and devices.

Personal information is recorded information or opinion about an identifiable individual. It can be almost any information linked to an individual, including name, address, sex, age, financial details, marital status, education or employment history. De-identified information about individuals can also be personal information if it has the potential to be re-identified.

Sensitive information for the purpose of this policy and associated guidance material, sensitive information in schools includes but is not limited to the following:

- student information including name address and date of birth
- student academic records, progress reports, assignments and assessments
- student health and medication information
- student information pertaining to family circumstances including Intervention Orders and Family Court decisions
- student class photographs and individual images
- parents' names, address, phone number, email address and custody instructions
- teachers personal information
- parents' banking and credit card information and hard-copy records
- school financial information
- tendering and procurement documents
- vendor invoices, contacts and accounts payable and receivables.

Related policies

- Archives and Records Management
- Enrolment
- Privacy and Information Sharing
- Requests for Information about Students

Relevant legislation

- Privacy and Data Protection Act 2014 (Vic)
- Health Records Act 2001 (Vic)
- Victorian Data Sharing Act 2014 (Vic)
- Child Well Being and Safety Act 2005 (Vic)

Contact

InfoSafe team at email: infosafe@education.vic.gov.au

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Injury To Student Occurring During Activities Held Away From School – Procedure Policy

Rationale

All students need to receive timely and appropriate care when injured away from school.

Aims

To ensure appropriate first aid assistance in the event of a serious injury (or illness) during camps, excursions or outdoor adventure activities.

Implementation

In the event of a student being injured during an activity held away from the College, such as an excursion, camp or interschool sport, the supervising teacher should:

1. Provide first aid assistance as appropriate or, in the case of serious injury, call an ambulance.
2. Contact the College immediately to report any serious injury to either one of the Assistant Principals or the College Nurse who will then inform the Principal.
3. A first aid kit should be taken to events, such as sport and away from town excursions. Staff should also ensure that a mobile phone is taken on such activities.
4. Injuries requiring first aid should be reported by the supervising teacher to the Health Centre on return to school.
5. The decision about who will contact the student's parents will be made when the supervising teacher makes contact with the College. However, in the case of a serious injury requiring an ambulance or the student to be collected from the venue, the supervising teacher should inform the parents directly so that they can attend the hospital or venue as soon as possible.
6. It would be expected that the supervising teacher would not be required to travel to the hospital with the student, however, should there be additional staff supervising the remaining students, this choice could be made. Arrangements will be made by the College to collect the teacher from the hospital.
7. Should it be deemed necessary, a member of the College staff will travel to the venue to assist in supervising students.
8. The supervising teacher should ensure that a detailed and accurate record of the incident is completed, with witnesses listed.
9. On return to school an incident report must be completed and submitted to the Health Centre.
10. The Department of Education Emergency and Security Management Branch will be notified within 24 hours by the Health Centre as required.
11. The College Nurse will contact the parents regarding the student's condition within 24 hours.

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International Students Policy

Rationale

Participation in the full fee paying International Student Program provides for greater cross cultural experiences for students, thus creating a more globalized learning environment for all involved, as well as the generation of additional funds for College development.

Purpose

- To enhance the understanding and tolerance of different cultures for all students and staff;
- To provide educational opportunities for International students; and
- To provide opportunities to further develop College resources and support educational programs.

Guidelines

- The College will sign a Memorandum of Understanding with the Department of Education and follow Ministerial guidelines in implementing an International Student Program at the College. In addition, the College will adhere to the legislative framework as outlined in the Education and Training Reform Act 2006 and relevant ministerial orders as well as all the Commonwealth Legislative framework.
- The College will follow the requirements outlined in the International Student Program in Victorian Government Schools School Resource Kit in the development and implementation of the program.
- Enrolments will be decided by the Principal, Assistant Principal and International Coordinator, in consultation with the relevant Head of School. Consultation with certain specialist subject areas, such as EAL, may also occur as required.
- An Orientation Program will be offered to new students, including arrival support, contact with families to provide relevant information, introduction to the College English Language Centre visits, a school tour, assistance with banking and the use of transport, familiarisation with College rules and assistance in acquiring the College uniform and text books.
- Welfare needs will generally be catered for by using the same structures as for local students, e.g Year Level Coordinators, College Nurse and Student Wellbeing Coordinator. However, the International Student Coordinator will also play a key role in counselling and managing students, in conjunction with Sub School staff and other welfare personnel. Students will be formally interviewed periodically by the International Student Coordinator and welfare reports completed. An Assistant Principal will oversee the implementation of the International Student Program at the College.
- The International Student Coordinator will organise and monitor welfare and accommodation arrangements for International Students, as well as arrival support, if required. Homestay accommodation will be provided from a list of College approved Homestay hosts. No students will be permitted to move into independent living arrangements until discussions with their families have taken place and written approval obtained. However, it is the preferred position

of the College that students remain in Homestay accommodation during their time at the College. No student under 18 years of age will be permitted to live independently.

- The College will maintain regular communication with parents, guardians, Homestay hosts and the Department of Education in providing for the welfare and academic progress of International Students.
- The College will offer an Intensive English Language program to International students in preparation for VCE.
- The International Student Coordinator will monitor student academic progress and attendance to ensure compliance with visa regulations and College expectations.
- Students will be assessed in the same way as other mainstream students via learning tasks and examinations, taking into account language abilities of these students in their first year. Reports will be prepared and translated, as required, and forwarded to parents/guardians.
- International Students and EAL students will be supported in their academic studies by multicultural assistants. This assistance may also be provided out of class-time.
- Disbursements from the International Education Division (IED) will be monitored by the Assistant Principal and International Student Coordinator and any discrepancies notified to the IED for correction.
- The College will market the program by the production of specific marketing materials, inclusion of information in DET marketing publications and by involvement in marketing trips to visit overseas recruitment agents and to meet the parents of International Students.

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International Students Complaints Policy

Rationale

Under current legislation, the College is responsible to the Department of Immigration and Border Protection for ensuring welfare and accommodation support service for students. A quality Homestay experience is a crucial factor in determining a student's successful orientation, academic and social progress and in monitoring a student's overall wellbeing. From time to time, situations where conflict arises may occur e.g. between a student, parents, Homestay host, country agent or appointed welfare support person. Such conflict may involve concerns about food, payments, quality of accommodation or house rules. It is, therefore, necessary and a requirement (International Student Handbook, Section Page 9-10), that a process be developed for the prevention, monitoring and resolution of situations where conflict may arise.

Purpose

The purpose of this policy is to:

- ensure that high quality welfare and accommodation services are provided to international students;
- to ensure processes are in place to minimise issues of concern or conflict arising in relation to accommodation and welfare services provided for international students;

- provide an efficient, responsive and fair process for students and others (Homestay host, parents, welfare support person) so that issues of concern or conflict can be resolved;
- ensure that processes are in place for monitoring the resolution of the conflict.

Guidelines

1. Preventative Measures

Where the College has undertaken to provide for Homestay and welfare arrangements for an international student, the International Student Coordinator will:

- appoint a suitable welfare support person, who will be the Homestay host or a third party appointed by the family of the student;
- interview students periodically on both formal and informal bases regarding their welfare and maintain written record of interviews.

2. Conflict Resolution

Where a conflict relating to the accommodation and welfare arrangements for an international student arises, the following processes will be followed:

- the International Student Coordinator will keep the Assistant Principal with responsibility for overseeing the International Student Program informed of issues relating to student accommodation and welfare;
- the complainant should refer the complaint, in writing, to the International Student Coordinator;
- the student will be offered ongoing counselling in seeking a resolution to the issue;
- the student's immediate well-being/safety will be of paramount consideration when deciding upon a course of action relating to accommodation. In an at-risk situation relating to Homestay accommodation, following consultation with the Principal and parents, the student will be immediately removed from the Homestay and placed in interim accommodation.
- the International Student Coordinator will investigate the matter, which will usually involve contacting and interviewing all parties, and will work with the parties in reaching a resolution;
- contact will be made with the student's welfare support person, parents (telephone conference) and International Student Program Unit, as appropriate, during discussions and to notify outcomes;
- where matters cannot be resolved through initial discussion between the International Student Coordinator and involved parties, the matter will be referred to the relevant Assistant Principal or Principal;
- new accommodation and/or welfare arrangements will be made for the student in the event of no resolution to the issue being found;
- full documentation of discussions and outcomes will be kept in the student's file;
- the International Coordinator will monitor the student's welfare and progress closely, following a resolution to an issue being reached.

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International Students Homestay Policy

Rationale

Where parents opt for DET to arrange accommodation, the Department through the school, is responsible for provision of accommodation, support and general welfare to the student. These arrangements shall be in place for the period that the student will be under 18 while in Australia. This policy has been developed to meet the requirements of the ESOS National Code 2018 and Student Visa (Condition 8532) which require that appropriate arrangements have been made for the accommodation, welfare and support of students under 18 years of age.

This policy is designed to be consistent with the PPSSU guidelines.

Policy

- It is a condition of enrolment at East Doncaster Secondary College that all international students must reside in homestay accommodation (including students who are over 18).
- The School will organise homestay accommodation of high quality and which provides a safe, comfortable and caring environment.
- The homestay accommodation will be provided by a host which may be a family, couple or single person and need not be of Anglo-Saxon descent.
- Students may not change the homestay arrangements without consultation with the College.
- Working with Children Cards will be organised for the host/s prior to the student moving in.
- The maximum number of students per homestay is 3, regardless of provider.
- A weekly fee of $*320* will be charged. This covers expenses associated with the provision of the following homestay services:
    - Single bedroom for the student's exclusive use
    - Three meals per day, seven days per week (cooked evening meal)
    - Facilities including a bed, wardrobe, towels and linen
    - Gas, electricity, heating and water costs
    - Cleaning services of common living areas
    - Use of living areas within residence
    - Study facilities, including a desk, study light and bookcase
- Telephone will be the student's responsibility (if applicable) and added to the homestay fee. Should the student use or require higher internet usage an extra fee will be charged. The fee should be discussed with the College.
- The initial payment will include two weeks' homestay fee in advance to the host and a bond that is the equivalent of two weeks' homestay fee payable to the school.
- The whole bond will be refunded to the student at the end of the enrolment with the school provided the student's room is free from damages or stains. In the event of damages or stains an invoice must be supplied to the school from the homestay to determine the amount of bond to be refunded.
- During holidays a holding fee to secure the homestay accommodation fee is required to cover the student's absence ($*80* maximum 25%).
- If a homestay provider terminates the homestay agreement, at least two weeks' notice is given to the student and College and all rent paid in advance of the departure date is to be refunded.
- Where a student moves out of a homestay, at least two weeks' notice must be given to the homestay provider and College. Giving less than this may result in the bond being forfeited.
- Students of the opposite sex will not be permitted to live in the same homestay.

- Students will be asked to sign a Homestay Responsibility Agreement on commencement of their enrolment. This will outline the house rules as well as homestay costs and methods of payment.
- Overnight stays are not permitted. The only time they may be considered is if the school receives written parental permission in advance with relevant contact details (names, address, mobile) and all parties over 18 have working with children's checks.
- Students and/or parents are required to reimburse homestay providers for any damage to property caused by a student, or costs incurred by the student during the time of residence.
- Complaints that cannot be resolved by either the homestay provider or the student should be referred in writing to the College.
- The College will monitor progress of homestay arrangements, including twice yearly visits.

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International Students Permission To Travel Policy

Rationale

Visa conditions require all International students meet the attendance requirement of at least 90%. In order to meet the attendance requirement students must not return home during a school term. The college recognises that an international student may wish to travel home in the school holidays. The following procedures have been put in place to ensure student's safety, academic performance is not jeopardised and students are able to take full advantage of the continuity of their language and cultural awareness.

Guidelines

Students who wish to travel home must not leave Australia before the last day of a term and return before the first day of the next term throughout the year. However, arrangements for the end of the school year vary according to the year level of the students. Year 7 – 9 students must remain for the full school year, Year 10 and 11 students must remain and attend the VCE Orientation Program. Year 12 students are encouraged to remain until the week when VCE results are available and change of preference occurs. Continuing students must return to Australia in the week prior to the start of Term 1.

Students will not be granted permission to travel to another country as a tourist unless accompanied by a parent or close family member.

Implementation

Students and parents will be provided with a document outlining the term dates and dates students are permitted to travel at the end of the year. This will include clear guidelines for return dates at the beginning of each year.

Please note that the procedures for travelling home are as follows:

- Students must complete a form requesting permission to travel home which outlines the purpose of the trip and provide anticipated dates of departure and arrival back in Melbourne
- The International Student Co-ordinator (ISC) will discuss the proposed request to travel and consider whether the application may proceed
- If permission is granted, parents must provide the school with written permission requesting the student be allowed to travel home with specific dates for departure and arrival
- Where possible parents will be contacted by phone to confirm their knowledge and approval of the travel arrangements.
- Once the school grants the student permission to travel then tickets may be purchased. Open tickets should not be purchased. We must have a date of return. The original and a copy of the ticket will need to be provided.

Any trip taken within Victoria or interstate must be done so with the written approval of the student's parent and be endorsed by the school Principal or Assistant Principal. In the case where a student is living in a homestay, the homestay provider should be advised of the arrangements and be provided with details of the student's travel plan.

Students will be able to travel, subject to the above approvals, in the following circumstances:

- The student is travelling with his or her homestay family on a holiday.
- The student is travelling on a school camp or excursion supervised by school staff.
- The student is travelling with a person (s) approved by the student's school Principal holding Working with Children checks. This applies to students 18 or over.
- The student is travelling on a commercial interstate package tour which is provided by a registered company, is specifically designed for students and includes appropriate supervision or chaperone arrangements, and involves no independent travel, i.e. pick up and drop off is at the homestay, the school or an assembly point designated by the school. School Permission is required.
- The student is travelling in the company of a direct family member over 18 years of age (parent, sibling, aunt/uncle) who will accept responsibility for the student during the travel.
- The student is travelling to a sporting or club event as part of a local team or group and will be under the care and supervision of the club or association during the trip. In these circumstances it is expected that students will be supervised at all times by adults who hold Working with Children checks.

Evaluation			Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
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International Students Permission To Work Policy

Background

The Department of Immigration and Border Protection (DIBP) attaches various conditions to student visas. International Students can work up to 40 hours in one fortnight as per visa conditions 8105.

Rationale

The college aims to ensure that international students understand that they are in Australia for the purpose of study. Given the importance of their study and meeting visa academic and attendance requirements, students are not encouraged to work.

Implementation

The college recommends that international students should not work in ongoing part time employment.

Applications by students to work will be considered on the following basis:

- that the parents of the students have submitted a written request outlining their reasons for wishing their child to work;
- that the student has attended East Doncaster Secondary College for at least 12 months;
- the student has demonstrated sound work practices and maintained consistently strong academic performance.

Condition 8105 of the DIBP visa is that students cannot work more than 20 hours a week when their course is in session (other than work which has been registered as a part of the course). **Note:** No work limits apply during recognised periods of vacation.

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Investment Policy

RATIONALE

To maximise the benefits of both government and locally raised funds through prudent investment

To provide direction and guidelines for investment of College funds

To support College Council's management practices and accountability requirements in line with the College Charter and Department of Education policies and guidelines

AIMS

- To ensure that investments are made with institutions that are prudentially sound, secure, professionally managed and have strong financial status in their reserves, liquidity and profitability
- To ensure all investments or changes to investments are approved by College Council
- To ensure all funds derived from the investment program are used as determined by the College Council

INVESTMENT REGISTER AND GUIDELINES

School Council maintains an Investment Register which records:

- date of lodgement
- instruction to investment institution

- amount invested
- terms of investment, including percentage rate and maturity date

School Council formally minutes, monitors and reviews:

- the level of funds invested
- the term of investments
- the type of investments in relation to the school's cash flow needs

Investment accounts will be in the name of the School Council and will be reported through Cases 21 Finance.

The Investment Policy to be reviewed annually and endorsed by the College Council as required for audit purposes.

The School Council endorses the directive issued by the Minister for Finance under the Financial Management Act 1994 (direction number 4.5.6)

ENDORSEMENT:

This policy was reviewed and endorsed at the School Council meeting held at East Doncaster Secondary College on 13 February 2019.

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Leading Teacher Tenure Renewal Policy

Rationale

Principals are responsible for the tenure renewal process for leading teachers. An appointment, promotion or transfer to a leading teacher shall be for a fixed period not exceeding five years. At the expiration of the term of the position the teacher reverts to the relevant sub-division according to DET guidelines unless: (a) His/her tenure is renewed, or (b) He/she obtains a transfer or promotion.

In regard to tenure of Leading Teacher appointments, it is essential to have a transparent policy, capable of review, involve appropriate school level consultation and include a reasonable period to enable a leading teacher to plan his or her career direction.

Objectives

The objective of Leading Teachers is to improve the skill, knowledge and performance of the teaching workforce in a school. Leading Teachers are responsible for demonstrating and modelling an outstanding level of teaching.

Leading Teachers are expected to make a significant contribution to policy development relating to teaching and learning in a school. They also manage major curriculum or student activities on a whole-school level. A Leading Teacher has a direct impact and influence on the achievement of the school

goals. These teachers provide professional support to teaching staff. Leading Teachers are usually responsible for the implementation of one or more priorities contained in the College's Strategic Plan.

Leading Teacher positions are tenured for periods of up to five years. Successful applicants for leading teacher positions will be employed on an ongoing basis with tenure in the position for the period as advertised. At the completion of the period of tenure, the Principal will determine whether the position is to be renewed, abolished or advertised.

Policy

That each Leading Teacher position be considered in terms of renewal, advertisement or abolition following consideration of the factors that may determine the most appropriate course of action.

It is the College Principal's responsibility to have the optimal workforce structure to implement the College strategic goals. Workforce planning requires review of the workforce structure, including the leadership profile and/or staffing structure to meet the changing situations within the College now and in the future.

Circumstances that could lead the Principal to consider changes in the leadership profile may be influenced by a number of factors including:

- Changes in the workforce plan
- Changes in the structure of the school's leadership/staffing profile
- Changes to the school strategic goals and priorities
- A desire to broaden the applicant field
- A desire to increase diversity within the leadership profile
- Funding considerations within the School global Budget/SRP and/or locally raised funds.

Implementation

The Leading Teacher Tenure Policy will be available and applicable to all leading teachers in positions within the College.

Whilst the Principal has overall responsibility for determining the decisions relating to tenured positions, he/she may consult with members of the school community, including the College Leadership Team, Curriculum Leadership Team, Student Wellbeing and Engagement Team, School Council and the Business Manager prior to advertising, abolishing or renewing the designated positions.

The Principal will notify all Leading Teachers in writing at least three months prior to the expiry date of their positions as to the proposed course of action regarding the position.

If there is an intended change to a Leading Teacher position the staff member concerned will be given the appropriate career support as a means of addressing this intended change.

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Leave Policy

Rationale

The Leave Policy is designed to balance the rights and conditions of staff with the obligation to organise the College in the best way to achieve the highest standards of student learning. The replacement of staff on leave to ensure continuity of learning is vital to achieving high standards.

Purpose

- To provide a leave approval policy for all staff which will allow for maximised student learning outcomes.
- To provide procedural information on leave for staff.
- To maintain merit and equity in dealing with leave applications.
- The Department of Education and Early Childhood Development has devolved leave approval to the College Principal.
- The Principal has the sole responsibility for granting leave, however, the College Council may be involved due to budgetary considerations.
- The College's Agreement Implementation Committee (AIC) will provide advice to the Principal regarding granting leave.
- Specific details relating to Long Service Leave and Leave Without Pay, are included in the "School Policy and Advisory Guide" under Human Resources; Employment conditions; Leave; and can be accessed via Eduweb.
- Staff who are granted leave are expected to provide all necessary work documents for replacement personnel, including preparation for reports where appropriate. For teaching staff the documents should include mark books, work programs, as well as details of work covered.

Guidelines:

- Staff must access the School Policy and Advisory Guide and EduPay to determine eligibility for leave prior to completing an application.
- Applications for leave must be in writing or on the appropriate leave application form available from the Business Manager.
- Granting of Long Service Leave at East Doncaster Secondary College is usually for a period of 31 working days, a full term or multiples of a term. The usual minimum period is one week, however, each application will be considered on its merit.
- Leave Without Pay will not usually be granted for any extended period in the first five years of tenure with the Department of Education and Early Childhood Development (DET).
- Leave Without Pay may be granted for up to twelve months only. LWOP which adjoins holiday periods will be subject to arrangements in the relevant Ministerial Order.
- Leave may be approved providing the leave will not adversely affect the delivery of the curriculum at the school and suitable replacement staff members can be employed from within the Student Resource Package. A person granted leave would not normally be allocated a Year 12 class during the year of leave. To ensure consistency in the delivery of the Year 11 program, staff teaching Year 11 should apply for leave less than 10 working days or greater than 31 working days. This arrangement will allow for the hiring of a single short term contract teacher to maintain consistent delivery over this extended period. Consideration will also be given to the overall numbers of staff and the numbers of staff from a given Domain area granted LSL or LWOP at any one time.

- When there are multiple staff requesting leave for the same period, a range of additional factors beyond curriculum delivery concerns will be taken into consideration, including:
    - Length of time since leave was last granted;
    - Amount of leave already taken;
    - Length of service with DET;
    - Compassionate factors; and
    - Length of Leave request.
- Whilst Long Service Leave is an entitlement, the timing of the leave is discretionary. Where LSL is not granted, the Principal may grant leave at an alternative date in the future in consultation with the staff member.
- Personal tax minimisation strategies are not considered to be grounds to support the granting of leave.
- The Principal may grant leave to applicants who do not meet these conditions in exceptional circumstances.
- Applications for leave GREATER THAN 30 DAYS should be lodged with the Principal no later **than week 1 of Term 3 in the year prior to the intended commencement of leave.**
- Applications for leave of LESS THAN 30 DAYS must be lodged with the Principal **no later than two terms in advance.**
- Late applications will only be considered if they are based on compelling compassionate grounds.
- The Principal will make the decision on leave following appropriate consultation with members of the College Leadership Team who have operational and management responsibility for human resources and the Agreement Implementation Committee (AIC).
- Where cancellation of leave is requested, the Principal must be notified in writing as soon as possible. **Cancellation prior to commencement of leave or during the leave period** may not be granted unless suitable arrangements can be made that **do not impact on curriculum delivery, minimisation of disruption to classes, timetable arrangements, contractual arrangements or the College financial position**.
- A staff member may seek reconsideration of a leave decision. The reconsideration would be undertaken by the Agreement Implementation Committee (AIC) and will involve consultation with the relevant member of the Principal Class and Timetabler, as well as consideration of any additional information to support the application. A recommendation regarding the reconsideration will then be made to the Principal.
- Decisions in relation to leave should be communicated in writing to the applicant and should be honoured by both parties.

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Managing Open Wounds, Bodily Fluids And Blood Spills Policy

Rationale

To ensure schools respond safely to:

- Students with open wounds
- Blood and other body fluids spills
- Infectious Diseases

Policy

Teachers, staff and Principals must be familiar with the school's first aid procedures related to blood spills and bleeding students.

Precautions

Specific precautions to assist with infection prevention and control must be followed by all people in a school at all times. They include hygiene and body fluids and substance precautions.

Hygiene

General precautions include:

- good hygiene practices, particularly washing and drying hands before and after meals, after using the bathroom, after nose blowing, and after contact with contaminated objects
- the use of protective barriers which can include gloves and masks
- safe handling of 'sharps'
- use of non-touch technique, as appropriate.

Blood and Other Body Fluids

Interaction between people at schools should minimise contact with body fluids and substances, including:

- blood, whether wet or dry
- secretions
- excretions other than sweat
- other body substances.
- Treat blood and other body fluids and substances as being potentially infectious and avoid direct contact where possible.

If you have to deal with a spill immediately and you don't have access to single use gloves, thoroughly wash your hands and any body parts that were in contact with the spill using warm water and liquid soap

Use a resuscitation mask, if available, if mouth-to-mouth resuscitation is required

Treating Bleeding Students

This Table Describes How Schools Treat Students Who Are Bleeding.

Step	Action

1	Avoid contact with the blood while comforting the student, moving them to safety if required.
2	Put on single-use gloves.
3	Flush the wound using warm water.
4	Wash the wound using warm water and soap.
5	Pat dry the wound and apply a waterproof occlusive dressing ensuring the wound is: ● Covered completely ● And if bleeding continues, apply additional pressure using either a hand or firm bandage.
6	Remove any linen stained with blood or body fluids and substances. Place them in leak-proof plastic bags until they can be cleaned by a commercial laundry or linen cleaning service, or dispose of.
7	Remove gloves and place them in an appropriate biohazard container.
8	Wash hands in warm soapy water and rinse before pat-drying thoroughly.

Managing Blood Spills

Blood spills should be treated as if the blood is potentially infectious.

This table describes how schools must manage blood spills. Note: all cuts and abrasions should be covered with a waterproof occlusive dressing at all times.

Step	Action
1	Put on single-use gloves and avoid direct contact with blood or other body fluids.
2	Use paper towels to mop up the spill. Dispose of the paper towels in an appropriate biohazard container.
3	Wash the area with warm water and detergent, then rinse and dry the area. Note: take care not to splash.
4	Remove gloves and place them in an appropriate biohazard container, which should be a part of the school first aid kit.
5	Wash hands in warm soapy water and rinse thoroughly before pat-drying
6	If re-usable items were used such as scissors or single-use tweezers, then an assessment must take place to consider how the item was used and determine the appropriate decontamination method. Example: if reusable items are contaminated with blood or other body substances, they should be disposed of in a sharps or biohazard container. If they are not contaminated, they should be washed and dried. Single use items should be disposed of appropriately and replaced. For further advice contact the department's OHS Advisory service on 1300 074 715.

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Mandatory Reporting Policy

Rationale

To protect children and young people from abuse and neglect by ensuring East Doncaster Secondary College's staff:

- Understand mandatory reporting responsibilities and duty of care obligations to protect children and young people from child abuse including physical and sexual abuse;
- Are aware of which employment categories are mandated notifiers;
- Know how to make a mandatory report to the Department of Human Services (DHS) Child Protection when they have formed a belief on reasonable grounds that a child or young person is at risk of significant harm;
- Are able to identify and be aware of the indicators of child abuse;
- Are able to align mandatory reporting requirements with the college Child Safety policy
- All staff are required to undertake online Mandatory Reporting Training on an annual basis

For the purpose of this document child abuse includes-

(a) any act committed against a child involving-
  (i) a sexual offence; or
  (ii) an offence under section 498(2) of the Crimes Act 1958 (grooming);
(b) the infliction, on a child, of-
  (i) physical violence; or
  (ii) serious emotional or psychological harm;
(c) serious neglect of a child

Legislation

Under Sections 182(1) a-e, 184 and 162 c-d of the *Children, Youth and Families Act 2005* (Vic.), the following persons are mandatory reporters for the purposes of this Act:

- Registered medical practitioners
- Registered nurses
- Members of the police force
- Principals of government or non-government schools
- A person registered as a teacher under the *Education, Training and Reform Act 2006* or teachers granted permission to teach under that Act
- Registered psychologists
- School counsellors

Legislation in all jurisdictions requires mandatory reporting in relation to all young people up to the age of 18 (whether they use the terms "children" or "children and young people").

Aims

- To embed a culture of child safety within the College community that supports all students and takes into account the diversity of all students, including the needs of Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse backgrounds, students with disabilities, and students who are vulnerable
- To support, encourage and enable school staff, parents and students to understand, identify, discuss and report child safety matters
- To define the roles and responsibilities of the College and staff and volunteers in protecting the safety and wellbeing of students
- To support and assist students and staff in the process of reporting suspected abuse

Implementation

- All members of the Teaching Service are mandated by law to report signs of physical and/or sexual abuse, and neglect.
- New staff will be informed of mandatory reporting responsibilities and procedures.
- All staff are required to undertake online Mandatory Reporting training on an annual basis.
- All concerns must be reported immediately to the Principal, or in his/her absence, the Assistant Principal.
- The Principal will keep a record of all discussions about a student with whom there is a concern.
- If a belief has been formed by a staff member that sexual or physical abuse or neglect has taken place a "Mandatory Reporting Information Sheet" available from the Principal must be completed and filed in the Principal's office.
- A member of the Principal class or nominee will contact the Department of Human Services by telephone as soon as possible to make an official notification on:

  1300 360 391 or after school hours crisis line 13 12 78
- Members of the Department of Human Services, or associated support or intervention services that visit the school following a notification, will interview staff and children only in the presence of a Principal class member or his/her nominee.
- All "Mandatory Reporting Information Sheets" remain filed in the Principal's office.
- All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential.
- All incidents to be monitored, and any subsequent signs or indications of abuse are also to be reported.
- While only mandated by law to report incidents of physical and sexual abuse, and neglect; teachers are also encouraged to report incidents of emotional abuse or neglect.
- Students, who disclose to staff a desire to harm themselves or others, must be reported by staff to the Principal.
- To lodge a Mandatory Report, all mandated staff must consult the "Making a mandatory report" document (see Appendix).
- Non-mandated staff members, who believe on reasonable grounds that a child is in need of protection, are encouraged to speak to the Principal or Assistant Principal as well as being able to make a report to DHS Child Protection.

Making a Mandatory Report:	
Who:	**Mandated staff: Principals, Primary and Secondary Teachers, School Nurses**
Must: Report to Victoria police and/or the Department of Human Services (DHS) Child Protection as soon as practicable after forming a belief on reasonable grounds that a child or young person is at risk of significant harm, and the child's parents are unable or unwilling to protect the child.	
Who:	**Non-mandated staff (section 183, CYFA 2005)**
Any person who believes on reasonable grounds that a child is in need of protection may make a protective report regarding their concerns to DHS Child Protection. Staff, who forms a belief on reasonable grounds, should inform the Principal or Assistant Principal of any concerns.	
Who:	**All staff if they have formed a belief on reasonable grounds**
A belief is formed when a person has: More than a suspicion. Is more likely to believe rather than disbelieve that a student is at risk. *If a staff member has unresolved suspicions that do not lead them to form a belief, they should initially consult with the Principal or Assistant Principal.*	
Reasonable grounds are established when:	
a child or young person states that they have been physically or sexually abused; 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); someone who knows the child or young person states that the child or young person has been physically or sexually abused; a child shows signs of being physically or sexually abused; the staff member is aware of persistent family violence or parental substance misuse; psychiatric illness or intellectual disability that is impacting on the child and young person's safety, stability or development; the staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision; a child's actions or behaviour may place them at risk of significant harm and the child's parents are unwilling or unable to protect the child;	
Who:	**Staff seeking consultation regarding making a Referral**
Consult with: Principal Class or nominee will make contact with: DHS Child Protection Eastern Region; 1300 360 391; After office hours, call the Child Protection Crisis Line on 13 1278 (Vic only); Child First; 1300 369 146 A referral to Child FIRST is the best way of connecting children, young people and their families to the services they need. Staff should make a referral to Child First where staff have concerns about a child's wellbeing but do not believe the child is in need of protection.	

Teacher and Management actions
Teachers should: • only gather enough information to form the belief; • use open ended questions when talking to the student; Teachers should not, under any circumstances: • conduct their own investigation; • interview witnesses; • take statements; • collect evidence; • ask leading questions that suggest the abuse took place; • conduct a physical examination; Staff should keep comprehensive, chronologically ordered notes that describe the source of their concerns, e.g. from obvious injuries, behaviours or comments made outlining related events, actions taken and further considerations determine the need for help. Notes should also reflect who the staff member has been in contact with.
Information required when making a report to Child Protection
The following information is required to make the report: name of family and children; addresses, language spoken and student's date of birth; factual and specific reason for concern; the reporter's involvement with the family, any other people or agencies involved; concerns about a child protection worker's safety in visiting the family; best time to find the parents/guardians at home; if the family knows the report is being made; **Note:** An inability to provide all of this information should not delay the making of the report. Further information can be provided after the initial report is made.
Professional Protection for Reporters
Teachers and principals making mandatory reports: are protected against legal, professional and civil actions by the Child and Youth Families Act as long as they are acting: • In good faith; • For the best interests of the child; • Cannot be held to have acted unprofessionally
Information Sharing
Teachers and Principals making reports or providing information to Child Protection, Child FIRST and Victoria Police Sexual Offences and Child Abuse Investigation Teams (SOCIT) are specifically protected against legal, professional and civil actions by the CYFA provided they are "acting in good faith" in the interests of the child. Staff are allowed to share information with Child Protection that may help them to make an initial assessment about a child. Any information that is relevant to the protection or development of a child when Child Protection is investigating a report, is allowed to be shared.

Each year, all staff must complete the online DET Mandatory Reporting module located at

http://www.elearn.com.au/det/protectingchildren/schools/

Evaluation	Reviewed: August 2020
School Council President: **Name:** Stefan Kazakis **Signature:**	**Date:**

Principal:	Name: John Roberts	Signature:	Date:
Date of Next Review:	*August 2021 or as directed by DET.*		

Medication Administration Policy

Purpose

- To ensure the College supports students and families in the administration of medication.
- To ensure College staff do not contravene any regulations regarding the administration of medication.
- To identify the roles and responsibilities of students, parents, guardians and College staff in the administration of medication.

Policy Statement

- East Doncaster Secondary College supports all students with regard to medical conditions and illness.
- Medication needs to be supplied by a parent/guardian or other approved person and will only be administered with written permission from the students' parent/guardian or other approved person.
- East Doncaster Secondary College has processes in place to administer medication to students at school, on camps and excursions.

Implementation

- East Doncaster Secondary College will only administer medication supplied by the students' parent/guardian or other approved person.
- Medication is to be supplied to the school in its original packaging or pharmacy container.
- The container or packaging is to clearly state the students name, medication name, expiry date of the medication and the dosage instructions.
- The medication will be stored in a locked medicine box in the Health Centre or in a fridge if necessary.
- The College expects parents/guardians to complete a Medication Authority form, if necessary in consultation with a medical practitioner (see Attachment A).
- When medication is administered, an authorized person will complete a Medication Administration log (see Attachment B).
- An Authorised person will regularly check expiry dates on stored medication and notify parents/guardians accordingly.
- It is the responsibility of the parent/guardians to notify the College in writing of any changes to the medication regime.

Warnings

- Students will not be permitted to take their first dose of a new medication at school in case of an allergic reaction. This should be done under the supervision of the student's parents, carers or health practitioner.

Self- Medication

- The college will consult with parents/guardians or adult/independent students and the student's medical/health practitioner to determine the age and circumstances by which the student could self-administer their medication.

Medication error

- If medication is administered in error to a student, first aid procedures will be implemented, the Poisons Information Line will be contacted 131126. If instructed an ambulance will be called 000, parents/guardians will be notified and a detailed report of the incident will be recorded and the medication management procedures at the school reviewed.

ATTACHMENT A

MEDICATION AUTHORITY FORM

For a student who requires medication whilst at school

This form should, ideally, be signed by the student's medical/health practitioner for all medication to be administered at school but schools may proceed on the signed authority of parents in the absence of a signature from a medical practitioner.

· For students with asthma, Asthma Australia's *School Asthma Care Plan*

· For students with anaphylaxis, an ASCIA Action Plan for Anaphylaxis

Please only complete the sections below that are relevant to the student's health support needs. If additional advice is required, please attach it to this form. Name of School:

Student's Name:_____Date of Birth:_____

MedicAlert Number (if relevant): _____Review date for this form: _____

Please Note: wherever possible, medication should be scheduled outside the school hours, e.g. medication required three times a day is generally not required during a school day: it can be taken before and after school and before bed.

Medication to be administered at school:					
Name of Medication	**Dosage (amount)**	**Time/s to be taken**	**How is it to be taken? (eg oral/topical/ injection)**	**Dates to be administered**	**Supervision required**
				Start: / / End: / / **OR** ☐ Ongoing medication	☐ No – student self- managing ☐ Yes ☐ remind ☐ observe ☐ assist ☐ administer
				Start: / / End: / / **OR** ☐ Ongoing medication	☐ No – student self- managing ☐ Yes ☐ remind ☐ observe ☐ assist ☐ administer

Medication Storage

Please indicate if there are specific storage instructions for the medication:

.....

.....

.....

Medication delivered to the school

Please ensure that medication delivered to the school:

☐· Is in its original package

☐· The pharmacy label matches the information included in this form.

Supervision required

Students in the early years will generally need supervision of their medication and other aspects of health care management. In line with their age and stage of development and capabilities, older students can take responsibility for their own health care. Self-management should be agreed to by the student and their parents/carers, the school and the student's medical/health practitioner.

Please describe what supervision or assistance is required by the student when taking medication at school (e.g. remind, observe, assist or administer):

.....

.....

.....

Monitoring effects of Medication

Please note: School staff *do not* monitor the effects of medication and will seek emergency medical assistance if concerned about a student's behaviour following medication.

Privacy Statement
The school collects personal information so as the school can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant school staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected. Please contact the school directly or FOI Unit on 96372670.

Authorisation:
Name of Medical/health practitioner:
Professional Role:
Signature: Date:
Contact details:
Name of Parent/Carer or adult/independent student:**
Signature: Date:

If additional advice is required, please attach it to this form

**Please note: Adult student is a student who is eighteen years of age and older. Independent student is a student under the age of eighteen years and living separately and independently from parents/guardians (See Victorian Government Schools Reference Guide 4.6.14.5).

ATTACHMENT B

MEDICATION ADMINISTRATION LOG

This log has been developed as a suggestion only, to assist the Principal/or nominee when administering the taking of medication. This log, or equivalent official medications register), should be completed by the person administering the taking of medication.

Name of student:_____ Year level:_____

Family Name *(please print)* First Name *(please print)*

Date (Day, month and year)	**Time**	**Name of Medication**	**Tick When Checked (√)**				***Comments***	**Name of staff** *(Please print & initial)*
			Right Child	**Right Medication**	**Right Dose**	**Right Route** ***(oral/inhaled)***		

Record for cross-checking: It is recognised that in many specialist school settings medication is administered using a system of two staff members checking that medication is correctly administered . This is an appropriate added safety measure and seen as good practice.

Name of Medication:	**Prescribed Dose:**

Evaluation			Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*			

Mobile Devices Policy

East Doncaster Secondary College recognises that many students feel the need to carry a mobile phone and/or personal mobile device and accepts that there are genuine reasons for their use (for example to contact parents after music, sports practice, or whilst travelling to and from the College). However, they can be disruptive to the learning environment and require rules to govern their use.

PURPOSE

To explain to our school community the Department's and East Doncaster Secondary College's policy requirements and expectations relating to students using mobile phones [and other personal mobile devices] during school hours

SCOPE

This policy applies to:

1. All students at East Doncaster Secondary College and,
2. Students' personal mobile phones [and other personal mobile devices] brought onto school premises during school hours, including recess and lunchtime.

DEFINITIONS

A mobile phone is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network.
Personal Mobile devices refer to hand held electronic devices and includes, without limitation, smartwatches and other 4G/internet enabled devices, music players, cameras and associated accessories (e.g. earbuds and battery chargers).

***For 2020 Year 9 East Doncaster Secondary students will utilise i-Pads as the College's choice of 1:1 Digital learning device. This policy does not extend to the use of i-Pads in such classrooms.*

POLICY

East Doncaster Secondary College understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At East Doncaster Secondary College:

- Students who choose to bring mobile phones [and other personal mobile devices] to school must have them switched off and securely stored during school hours
- Exceptions to this policy may be applied if certain conditions are met (see below for further information)
- Students who become unwell during the day must not use a mobile phone to contact their parent/guardian to collect them. Students should follow the correct procedure of reporting to the General Office where necessary arrangements will be made.
- When emergencies occur, parents or carers should reach their child by calling the school's office on 9842 2244

Personal mobile phone use

In accordance with the Department's Mobile Phones Policy issued by the Minister for Education, personal mobile phones must not be used at East Doncaster Secondary College during school hours, including lunchtime and recess, unless an exception has been granted.

Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

Secure storage

Mobile phones [and other personal mobile devices] owned by students at East Doncaster Secondary College are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone [and other personal mobile devices] to school unless there is a compelling reason to do so. Please note that East Doncaster Secondary College does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items. Refer to the East Doncaster Secondary College's Personal Property Policy AND/OR the Department's Personal Goods policy.

Where students bring a mobile phone [and other personal mobile devices] to school, East Doncaster Secondary College will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At East Doncaster Secondary College students are required to store their phones in their lockers upon arrival to the College.

IMPLEMENTATION

At East Doncaster Secondary College inappropriate use of mobile phones [and other personal mobile devices] is **any use during school hours**, unless an exception has been granted, and particularly if used:

- in any way that disrupts the learning of others
- to send inappropriate, harassing or threatening messages or phone calls
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gyms
- during exams and assessments

The following consequences for breach of school rules relating to mobile phones [and other personal mobile devices] are:

In the classroom:

1. If a student brings a mobile phone or personal mobile device to class, teachers will remind the student of the policy for usage of Mobile Devices and ask the student to return the mobile device to their locker. A chronicle report will be lodged by the teacher.

2. If this behaviour is repeated, the teacher will advise the Year Level Coordinators who will issue consequences for multiple breaches of this policy and make contact with parents.

3. Any further breaches of the policy will result in a Principal class member confiscating the phone and/or device. A Parent conference will be required to return the phone or device and to discuss the behaviours of the student.

4. Repeated breaches of this policy will lead to a range of consequences, including detention and possible suspension from the College, as determined by the Principal.

In the School Yard:

1. If a student is using a mobile phone or personal mobile device in the school yard during school

hours, staff will remind the student of the policy for usage of Mobile Devices and ask the student to return the mobile device to their locker. A chronicle report will be lodged by the staff member.

2. Chronicle reports for breach of this policy will be monitored by the Year Level Coordination and College leadership.

3. If this behaviour persists, the Year Level Coordinators will issue consequences for multiple breaches of this policy and make contact with parents.

4. Any further breaches of the policy will result in a Principal class member confiscating the phone and/or device. A Parent conference will be required to return the phone or device and to discuss the behaviours of the student.

5. Repeated breaches of this policy will lead to a range of consequences, including detention and possible suspension from the College, as determined by the Principal.

Exceptions

Exceptions to the policy:

- may be applied during school hours if certain conditions are met, specifically,
    - Health and wellbeing-related exceptions; and
    - Exceptions related to managing risk when students are offsite.
- can be granted by the Principal in accordance with the Department's Mobile Phones Policy.

The three categories of exceptions allowed under the Department's Mobile Phones Policy are:

1. Learning-related exceptions

Specific exception	Documentation
For specific learning activities (class-based exception)	Unit of work, learning sequence
For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty	Individual Learning Plan, Individual Education Plan

2. Health and wellbeing-related exceptions

Specific exception	Documentation
Students with a health condition	Student Health Support Plan
Students who are Young Carers	A localised student record

3. Exceptions related to managing risk when students are offsite

Specific exception	Documentation

Travelling to and from excursions	Risk assessment planning documentation
Students on excursions and camps	Risk assessment planning documentation
When students are offsite (not on school grounds) and unsupervised with parental permission	Risk assessment planning documentation
Students with a dual enrolment or who need to undertake intercampus travel	Risk assessment planning documentation

Where an exception is granted, the student can only use the mobile phone for the purpose for which it was granted.

Camps, excursions and extracurricular activities

East Doncaster Secondary College will provide students and their parents and carers with information about items that can or cannot be brought to camps, excursions, special activities and events, including personal mobile phones [and other personal mobile devices].

Exclusions

This policy does not apply to

- Out-of-school-hours events (unless otherwise communicated)
- Travelling to and from school
- Students undertaking workplace learning activities, e.g. work experience (unless otherwise communicated)

Evaluation			Reviewed: August 2020	
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Occupational Health And Safety Policy

Scope:

This policy applies to all employees, students, visitors, volunteers and contractors in Department of Education and Training (DET) workplaces and activities, and instances when performing work offsite.

DET Occupational Health and Safety (OHS) Commitment and Principles:

DET values its people and recognises that health and safety is integral to achieving excellent educational and work performance outcomes.

DET is legally and morally committed to providing employees, students, contractors and visitors with a healthy and safe working and learning environment.

DET will so far as is reasonably practicable, take action to improve and promote OHS to prevent workplace injuries and illnesses at all DET workplaces.

Policy Objectives:

DET is committed to:

- consulting with employees and their representatives, so far as reasonably practicable, on OHS decisions and changes that affect their workplace
- reducing OHS risks through a documented process of hazard identification, assessment, implementation and review of controls
- complying with relevant legislation, DET procedures and guidelines relating to OHS
- provision of a clear statement of OHS accountabilities and responsibilities for personnel across the organisation
- strengthening leadership capability and accountability for OHS across DET
- maintaining, monitoring and reviewing the OHS management system to ensure it is consistent with the nature and risk profile of DET operations
- actively supporting the physical and psychological wellbeing of DET employees by providing access to specialist OHS advice and services
- monitoring, reporting and responding to OHS performance outcomes to drive continuous improvement
- allocating adequate resources to maintain healthy, safe and supportive workplaces
- providing appropriate OHS information and training for all DET employees to enable them to perform their roles and responsibilities safely
- reporting and investigating incidents where appropriate and acting to prevent re-occurrence.

DET employees, visitors, volunteers and contractors are required to:

- take reasonable care for their own OHS and act in a manner that does not put others at risk
- actively contribute to identifying, reporting and reducing OHS hazards and risks
- cooperate with DET on OHS matters including following DET procedures and participating in consultation and training.

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Parent Complaints Policy

Rationale

East Doncaster Secondary College's approach to handling concerns and complaints is based on our commitment to:

- Providing a safe and supportive learning environment for all students;
- Building relationships between students, parents and staff; and
- Providing a safe and supportive working environment for staff.

Purpose

The purpose of this policy is to:

- Recognise a student or parent's right to raise concerns about an issue at the College;
- Recognise the need to be fair to both the complainant and the person against whom a complaint is made;
- Provide a protocol for responding to complaints in a timely manner; and
- Record and review complaints on a regular basis to ensure responsiveness and an on-going commitment to the improvement of professional practice within the College.

Concerns and complaints covered by the procedures

These procedures cover concerns and complaints about:

- General issues of student behaviour that are contrary to the school's code of conduct;
- Incidents of bullying or harassment in the classroom or the school yard;
- Learning programs, assessment and reporting of student learning;
- Communication with parents;
- School fees and payments;
- General administrative issues; and
- Any other school-related matters except as detailed below.

These procedures do 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:

- Student engagement matters involving expulsions: http://www.education.vic.gov.au/school/principals/spag/participation/Pages/engagement.aspx ;
- Complaints about employee conduct or performance and complaints that should be dealt with by performance management, grievance resolution or disciplinary action:
- http://www.education.vic.gov.au/school/parents/complaints/Pages/default.aspx ;
- Complaints by the Department's employees related to their employment;
- Student critical incident matters; and
- Other criminal matters.

Parent procedures for raising concerns or complaints

In the first instance, a complaint should be made to the school. The complainant should telephone or write to:

- The Year Level Co-ordinator about learning issues or incidents that happened at school;
- The Head of School or Assistant Principal about issues relating to staff members or more complex student matters; or
- The Principal about matters relating to school policy, student management, staff members or very complex student issues.
- If you are not sure who to contact, contact an Assistant Principal on 9842-2244.
- The school expects a person raising a concern or complaint to:
- Do so promptly, as soon as possible after the issue/incident occurs;
- Provide complete and factual information about the concern or complaint;
- Maintain and respect the privacy and confidentiality of all parties;
- Act in good faith, and in a calm and courteous manner;
- Show respect and understanding of each other's point of view and difference in values, rather than judge and blame;
- Acknowledge that the common goal is to achieve an outcome acceptable to all parties; and
- Recognise that all parties have rights and responsibilities which must be balanced.

School procedures for addressing parental concerns or complaints

The school will address any concerns and complaints received by parents:

- Courteously;
- Efficiently;
- Fairly;
- Promptly, or within the time frame agreed with the person with the concern or complaint, and
- In accordance with due process, principles of natural justice and the Education Department's regulatory framework.

The school will record the following details of all complaints received, even if the complaint appears to be minor:

- Name and contact details (with permission) of the person with a concern or complaint;
- The date the concern or complaint was made;
- The form in which the concern or complaint was received;
- A brief description of the concern or complaint;
- Details of the school officer responding to the concern or complaint;
- Action taken on the concern or complaint;
- The outcome of action taken in response to the concern or complaint; and
- Any recommendations for future improvement of the school's policy or procedures.

1. The school will make every effort to resolve concerns and complaints before involving other levels of the Education Department.
2. The 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.
3. The school will acknowledge all complaints and concerns by telephone or in writing and give the complainant a timeline for investigating the complaint. If the complaint involves many students or a range of issues, the school will need more time to investigate and resolve it.
4. Should the complaint involve complex issues, the school might need to take advice from the Department's Regional office which may take more time. In all cases, the school will try to resolve a concern or complaint within 20 school days.
5. If a concern or complaint is substantiated in whole or part, the school will offer an appropriate remedy which could include:
   - An explanation or further information about the issue;
   - Mediation, counselling or other support;
   - An apology, expression of regret or admission of fault;
   - A change of policy, procedures or practices;
   - A change of decision; and
   - A fee refund.
6. The school will implement the remedy as soon as practicable.
7. If a person with a complaint is not satisfied with the outcome determined by the school, they should contact the Eastern Metropolitan Regional office of the Education Department. The officer from the Regional office 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.
8. If the complaint cannot be resolved by the complainant, the school and the regional officer working together, the regional office may refer it to the Education Department's Group Co-ordination Division.
9. The school will make information about procedures for addressing concerns and complaints readily available to parents and the school community, in clear and easy-to-understand language.

10. The school will regularly review its policy and procedures to effectively address parent concerns and complaints as part of its cyclic policy and procedures review schedule.

Evaluation				Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
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Date of Next Review:	*August 2021 or as directed by DET.*				

Parent Payments Policy

This policy outlines the ways in which school councils can request payments or voluntary contributions from parents and ensures that parent payment practices in schools are consistent, transparent and that all children have access to the standard curriculum.

Summary

- All students in Victorian government schools must have free access to instruction that is offered by a school to fulfil the curriculum requirements in the eight key learning areas of the Victorian Curriculum F-10, the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).
- School councils can only request payments from parents under 3 categories: Essential Student Learning Items, Optional Items and Voluntary Contributions.
- Schools must consider the Financial Help for Families Policy and make arrangements for families who are experiencing financial hardship and unable to make payments.
- Schools must have their parent payment arrangements approved by their school council and uploaded onto their public websites.
- Schools cannot:
    - deny students access to the standard curriculum program, refuse instruction or disadvantage students on the basis of payments not being made for education items or activities
    - request payments from parents for school operating costs (for example, utility costs) or general and unspecified charges (for example, subject levies)

Details

Schools and school councils must adhere to the Parent Payments Policy which is outlined as follows.

Free instruction

All students in Victorian government schools must have free access to instruction that is offered by a school to fulfil the standard curriculum requirements in the 8 key learning areas:

1. English
2. Mathematics
3. Sciences (including physics, chemistry and biology)
4. Humanities and social sciences (including history, geography, economics, business, civics and citizenship)
5. The arts
6. Languages
7. Health and physical education
8. Information and communication technology and design and technology.

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.

Schools cannot deny students access to the standard curriculum program, refuse instruction or disadvantage students on the basis of payments not being made for education items or activities. Schools cannot withhold student access to enrolment or advancement to the next year level as a condition of payments being made.

Parent payment categories
School councils can only request payments from parents under 3 categories:

1. Essential Student Learning Items
Essential Student Learning Items are items and activities which the school deems as essential for student learning, without which, students would be unable to access the school's delivery of the standard curriculum.

Where practical and appropriate, parents may choose to purchase essential items through the school or provide their own. Where a child cannot provide an essential student learning item or participate in an essential activity, the school must make alternative arrangements e.g. make the item available through the school or provide alternative financial support options.

Essential Student Learning Items do not include:

- school operating costs (refer to School operating costs in the Guidance tab)
- generic subject levies or fees
- non-curriculum related costs
- unspecified charges

Schools must be able to justify why an item or activity has been categorised as an Essential Student Learning Item.

Refer to Essential Student Learning Items in the Guidance section for further information.

2. Optional Items
Optional Items are items and activities that enhance or broaden the schooling experience of students and are offered in addition to the standard curriculum. Students access these on a user pays basis.

Optional Items include non-curriculum-based school events, optional excursions and camps, optional sporting or music programs and materials that don't relate to the standard curriculum such as school magazines.

3. Voluntary Contributions
School councils can invite parents to make a voluntary contribution to support the school. Voluntary Contributions can be for general or clearly explained specific purposes that relate to the school council's functions and objectives. Where a Voluntary Contribution is requested for a specific purpose, the funds may only be used for that purpose.

There are no obligations on parents to make any Voluntary Contributions and schools cannot refuse students instruction in the standard curriculum if their parents do not contribute.

Financial help for families
Schools have a commitment and responsibility to be responsive to parents who may be experiencing either short-term or long-term financial hardship.

Schools must:

- ensure costs to parents are kept to a minimum and made affordable for families
- consider the Financial Help for Families Policy and make arrangements for families who are experiencing financial hardship and unable to make payments for their child
- nominate a parent payment contact person(s) to support families with parent payment arrangements

Refer to Financial Help for Families for further information.

School's parent payment arrangements

Schools do not need to develop their own school-level parent payment policy. However, schools should develop their own parent payment arrangements that suit their local context. Parent payment arrangements include the school's:

- payment requests to parents for items and activities. Items and activities must be clearly specified, accurately costed and itemised using the 3 categories
- financial support options for parents experiencing financial hardship
- payment methods

Schools must:

- have their parent payment arrangements approved by their school council prior to communicating it to parents
- upload their parent payment arrangements onto their school website for transparency (refer to Uploading parent payment arrangements onto the school website in the Guidance tab)

Schools must use the Parent Payment Arrangements Template to develop arrangements and communicate these to parents.

Definitions

Standard curriculum

Standard curriculum is the Victorian Curriculum F-10, Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL).

Related policies

- Finance Manual — Financial Management for Schools
- Financial Help for Families
- Personal Devices — Access
- School Council — Powers and Functions
- Student Dress Code
- Students with Disability

Relevant legislation

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Education Training and Reform Act 2006 (Vic)

PARENT PAYMENTS POLICY

FREE INSTRUCTION

- Schools provide students with free instruction to fulfil the standard curriculum requirements as outlined in the Victorian Curriculum F-10, VCE and VCAL.

PARENT PAYMENT REQUESTS

- Schools do not ask parents to pay for school operating costs (e.g. utility costs) or general and unspecified charges.
- Schools request payments from parents under three categories:

Essential Student Learning Items	Optional Items	Voluntary Contributions
o Items and activities which the school deems essential for student learning. o Parents may choose to purchase essential items through the school or provide their own.	o Items and activities that enhance or broaden the schooling experience of students and are offered in addition to the standard curriculum. o These are provided to students on a user-pays basis.	o Voluntary contributions support the school to continue to be the best local school for all students and can be for general or specific purpose. o Students will not be disadvantaged in any way if parents do not make a contribution.

FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.

SCHOOL PROCESSES

- Schools obtain school council approval for their parent payment arrangements and upload their arrangements on their school's public website for transparency.

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Evaluation			Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
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Date of Next Review:	*August 2021 or as directed by DET.*			

Personal Possessions Of Students Policy

Rationale

Personal property is often brought to school by students, staff and visitors. Such items may include wallets and handbags, mobile phones, toys, musical instruments, cars, iPads or a wide variety of other items and equipment. All personal items are uninsured by the Department of Education and the school, and their loss or damage will generally be the responsibility of the owner.

Aims

To ensure that all people who choose to bring personal assets to school do so with the full knowledge that the Department of Education or the school will generally not accept liability for their loss or damage.

Implementation

- All staff will be made aware each year that their personal goods are not covered by insurances held by Department of Education or the school.
- Students and parents will be made aware each year that their personal goods are not covered by insurances held by Department of Education or the school, by means of this information being placed in annual Student Handbooks and in newsletters as appropriate.
- The school will discourage students from bringing unnecessary personal items to school.
- Any items confiscated from students are the responsibility of the staff member who took the items, and are to be returned to the student, to their parents or given to the Principal – whichever is deemed as the most appropriate.
- Any concerns relating to personal goods owned by staff, students or visitors are to be directed to the Principal.

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Date of Next Review:	*August 2021 or as directed by DET.*				

Petty Cash Statement Policy

East Doncaster Secondary College does not hold any funds as Petty Cash for the use of organisational expenditure.

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School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**

Principal:	Name: John Roberts	Signature:	Date:
Date of Next Review:	*August 2021 or as directed by DET.*		

Photographing, Filming And Recording Students Policy

Purpose

To explain to parents/carers how East Doncaster Secondary College will collect, use and disclose photographs, video and recordings of students, to explain how parent/carer consent can be provided and how it can be withdrawn.

Scope

This policy applies to the general collection, use and disclosure of photographs, video and recordings ("images") of students. It does not cover the use of Closed Circuit Television (CCTV). The use of CCTV is covered in our school's CCTV policy.

Policy

This policy outlines the practices that East Doncaster Secondary College has in place for the collection, use and disclosure of images of students to ensure compliance with the Privacy and Data Protection Act 2014 (Vic). It also explains the circumstances in which East Doncaster Secondary College will seek parent/carer consent and how consent can be provided and/or withdrawn.

As a general rule, "use" relates to images which are shared and distributed only within the school for school purposes (i.e. ID photos, Compass), whilst "disclosure" is used for images which are shared and distributed outside of the school staff and are available to other students, parents/carers and the wider school community.

East Doncaster Secondary College will ensure that parents/carers are advised upon enrolment and at the commencement of each school year of the ways in which our school may use images of students. There are many occasions during the school year where staff photograph, film or record students participating in school activities or events. We do this for many reasons including to celebrate student participation and achievement, showcase particular learning programs, document a student's learning journey/camps/excursions/sports events, communicate with our parents/carers and school community in newsletters.

East Doncaster Secondary College will use student images reasonably, appropriately and sensitively, consistent with our obligations under the Child Safe Standards and our school's Child Safety Policy Statement of Commitment to Child Safety. If at any time a parent/carer or student has a concern about the use of any images they should contact the school office on 9842 2244.

In addition to the processes outlined below, parents/carers can contact an assistant principal, or notify the school in writing at any time to withdraw their consent for any future collection, use or disclosure of images of their child. However:

- if the images have already been published and are in the public domain, it may not be possible for consent to be withdrawn.
- There may be occasions when the school will record whole of school or large group events and if your child participates, they may appear in these recordings which will be available to the whole school community.
- The school can still collect, use and disclose images in circumstances where consent is not required (see below for more information).

Official school photographs

Each year East Doncaster Secondary College will arrange for a professional photographer to take official school photographs of students. This will generally involve both class photos and individual photos being taken.

The school will inform parents in writing of the date the photographs will be taken.

When hiring photographers, the school will ensure that agreements or contracts with the photographers include a provision on appropriate information handling.

Official school photographs may be:

- purchased by parents/carers
- used for school identification cards
- stored on CASES21 for educational and administrative purposes.

There is no obligation on any parent or carer to purchase any photographs taken.

Images for use and disclosure within the school community and ordinary school communications

From time to time East Doncaster Secondary College may photograph, film or record students to use within the school community, including:

- in the school's communication, learning and teaching tools (for example, emails, classroom blogs or apps that can only be accessed by students, parents or school staff with passwords Compass
- for display in school classrooms, on notice boards etc
- to support student's health and wellbeing (eg photographs of pencil grip to assist in OT assessments)

Images to be used or disclosed outside the school community

Photographs, video or recordings of students may also be used in publications that are accessible to the public, including:

- on the school's website including in the school newsletter which is publicly available on the website
- in the school magazine

The Annual Consent Form and Collection Notice also covers these types of uses and will be distributed to parents/carers on enrolment and also at the beginning of each school year We will notify you individually if we are considering using any images of your child for specific advertising or promotional purposes.

Media

The media, or the Department of Education and Training's media team, may seek to photograph, film or record students for a news story or school event. This may include broadcast media, online or social media or print media, including newspapers and magazine publications.

When our school receives such requests, East Doncaster Secondary College will:

- provide parents/carers with information about the organisation involved and when/for what purposes the photography, filming or recording will occur
- seek prior, express parent/carer consent in writing.

Students will only be photographed, filmed or recorded by the media at school if express consent is provided for that specific media event. Neither the school nor the Department own or control any photographs, video or recordings of students taken by the media.

Other external collection, use or disclosure

If there is a situation which will involve the collection, use or disclosure of images of students by or to third parties which is not otherwise covered by this policy, East Doncaster Secondary College will:

- provide parents/carers with information about the event or activity, the organisation involved and when the photography, filming or recording will occur
- seek prior, express parent/carer consent in writing.

School performances, sporting events and other school approved activities

East Doncaster Secondary College endeavours to respect the privacy of all members of our school community and requests that parents/carers, students and invited guests do not photograph, film or record school performances, sporting events and other school-approved activities.

Neither the school nor the Department own or control any images of students taken by parents/carers, students or their invited guests at school activities.

Images to manage student behaviour or fulfil our school's legal obligations

On occasion it may be necessary for school staff to photograph, film or record students when necessary to:

- fulfil legal obligations, including to:
    - take reasonable steps to reduce the risk of reasonably foreseeable harm to students staff and visitors (duty of care)
    - provide a safe and suitable workplace (occupational health and safety law)
- for identification purposes, when necessary to implement discipline and/or behaviour management policies.

East Doncaster Secondary College requires consent from parents/carers or students to photograph, film or record students for these reasons. Staff will only collect and use such images in a way that is reasonable and appropriate in the circumstances.

Staff use of personal devices

School staff may use their own personal devices to capture images of students for reasonable and legitimate educational purposes. If this occurs, staff are expected to upload the images to the school database and delete the images from their device within a week of the images being captured.

There may be a range of other occasions not captured by the above categories, where students are photographed or filmed. Where circumstances are not covered by the annual general consent form or any of the above consent, schools should ensure that any consent form contains specific and detailed information about the proposed collection, use and disclosure of student images or other recordings. This will ensure that the school obtains informed consent from the parents/carers to collect, use and disclose the 'personal information' of their child.

Evaluation			Reviewed: August 2020	
School Council President:	**Name:** Stefan Kazakis	**Signature:**		**Date:**

Principal:	Name: John Roberts	Signature:	Date:
Date of Next Review:	*August 2021 or as directed by DET.*		

Placement Policy

The Regional Director has the authority to effect placement of a student.

Right to attend the designated neighbourhood school

Eligible children and young persons have the right to be admitted to their designated neighbourhood government school.

A student's designated neighbourhood school is generally the school that is nearest the student's permanent address as determined by the school zone. The website Findmyschool.vic.gov.au provides guidance on which school zone a student's permanent residence is located within.

Attending a school that is not the student's designated neighbourhood school

Students are able to apply for a place at a school that is not their designated neighbourhood school.

All students who seek enrolment in a school outside of their designated neighbourhood school should be enrolled in that school, if there is sufficient capacity at the school to accommodate all students who apply, or if this request for enrolment aligns with the school's enrolment management plan (if they have one).

Placement when there are insufficient places for all students who seek entry

Where there are insufficient places at a school for all students who seek entry, students are enrolled according to the Placement Policy's priority order of placement, which has five criteria.

In exceptional circumstances, a student may be enrolled in a school based on compassionate grounds. This is an overarching consideration and does not form part of the priority order of placement. Schools are permitted to assess and make a determination for exceptional circumstances applications on a case-by-case basis.

Schools must ensure that all applicants eligible under a criterion have been offered a place before moving to consideration of the next. All students for whom the school is the designated neighbourhood school are guaranteed a place.

Priority order of placement

In circumstances when a school may not be able to accept all applications due to existing or future capacity concerns, schools must manage enrolment applications in accordance with the following priority order of placement:

1. Students for whom the school is the designated neighbourhood school.
2. Students with a sibling at the same permanent address who are attending the school at the same time.
3. Where the Regional Director has restricted the enrolment, students who reside nearest the school.
4. Students seeking enrolment on specific curriculum grounds.
5. All other students in order of closeness of their home to the school

In exceptional circumstances, a student may be enrolled in a school based on compassionate grounds. This is an overarching consideration and does not form part of the priority order of

placement. Schools are permitted to assess and make a determination for exceptional circumstances applications on a case-by-case basis.

Designated neighbourhood school

Eligible children and young persons have the right to be admitted to their designated neighbourhood government school.

A student's designated neighbourhood school is generally the school that is nearest the student's permanent address as determined by the school zone. The website Findmyschool.vic.gov.au provides guidance on which school zone a student's permanent residence is located within.

Siblings

A sibling can be defined to broadly include step-siblings residing together at the same permanent address and students residing together at the same permanent address as part of statutory out-of-home-care arrangements, including foster care, kinship care and permanent care. Enrolment on sibling grounds may also be considered for students permanently residing together in the one residence as part of multiple family cohabitation. Students seeking enrolment on sibling grounds must be residing together at the same permanent address and must be attending the school at the same time.

There is an expectation that schools will enrol all older and younger siblings, unless otherwise agreed with the Regional Director. A school should only seek to restrict or limit enrolments of out of zone siblings if they consider there to be significant future or current capacity restraints (e.g. there is a concern that students within zone could not be accommodated in present or future years) and where they have agreed with the Regional Director. Any agreements between Schools and the Regional Director on enrolment restrictions for out of zone siblings must be reviewed annually.

The sibling criteria applies to placement decisions at all year levels, from Prep to Year 12.

For Year 7 applications, parents and carers can indicate on the Application for Year 7 Placement form if the student has an older sibling who resides at the same permanent residential address and who will also be enrolled at the school at the same time.

Restricting enrolments

The Regional Director may restrict enrolments at a school through:

- the application of a restricted zone and/or,
- restricting new enrolments at the school, including restriction of siblings

In determining the need for such a restriction, the following factors are considered:

- demand for places from within and outside the school's zone
- the school's site capacity
- the school's built capacity
- the effect on, and capacity at, surrounding schools

If a school is seeking to restrict enrolments, the region should be contacted. The Regional Director notifies schools in writing if a restriction is being applied or modified. All restrictions will be reviewed on an annual basis to ensure they are still required.

Curriculum grounds

In years Prep to 10 all Victorian government schools offer the Victorian Curriculum as set by the Victorian Curriculum and Assessment Authority – therefore regardless of which government school they choose, parents can be confident that their child will learn the common set of knowledge and

skills required by students for life-long learning, social development and active and informed citizenship.

Within this broader curriculum, schools have the flexibility to focus on particular learning areas depending on the needs and interests of their community. For example, within the languages learning area government schools have the flexibility to select which language(s) they offer in consultation with their local communities.

Students seeking enrolment on curriculum grounds are considered only after the school has first ensured that all students eligible under the first three criteria of the placement policy have been accommodated.

Importantly, secondary schools are not able to make Year 7 placement offers, including those offers based on curriculum grounds, prior to the state-wide release of Year 7 placement offers in August each year.

If you are concerned that a government school is making Year 7 offers that are not in accordance with Year 6 to Year 7 state-wide timeline, please contact your regional office. see: Our Office Locations

Order of closeness of their home to the school

This criteria only applies to students who are seeking enrolment in a school other than their designated neighbourhood school, i.e. where their permanent address is outside of the school's zone.

Exceptional circumstances – compassionate grounds

The Department recognises there may be some situations where, due to exceptional circumstances, a student may be unable to enrol in their designated neighbourhood school, or it may not be in the student's best interests to enrol in their designated neighbourhood school. In these exceptional circumstances, enrolment at another school may be sought on compassionate grounds.

In these instances, families must be able to clearly demonstrate the exceptional circumstances which they believe make an enrolment at their designated neighbourhood school unsuitable for their child or children, citing, for example, family violence or specific wellbeing, safety, physical health and/or mental health concerns. Importantly, this is not a comprehensive list of exceptional circumstances whereby a family may seek an enrolment on compassionate grounds; each application will be dealt with on a case-by-case basis.

The student will generally be offered a place at the school in next closest proximity to the student's permanent address or current address or location where relevant.

If seeking enrolment at a specific school that is not their designated neighbourhood school, families must be able to provide substantive evidence addressing why an enrolment at the specific school would best meet their child's circumstances.

When making an application to the Principal / Regional Director on compassionate grounds, schools and Regions can request that families provide further evidence to support their application, including, but not limited to:

- legal documentation;
- reports from allied health and/or medical professionals, Department of Health and Human Services Practitioners, Victoria Police, family violence services, court orders, etc.

Not all of these documents may be requested from families; they will be requested on a case-by case-basis. These documents may assist schools and regions in their decision making processing in

determining if there are exceptional circumstances and whether enrolment should be considered on compassionate grounds.

Instances of compassionate grounds are of a sensitive nature and if they relate to family violence, may pose risks to health and life. Family and student privacy will be maintained in these circumstances.

For more information, see: Schools' Privacy Policy

Appealing enrolment decisions

Parents/carers are able to appeal against a school's decision not to provide a placement. This can occur in relation to placements at Year 7, or placements at other year levels.

Appealing a Year 7 placement

In the case of appeals regarding Year 7 placements, there is a set date by which time the school must respond to parents / carers lodging an appeal, usually two to three weeks after the appeals period closes.

Appeals are considered by the school's placement committee and/or Principal, and the school's decision will be communicated to the parent or carer in writing. In assessing the appeal, the school will check to ensure compliance with the priority order of placement, and the processes for verifying permanent address, as appropriate. Schools will assess and make a determination for appeals on compassionate grounds on a case-by-case basis. If the appeal at the school level is unsuccessful and parents/carers are not satisfied that their appeal has been adequately considered, they are able to escalate the appeal to the relevant Regional Director, by lodging an appeal in writing. Appeals to the Regional Director must be lodged by the set closing date (as advised in the statewide placement timeline and procedures document).

Appeals to the Regional Director are considered by a panel of senior regional staff which then provides advice and a recommendation to the Regional Director who makes the final decision. This concludes the appeal process.

Appealing a placement at other year levels

In the first instance, parents or carers should lodge a written appeal with the school at which the student has been unsuccessful in gaining a placement.

If this appeal is unsuccessful and parents or carers are not satisfied that their appeal has been adequately considered, they are able to escalate the appeal to the relevant Regional Director.

Appeals to the Regional Director are considered using the criteria in the Placement Policy.

Regional office contact details and locations are on the Department's website, see: Our Office Locations

Determining permanent residence

Where demand for places exceeds supply at a Victorian government school due to the number of students who seek entry, Department policy on placement of students requires schools to enrol students in accordance with a priority order of placement, subject to any enrolment criteria specified by the Minister or delegate. Please refer to the Placement policy section of these guidelines for further information on the priority order of placement.

When implementing the priority order of placement, staff may be required to implement measures to verify information provided about the students' permanent residence prior to accepting enrolment applications.

Meaning of "permanent residence"

For the purpose of student enrolment in Victorian government schools, the Department considers permanent place of residence is the address at which a child permanently resides at the time of enrolment. If a child resides at multiple addresses, the child's 'permanent residence' is the address at which the child spends the majority of his/her weekdays.

If the child spends an equal amount of time at two addresses, both addresses will be considered the child's permanent address and the child will be entitled to enrol in the designated neighbourhood school for either address (or any other Victorian government school subject to entry criteria and capacity). The final choice of which school the child ultimately attends rests with the parents/carers or student if they are an adult or mature minor for the purpose of making enrolment decisions.

Evidence for demonstrating permanent residence

To assist schools in verifying a student's permanent residence when assessing enrolment applications, schools may request parents/carers to provide supporting documentation such as original or certified copies of rental agreements or unconditional contracts of sale, electoral roll confirmation, council rates notices or other official documentation that demonstrates permanent residence at that address such as a driver's license of health care card. Documents should show the same address and parent's/carer's name as recorded on the school enrolment application form.

This request may occur after the parent has submitted an Enrolment Application Form, if deemed necessary by the school. Information to parents/carers should clearly explain that the documentation is required to confirm that the student is eligible to enrol at the school on the basis that their permanent residence is within the school's zone. The school should also clearly communicate to parents/carers applying to enrol, that the enrolment application may not be accepted if the requested information/documentation is not provided.

Alternatively, the school may ask parents to complete a statutory declaration confirming they are living at the address and that the arrangement is genuine and intended to be permanent. Schools may also remind parents/carers that a person who makes a false declaration is liable to the penalties of perjury.

Schools may wish to consider adapting the following content for inclusion in enrolment policies and/or enrolment information provided to parents/carers:

To assist East Doncaster Secondary College in assessing your child's eligibility for enrolment, please include in your enrolment application original or certified copies of:

1. Rental agreements or unconditional contracts of sale plus
2. A copy of two of the following:
    - electoral enrolment confirmation
    - council rates notices
    - other official documentation that demonstrates permanent residency at that address such as a driver's license or health care card.

Documents should show the same address and parent's/carer's name as recorded on the school enrolment application form.

Optional: On request, you may also be required to complete a statutory declaration confirming the student is living in the address provided in the enrolment application and that the arrangement is genuine and intended to be permanent.

Note: Enrolment applications may not be successful if the requested documentation is not provided.

If a school has concerns about the duration of a rental agreement being provided as proof of permanent address, the school should consult with the family to ensure that the school has provided reasonable consideration to the family's living circumstances. For example, it is not acceptable to disregard a rental agreement that is shorter than 12 months from the time of enrolment if this accurately reflects a family's residential circumstances.

Verification of permanent residence

Schools can make reasonable enquiries to verify permanent address information provided by parents/carers, such as:

Checking the electoral roll at an Australian Electoral Commission office or the Victorian Electoral Commission head office

Checking with a real estate agent

Checking whether the contact landline phone number provided is registered to the residence provided on the enrolment form

For a rental property which is a studio apartment or a one bedroom unit, checking whether there are any regulations/codes limiting the occupancy of these apartments to one person per apartment.

To satisfy privacy law requirements, schools should ensure parents/carers applying for enrolment are aware of the enquiries the school may make to verify the information provided about a student's permanent residence.

Schools may wish to consider adapting the following content for inclusion in their enrolment policy, enrolment information provided to parents/carers and/or for use on their enrolment application forms.

When assessing enrolment applications, East Doncaster Secondary College may make the following enquiries to verify the information provided about a student's permanent residence:

Checking the electoral roll at an Australian Electoral Commission office or the Victorian Electoral Commission head office

- Checking with a real estate agent
- Checking whether the contact landline phone number provided is registered to the residence provided on the enrolment form
- For a rental property which is a studio apartment or a one bedroom unit, checking whether there are any regulations/codes limiting the occupancy of these apartments to one person per apartment.
- Note: If, after reasonable enquiries, the Principal does not accept that the address provided on the enrolment application form is the genuine permanent residence of the student, the enrolment application may not be successful.

Note: The Department does not consider home inspections or surveillance to be reasonable forms of enquiry and does not support these practices.

Non-acceptance of address provided on Enrolment Application Form

If the Principal does not accept that the address provided on the enrolment application form (and any subsequent supporting documentation) is the genuine permanent residence of the student, the school may refuse the enrolment if the school is in a position where it is applying the priority order of placement due to demand for places exceeding supply.

The school should ensure reasons are provided to the parent/carer for not accepting the address and ensure the parent/carer is aware that they may appeal this decision (see Enrolment Appeals section of these guidelines).

Changes to the student's address after an enrolment offer has been made

If, after a placement offer is made to the student, the student's permanent residence changes or it comes to light that the address provided on the application form was not the genuine permanent residence for the student, a school may only withdraw a placement offer in the following circumstances:

- where, after the priority order of placement is applied to the correct address, a place is not available for the student; and
- the new address is not within the designated neighbourhood area for the school; and
- the placement offer and any subsequent material provided to the student and their parent/carer expressly states that the offer may be withdrawn prior to the first day of attendance if the student's permanent place of residence changes or the school becomes aware that the address provided on the application form was not the genuine permanent residence for the student.

Prior to withdrawing an offer of enrolment in the above circumstances, school staff should consider any safety or wellbeing issues relating to the student and should consult with the regional office or the Department's Legal Division.

Inability to provide evidence of permanent residence

Schools should ensure enrolment practices do not unfairly disadvantage students who are unable to provide proof of permanent address because of their individual circumstances. This is particularly relevant to students experiencing homelessness, family violence or recently arrived immigrants or refugees. In these cases, school staff should seek advice from their regional office before refusing an enrolment application on the basis that the student is unable to provide proof of permanent residence.

Enrolment management

Enrolment management is an important tool used by schools and regions to ensure that all students can attend their local school.; Strategies that support enrolment management include:

- maintaining accurate and complete enrolment records and data, to facilitate enrolment planning
- planning for an even distribution of students across all year levels while maintaining class size targets
- considering your enrolment projections and ensuring that the starting cohort of enrolment numbers does not increase to the extent that the overall capacity of the school is exceeded for the life of the cohort
- monitoring enrolment trends and subject/curriculum demands in the school
- advising current and prospective parents about any limits on enrolment early

An enrolment management plan may be implemented by a school, with support from and in consultation with the regional office, when a school is required to manage enrolments in order to effectively manage or plan for current or future capacity.

Enrolment management plans can be used as a tool for managing the number of out of zone enrolments when a school is at capacity, or nearing capacity. This is done to ensure that all local students who seek entry can be accommodated within existing accommodation.

Evaluation				Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
Principal:	**Name:**	John Roberts	**Signature:**		**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*				

Policy Development And Review Policy

Rationale

The policies of the school guide describe the main processes, functions and operations of the school. The development and review of policies is part of an agreed process to ensure that key stakeholders are part of the consultation and review process.

Aims

To ensure that policies frame and accurately reflect the school operations, directions and goals and meet all legislative, compliance and duty of care requirements.

Implementation

- The policies describe the rationale, aims and implementations of the operations and directions of the school as a whole.
- The process of considering school policies will be managed by the Principal and will be a continuous cycle, and will use a transparent and consultative process.
- New policies will be added and modified to reflect the growth and evolution of the new school and new programs.
- All policies will use the school policy layout, meet legislative and compliance requirements, and have a designated review period.
- When developing a new policy, the Principal will consult with appropriate personnel in order to draft the initial policy statement. The draft policy may be circulated for comment to the appropriate committee/s, to staff members, to parents, to students before ratification by School Council.
- Policies will be developed taking into account DET policies, memos and circulars relating to a particular policy area.
- A database of policies and a review schedule to provide a timeline for reviews either annually or on a three-year basis is to be maintained (see attachment to this Policy Handbook).
- When reviewing an existing school policy as per the three-year review cycle, the Principal will consult with staff and the appropriate Committee/s, and to School Council for ratification.
- Changes as a result of policy developments and/or reviews will be widely advised to students, staff and parents.
- Staff will be given opportunity to provide input into the policy development or review process.
- The focus of all school policies must remain the needs of students and school operations. ***(See Duty of Care policy).***
- Any concerns relating to the structure of the school should be directed to the Principal or School Council President.
- Relevant policies will also be loaded onto the school website for community observation and comment.

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Privacy Policy

A. REQUEST FOR INFORMATION ABOUT STUDENTS POLICY

Purpose of this policy

To assist schools in keeping student information confidential; as appropriate.

Policy

Schools frequently receive requests for information from a variety of sources. The first consideration is always privacy legislation; however there are a number of situations in which information sharing is lawful.

The table below gives general guidance as to how schools should respond to some commonly made requests.

In all cases, before providing information about students, Principals and teachers must be satisfied:

- of the identity of the person seeking information
- that the person seeking information is entitled to access the information.

Where there is any uncertainty, advice should be sought from the Legal Services Unit.

Information requests

When information is requested by	Guideline/Action
Authorised Officers - Public Transport	The Transport (Compliance and Miscellaneous) Act 1983 (Vic) permits the disclosure of information to an "authorised officer" for the purpose of enforcing transport infringements. Schools should comply with these requests.
Centrelink	Centrelink Officers have broad powers under the Social Security Administration Act 1999 (Cth) to obtain information to determine whether a person qualifies for income support benefits. This may include information or documentation relating to a child's enrolment and attendance at school.
Courts or Tribunals	If a Subpoena, Witness Summons or Court Order requires the production of documents or that staff attend court to give evidence or act as a witness, staff should comply.

	If a Location Order or Recovery Order issued by the Family Court or the Federal Magistrates' Court is received by a school, staff should contact Legal Services Unit immediately. See: Responding to Legal Claims, Writs and Subpoenas
Department of Health (Victoria)	The Health (Infectious Diseases) Regulations 2009 (Vic) require schools to provide information to the Department of Health in relation to children suffering from infectious diseases.
Department of Human Services (DHS) Child Protection	An employee of DET may disclose any information to DHS that is relevant to the protection or development of a child who has been the subject of a protective intervention report. See: Child Protection – Mandatory Reporting Police and DHS interviews
Employers	Schools are often asked to provide references to employers and should comply if the student provides consent. The Principal: may write an official reference when the student leaves school addressed "To whom it may concern" to be handed to the student on departure may, with the student's consent, provide a confidential reference.
Explosives inspectors	Schools may provide information of student whereabouts under the provisions of the Dangerous Goods Act 1958. See: Supervision and Access
Lawyers	Where a request is made: in writing by a lawyer acting on behalf of a student or former student, and a written consent is provided, the information should generally be provided. for school staff to provide a statement or information by a lawyer acting on behalf of one parent in a family law dispute or child protection case, the school should decline to provide any information (other than information normally provided to parents) unless subpoenaed. See: Decision Making Responsibilities for Students Responding to Legal Claims, Writs and Subpoenas
Officers of the Family Court (Independent Children's Lawyer or Family Consultant)	These Officers are appointed by the Family Court to assist in family law proceedings. Schools should generally assist such officers and comply with the request for information if:

	authorised by Court Order/Subpoena; or the parents consent to the provision of the information. Request for details of school where a child is enrolled Subject to any Family Court Order, parents have equal 'parental responsibility' in respect of the child, including an entitlement to know where their child is enrolled. Parents who have parental responsibility for "long-term care, welfare and responsibility" have the same entitlement. If the school is satisfied that: either there are no Court Orders in place or there is a court order conferring long-term care, welfare and responsibility for the child on the parent and there are no immediate welfare concerns and the school is satisfied of the identity of the parent and his/her relationship to the child then the school may confirm that a child is enrolled at the school. Personal information such as the child's address should not be released.
Parents	See: Decision Making Responsibilities for Students Requests for school reports and ordinary school communications Parents, guardians and informal carers are generally entitled to information ordinarily provided to parents unless there is a Court Order restricting their right to access this information. Requests for other documents Requests from parents for other documents (for example, incident reports, staff diary notes, minutes of meetings etc.) should be referred to the FOI & Privacy Unit, who will determine whether the person is entitled to the information. See: Department resources
Private agents/investigators	Schools should not provide private agents with any information except with the written consent of the parent/guardian.
Schools	See: Transfers If a student or former student requests information and documentation, it may be released if:
Students/Former Students	the document/information was given to the school by the student the document/information was previously given to the student the document is publicly available

	For other documents, the student should be invited to make a formal FOI request. See: Department resources
Victoria Police	Victoria Police have broad powers to investigate and obtain evidence. Where personal information is requested by police it may be disclosed when: the student or parent/guardian consents; the disclosure is necessary to lessen or prevent: a serious and imminent threat to an individual's life, health, safety or welfare; a serious threat to public health, public safety or public welfare the disclosure is necessary to assist with the prevention, detection, investigation, prosecution or punishment of criminal offences or breaches of a law; the disclosure is necessary to assist with the prevention, detection, investigation or remedying or seriously improper conduct.

B. PERSONAL & HEALTH INFORMATION PRIVACY POLICY

The Department and the service providers it funds are bound by the Victorian privacy laws, the *Information Privacy Act 2000* and the *Health Records Act 2001*, as well as other laws that impose specific obligations in regard to handling personal and health information that directly or indirectly identifies a person.

This privacy policy and principles are in accordance with these laws and are available in downloadable form.

The Department is committed to protecting the privacy of personal and health information. This policy supports the Department's need to collect information and the right of the individual to privacy. It ensures that the Department can collect personal and health information necessary for its services and functions, while recognising the right of individuals to have their information handled in ways that they would reasonably expect and in ways that protect the privacy of their personal and health information.

Policy

Personal and health information is collected and used by the Department for the following purposes:

- to provide services or to carry out statutory functions
- to assist the Department, its schools and its employees to fulfil its duty of care to students
- to plan, fund, monitor and evaluate the Department's services and functions
- to comply with reporting requirements
- to investigate incidents in schools and/or defend any legal claims against the Department, its schools or its employees.

The Department has adopted the *Privacy Principles in the Victorian privacy laws* as minimum standards in relation to handling personal and health information. In broad terms, this means that the Department and its funded services:

- collect only information that is required for a specified primary purpose
- ensure that the person supplying the information knows why the information is collected and how it will be handled
- use and disclose it only for the primary or a directly related purpose, or for another purpose with the person's consent (unless otherwise required, permitted or authorised by law)
- store it securely, protecting it from unauthorised access retain it for the period authorised by the *Public Records Act 1973,* and take reasonable steps to permanently de-identify personal or health information when it is no longer needed
- provide people with access to their own personal information and permit people to seek corrections if necessary. This will usually be handled under the *Freedom of Information Act 1982*. For departmental services not covered by this Act, access will be available as prescribed by the Victorian privacy laws.

The Department and department-funded services that collect personal and health information will:

- address the privacy issues relevant to their functions and only collect and use this information in accordance with the privacy principles
- manage this information according to privacy policies created for the area of service the Department provides in accordance with the privacy principles.

The Department and department-funded services that use personal and health information but do not directly collect personal and health information will apply the privacy principles when handling personal and health information.

Law enforcement function

When the Department investigates possible offences by an employee it will collect and use information about individuals to the extent of its law-enforcement functions.

Research

The Department will usually only use or disclose an individual's personal or health information for research or the compilation of statistics with the individual's consent. When research or the compilation of statistics that are in the public interest cannot be undertaken with de-identified information, and where it is impractical to seek the individual's consent, the research or compilation of statistics will be carried out in accordance with the *National Statement on Ethical Conduct in Research Involving Humans* issued by the National Health and Medical Research Council (1999) and in accordance with the Health Services Commissioner guidelines.

Complaints

A complaint about information privacy is an expression of dissatisfaction with the Department's procedures, staff, agents or quality of service associated with the collection or handling of personal or health information. The Department will be efficient and fair when investigating and responding to information privacy complaints. The process for investigating and responding to these complaints is set out in the Department's *Information Privacy Complaints Handling Policy*.

Principles

The key Information Privacy and Health Privacy Principles are summarised below. The full exceptions qualifying many of the principles are not included.

Collection

Department and department-funded services must collect only personal and health information that is necessary for performance or functions. Individuals should be told why this information is required, what it will be used for and that they can gain access to their personal and health information.

Use and disclosure

Department and department-funded services must only use or disclose personal and health information:

- for the primary purpose for which it was collected
- for a related secondary purpose (which must be a directly related purpose in the case of health or sensitive information) that the person would reasonably expect
- with the consent of the person
- unless otherwise required, permitted or authorised by law principles.

Data quality

Department and department-funded services must make sure personal and health information is accurate, complete and up to date.

Data security

Department and department-funded services must take reasonable steps to protect personal and health information from misuse, loss, unauthorised access, modification and disclosure.

Openness

Department and department-funded services must document clearly expressed policies on management of personal and health information and make these policies available to anyone who asks for them.

Access and correction

Individuals have a right to seek access to their personal and health information and make corrections. Access to and correction of information collected and used by Department and department-funded services will be handled mostly under the Victorian *Freedom of Information Act 1982*.

Unique identifiers

A unique identifier is usually a number assigned to an individual in order to identify the person for the purposes of an organisation's operations. Tax file numbers and Medicare numbers are examples. Unique identifiers can facilitate data matching, which can diminish privacy. Privacy laws limit the adoption and sharing of unique numbers. Department and department-funded services will limit the use of unique identifiers as required by the Victorian privacy laws.

Anonymity

When lawful and practicable, individuals should be able to remain anonymous in transactions with Department and department-funded services.

Transborder Data Flows

Transfer of personal and health information outside Victoria is restricted by privacy laws. Personal and health information may be transferred only if the recipient protects privacy under standards similar to Victoria's Information.

Sensitive Information

The *Information Privacy Act 2000* restricts collection of sensitive information about an individual's racial or ethnic origin, political views, religious beliefs, sexual preferences, membership of groups or criminal record. Department and department-funded services will apply IPP10 when collecting and handling sensitive information.

Complaints Under Privacy

Should the school receive a complaint about personal information privacy this will be investigated in accordance with the Department of Education and Training's privacy complaints handling policy.

Evaluation

This policy may be reviewed every two years or prior if changes are required with recommended changes being presented to College Council.

Evaluation				Reviewed: August 2020
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
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Procurement Policy

Purpose

All goods, services and external providers required for use by staff or students at East Doncaster Secondary College must have a Purchase Order approved by the appropriate delegates to ensure that correct controls are in place and purchases are within the monetary limits approved by school council.

Scope

This policy applies to all purchases made for approved purposes and within any conditions including purchasing thresholds

Policy

It is the responsibility of the Learning Domain Coordinator to ensure that all purchases follow the correct process. The Learning Domain Coordinator should be consulted prior to ordering any goods. Purchase of substantial items is usually part of the planned College budget.

Purchases must comply with the Department's School Procurement Policy and the Finance Manual for Victorian Government Schools including:

- adhering to purchasing thresholds requirements
- obtaining best value for money
- issuing purchase orders for all goods and services purchased
- not allowing use of a school purchase order to buy items for personal use
- confining the authority to sign purchase orders to the principal or other designated officers approved by school council
- recording the persons authorised to sign purchase orders in the school council minutes
- leasing equipment under an operating lease where, at the end of the lease the equipment is returned to the supplier at no further cost to the school
- not leasing equipment under a finance lease where, at the end of the lease ownership of the equipment would pass to the school on payment of a residual value.

Procedure

1. A purchase order must be entered into Compass Orders Financial Management Dashboard by the person purchasing the goods.
2. The purchase order must then be approved by the Learning Domain Coordinator. The Domain leader will receive a notification on this order, which will then need approval
3. Final approval of the purchase order will be made by the Business Manager, or any delegates approved by the school council, after ensuring that the purchase is within budget.
4. Once the goods are received, the Coordinator will check the goods, sign the invoice, and return it to the Business Manager for payment.
5. Valuable items should be recorded against loss, fire or theft on the Assets register. Forms and asset barcodes are available from the Business Manager.
6. Where possible, label the items purchased with the College name.
7. The college will not accept responsibility for accounts unless they have been purchased with an official College order.

Further information can be found in the Procurement Policy for Victorian Government Schools https://edugate.eduweb.vic.gov.au/edrms/collaboration/PD/PPVS/Procurement%20Policy%20for%20Victorian%20Government%20Schools%20v1%20March%202017.pdf

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Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*			

Professional Development Policy

Rationale

To enhance the capacity of staff to contribute to the achievement of the College goals. Our program is underpinned by the key priorities as outlined in our Annual Implementation Plan.

Purpose

The Professional Development Program involves all members of staff learning together to improve the educational experience of all students within the College. We undertake

professional learning in a variety of ways, including action research, collegiate visits, joint lesson planning, school-based workshops and external conferences. Priorities for Professional Learning (PL) will include high quality teaching and personalised learning practices, literacy, numeracy and the effective use of Information and Communication Technology (ICT). The professional growth of individuals will also be considered.

Broad Guidelines

Applications for Professional Learning will be assessed on the basis of:

- The relevance of the activity to the College goals as stated in the Strategic Plan;
- The relevance of the activity to the applicant's personal Professional Development plan;
- The number of classes left by the applicant and/or disruption to a particular class;
- The amount of PL already attended by the applicant;
- Other events occurring on the day of the proposed PL;
- Cost effectiveness of the PL – in general one person will be sent to a PL to obtain information and share this with their colleagues at the College; and
- Confirmation that the applicant will share the learning with their colleagues where applicable.

There is an expectation that staff share their learning after attending a PL activity. This could take the form of:

- A presentation to a staff meeting;
- Presentation at a Domain meeting or team meeting;
- Presentation at a sub school teachers' meeting; and

Information uploaded to "School Resources" in Compass.

Evaluation				Reviewed: August 2020
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
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Purchasing Card Policy

Rationale

A School Council is authorised to purchase goods, services, equipment or material for the purposes of the school using a School Purchasing Card. The School Council may authorise school based staff to be issued with a purchasing card to purchase goods, services, equipment or material using this card. This card will be a Visa Card issued by Westpac Bank.

Aims

To utilise the benefits of a Purchasing Card whilst ensuring the schools procedures and internal controls meet the Department of Education and Early Childhood Development requirements in accordance with Section 14A of the Education Act 1958 Ministerial Guidelines and Directions 1 – 6 of 2005.

Refer to https://www.education.vic.gov.au/school/teachers/management/finance/pages/purchasingcard.aspx for dept guidelines and procedures.

Implementation

- School Council may authorise the Principal and/or other nominated staff members as Cardholders
- School Purchasing Card Agreement and Acknowledgement to be completed by the Cardholder.
- Cardholder to complete an "Undertaking by the Cardholder" form on acceptance of the Purchasing Card
- Current cardholders and credit limits will be reported to School Council annually
- 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 of Education and Early Childhood Development guidelines
- Cards to be kept safe by Cardholders
- Lost cards are to be immediately reported to the Westpac and appropriate Authorising Officer by the relevant Cardholder.
- Purchasing cards may be used for online purchasing subject to the usual internal control requirements.

Endorsement

This policy was reviewed and endorsed at the School Council meeting held at East Doncaster Secondary College on 13 February, 2019.

Evaluation			Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
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Racial And Religious Vilification Policy

Rationale

East Doncaster Secondary College is a multicultural school committed to tolerance, inclusiveness and diversity. The College does not tolerate vilification on the grounds of race or religious belief or practice. This policy supports and complies with the Racial and Religious Tolerance Act which came into effect on 1st January, 2002.

Aims

To provide a workplace free of racial or religious vilification.

Implementation

- Our school and community are committed to the values of tolerance, inclusiveness and diversity.
- We do not tolerate vilification or intolerance on the grounds of race or religious belief or practice.

- The Racial and Religious Tolerance Act 2001 prohibits amongst other things, practices such as racist graffiti, speeches or posters in public places, engaging in racist or religious vilification in public places, or making offensive racist comments in publications including the internet or email.
- The rights and responsibilities of students regarding vilification will be set out in the school's Handbooks.
- All students will be made aware of their rights and responsibilities, and complaints will be handled in a manner consistent with the School Handbook.
- The rights and responsibilities of staff regarding vilification will be set out in the school's Staff Handbook.
- All staff will be made aware of, and provided with access to information relating to the Racial and Religious Tolerance Act 2001. Complaints made against staff will be dealt with in a manner consistent with the usual Department of Education complaints processes for school-based staff.
- All staff will be made aware of, and provided with access to information relating to workplace discrimination and sexual harassment.
- The school curriculum will be free of racist content but will discuss and analyse instances of racism, effects of racism, advantages of multiculturalism and inclusiveness, and will assist students to further develop attitudes and skills that denounce, challenge and report racial or religious vilification.
- Multiculturalism and religious diversity will be celebrated in our school community, particularly during Harmony week. Whole school multicultural days will showcase our various community cultures.

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Recognition Of Excellence And Personal Achievement Policy

Rationale

The College recognises and values high standards of excellence and achievement in all areas of the curriculum, student leadership and community service. It acknowledges students who have achieved excellence.

Implementation

Certificates of Merit will be issued to students who achieve outstanding academic results in the mid-year and end-of-year assessments.

In addition to these awards, recognition of excellence will be given to two students for each year level at 7, 8, 9, 10 and 11 based on results for Semesters 1 and 2.

Awards will also be given to students who achieve excellence in student leadership, participation in the co-curricular program and contribution to the college and wider community as listed below.

Awards to be given:

Part A: Academic Achievement

1. Certificates of Merit will be awarded at the end of each semester to students in Years 7-11.

   Criterion:
   Awarded to the leading 20% of students based on their averaged academic results for all subjects over the 3 reporting cycles for that semester.

2. Two students at each year level from Years 7 – 11 will receive an award for Top Academic Performance.

   Criterion:
   The top 2 students for each year level based on their averaged academic results for all subjects over the 6 reporting cycles in Semesters 1 and 2.

   The students will receive a certificate and a $50 book voucher funded by the Neighbourhood Watch group. The exception will be that the student with the most outstanding academic results at Year 11 will be awarded the Monash Prize instead of the college book voucher.

3. Year 12 Academic Excellence Awards

   Subject teachers nominate the students (the number of awards will depend on the number of classes in each subject, generally one student per class). All students who receive nominations (in 1-5 subjects) will receive recognition in the form of a certificate.

4. An award for General Academic Excellence is presented at the Valedictory Dinner to students who have received nominations for outstanding achievement in a number of subjects (3-5). The award comprises a book to the value of $50.

   Criteria:
   - outstanding academic results
   - consistent application
   - sustained effort
   - positive attitude towards the subject

5. College Dux Award is awarded to the Year 12 student with top ATAR score for the current year. The Dux will be presented with a cheque for $200 at Presentation Night.

Part B: General Awards (Leadership, Co-curricular, Service)

Citizenship awards are made possible through the support of organisations and/or community groups from time to time. They are awarded to students in recognition of the service to others either within the college or wider community. Their academic achievement and contribution to co-curricular program is also considered as well as teamwork and leadership.

YEAR 12 SERVICE AWARDS

Awarded to between 4 – 6 Year 12 students each year as determined by the senior school coordinators in consultation with the Principal.

Book awards sponsored by the college to the value of $50 presented at final assembly.

Criterion:
Awarded to students who are judged to have made a notable contribution to their year, or who have made a notable contribution to the college in previous years.

ART ACQUISITION AWARD

Awarded at the discretion of the Principal to one student from the Year 12 Arts classes (Art, Studio Arts or Visual Communication and Design). The prize is funded by the College and comprises a gift

voucher to the value of $75 and a certificate. The Art work/s are to be framed and displayed around the College.

Criterion:
Outstanding example/s of the work produced by students in the VCE Arts classes. The work/s must be suitable for public display at the College. The award to be selected by arts staff and recommended to the Principal for approval.

SPORT AWARDS

Awarded to two students for each year level 7 – 11 (one boy and one girl).

Criterion:
Outstanding performance in sporting carnivals and/or the sport education and interschool sports program, including leadership of others.

MUSIC AWARDS

Awarded to one student in each year level.

Criterion:
Outstanding performance in and contribution to the instrumental music program including leadership of others

DEBATING AWARD

Awarded to students for contribution to the debating teams Grades A, B, C and D and the program

Criterion:
Outstanding performance in, and contribution to the debating program including leadership of others. One award for each debating Grade.

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School Activities Policy

Definition

Student participation in activities generally falls into one of the following categories:

1. Activities that are initiated and endorsed by the school Principal and in which student participation must be managed in accordance with Department policies. For example, school camps, excursions or swimming programs.
2. Activities that the school staff are aware of and that the school community would reasonably expect are “school activities.”

Aims

- To be aware that some activities that may be deemed "school activities" even if they are provided by a third party operator.
- To take reasonable steps to plan and manage activities that may be deemed 'school activities'.

Implementation

- The College's duty of care obligations require us to take reasonable steps to plan and manage activities that may be deemed 'school activities'.
- A school activity is something a student may participate in that is associated with the school, or may create the impression that the activity is associated with the school.
- School activities may be provided wholly or in part by third party operators.
- Some of the main factors to consider in whether or not an activity provided by a third party provider is a school activity include:
    - Students participating in the activity using the school name or logo, or wearing school uniform or school colours.
    - Teachers or other school staff accompanying students on the activity.
    - Where third parties create the impression that the activity has an association with the school or Department.
    - Where schools allow third parties to market activities directly to students or parents via the school newsletter, assemblies or information nights.
- The reasonable steps that may be required to plan and manage 'school activities' will vary according to the particular circumstances.
- In some cases, the planning, approval and management of the activity must adhere to Department policies.
- In other cases, it may be appropriate to communicate to the school community and the activity organiser that the activity is not a school activity. This is only likely to be appropriate at the outset.

- Refer to Dept policy - Excursions and Adventure Activities for details about these activities.

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Sexual Harassment Policy

Overview

The Sexual Harassment Policy sets out the legal responsibilities and obligations of employees of the Department of Education and Training (the Department) in relation to sexual harassment under the *Sex Discrimination Act 1984* (Cth) and the *Equal Opportunity Act 2010* (Vic). Sexual harassment in our workplaces is an unacceptable form of behaviour which will not be tolerated under any circumstances. The Department is committed to providing safe, inclusive and respectful workplaces, which are free from sexual harassment.

Scope

The Policy applies to all Department employees in schools, central and regional offices, including:

- the Secretary and Deputy Secretaries
- Executive Officers, managers and principals
- employees (full time, part time, ongoing, fixed term, casual).

The Policy applies to all of the Department's workplaces, including any location that employees may be considered to be carrying out duties in the course of their employment.

This may include but is not limited to conduct that occurs:

- in a taxi or work car travelling to an appointment (e.g. meeting or school visit)
- at a team lunch
- at any after-hours work-related social function (e.g. Christmas party)
- in an off-site training session facilitated by a third party
- on a school excursion
- at a conference
- across the Department's IT channels including eduMail, Compass, Polycom and SharePoint
- on social media platforms (e.g. Facebook).

It is not the intention of this Policy to interfere in personal lives and relationships. The Department has an obligation to take reasonable measures to eliminate sexual harassment in the workplace. The effect of sexual harassment on those people involved can range from annoyance to deep distress and can lead to an intimidating, hostile and offensive work environment. This can contribute to reduced quality of work, low productivity and morale, distraction from work, absenteeism, poor health and high staff turnover.

Principles

The guiding principles of this Policy are to:

- provide a safe working environment which is free from sexual harassment
- support diversity and inclusive work practices
- promote respect amongst all people in the workplace
- encourage fair and equitable treatment of all people in the workplace
- ensure employees have redress against sexual harassment in the workplace.
- inform employees they may be personally liable if allegations of sexual harassment are substantiated against them

In accordance with the public sector values as set out in the Code of Conduct for Victorian Public Sector Employees and the employment principles in the *Public Administration Act 2004 (Vic)*, the Department is also committed to respecting, promoting, supporting and implementing human rights set out in the *Charter of Human Rights and Responsibilities 2006 (Vic)* and to implementing the Department Values.

What is sexual harassment?

Sexual harassment is unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated.

A single incident is enough to be considered sexual harassment - it does not have to be repeated behaviour.

The person engaging in unwelcome behaviour does not have to intend to be sexually harassing the other person for the behaviour to be considered sexual harassment. Regardless of what was intended, sexual harassment is defined by the nature and the impact of the behaviour, not the intention behind it.

Sexual harassment may include:

- comments about a person's sex life or physical appearance
- comments of a sexual nature
- leering and staring
- unwanted touching such as brushing up against a person, fondling or hugging
- 'flashing'
- sexual gestures or imitating a sexual act
- sexual propositions or repeated unwanted requests for dates
- making promises or threats in return for sexual favours
- sexual jokes
- offensive telephone calls, text messages or communications on social media platforms
- displays of offensive photographs, reading matter or objects
- sending jokes or graphics of a sexual nature by email, internet, fax or mobile phone
- unwelcome questioning about a person's private life
- offensive screen savers
- unwanted requests for sex
- stalking, sexual assault, indecent assault or rape (which are also criminal offences)
- all aspects of employment, recruitment and selection, conditions and benefits, training and promotion, task allocation, shifts, hours, leave arrangements, workload, equipment and transport.

Sexual harassment can also occur through electronic means (such as emails or text messages or by viewing pornographic websites) and through social media, regardless of whether the post was made during work hours or not. Where there is a link to employment, employees are subject to the same rules about sexual harassment in the virtual world as they are in the real world.

As such, employees are required to use technology and social media responsibly in the workplace and in relation to anything or anyone associated with the workplace. This extends to the use of technology and social media outside the workplace where there is a strong connection to the employment relationship (for example, between colleagues where the foundation of the relationship is a common workplace). Further information regarding the use of technology is available in the Department's Acceptable Use Policy for ICT Resources.

The Equal Opportunity Act 2010 (Vic) addresses sexual harassment in Part 6. Section 92(1) provides:

"a person sexually harasses another person if he or she -

a) makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the other person; or

b) engages in any other unwelcome conduct of a sexual nature in relation to the other person -

in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated."

Section 92(2) provides:

"conduct of a sexual nature" includes –

a) subjecting a person to any act of physical intimacy;

b) making, orally or in writing, any remark or statement with sexual connotations to a person or about a person in his or her presence;

c) making any gesture, action or comment of a sexual nature in a person's presence."

Similar provisions apply under the Sex Discrimination Act 1984 (Cth). Sexual harassment can also amount to discrimination on the grounds of gender under both the Commonwealth and State legislation. Further information regarding discrimination is available in the Department's Equal Opportunity, Discrimination and Harassment Policy.

Responsibilities

The Principal and Leadership Teams are responsible for:

- modelling appropriate behaviour
- monitoring the working environment to ensure as far as practicable that acceptable standards of conduct are maintained at all times and that sexual harassment is not tolerated
- promoting awareness of the avenues for advice and the complaints procedures with respect to sexual harassment as set out in this Policy
- treating complaints and behaviour which may constitute sexual harassment seriously and taking immediate action
- treating complaints of sexual harassment with appropriate confidentiality
- ensuring that a person is not victimised for making, or being involved in, a complaint of sexual harassment
- providing contact details for Workplace Contact Officers to complainants or respondents
- ensuring in their practice that their employees abide by the DET Values and the Code of Conduct for Victorian Public Sector Employees.

All staff are responsible for:

- compliance with this Policy
- reporting any incident of sexual harassment that they have experienced or witnessed
- participation in any training provided by the Department, including completing the Equal Opportunity eLearning module
- modelling appropriate behaviour and the Department Values
- treat any allegations or complaints of sexual harassment with appropriate confidentiality
- ensure that a person is not victimised for making or being involved in a complaint of sexual harassment.

Responsibilities of the Workplace Contact Officer

The Workplace Contact Officer network is a group of employees who have volunteered and been trained as a point of contact for colleagues experiencing harassment, discrimination, bullying, victimisation or family violence. The responsibilities of Workplace Contact Officers are to:

- be familiar with this Policy including the procedures for dealing with allegations of sexual harassment
- understand the negative effects that sexual harassment can have in the workplace, and the importance of reporting.
- act as a point of contact for a person considering making a complaint or seeking information about sexual harassment
- provide the person with information about the various options and avenues for advice and the complaints procedures
- understand that the role of the Workplace Contact Officer is to provide information about the processes and avenues for assistance, and does not extend to investigation, conciliation, making a judgement about what constitutes sexual harassment, or other intervention
- participate in any training related to carrying out these responsibilities provided by the Department.

Criminal offences

Some types of sexual harassment may also be unlawful under criminal law. These include indecent exposure, stalking, sexual assault and obscene or threatening communications, such as phone calls, letters, emails, text messages and posts on social networking sites.

Employees who believe they have been the victim of a criminal offence are encouraged to report the incident to Victoria Police as soon as possible, as well as reporting the matter to their manager or principal.

The Department also has a responsibility to deal with allegations of sexual harassment even when the police are or have been involved. This is to determine the appropriate action to be taken in the workplace. In relation to complaints involving employees, close liaison by the principal or manager with the Department's Employee Conduct Branch and the police is necessary at the outset. This is to ensure that the police investigation is not interfered with or compromised in any way.

Reporting or making a complaint

Employees can report or make a complaint about any instance of sexual harassment to their manager, principal or seek advice from a Workplace Contact Officer.

The procedures for dealing with allegations or instances of sexual harassment and possible consequences regarding any breach of this Policy are dealt with in the Department's Guidelines for Managing Complaints, Unsatisfactory Performance and Misconduct.

The Department encourages its employees to use the internal complaints processes to resolve any complaints relating to sexual harassment.

If a complaint of sexual harassment is made, or sexual harassment is observed or brought to the attention of an executive, principal or manager, it must be acted upon immediately and managed in a sensitive and confidential manner.

Where a complaint of sexual harassment is found to be substantiated, the consequences for the person against whom the complaint is made will depend on the particular circumstances. The consequences may include an apology, counselling, undertaking training, or disciplinary action which may include termination of employment.

At any time employees may also choose to take a complaint of sexual harassment to the following organisations:

Australian Human Rights Commission

Phone 1300 656 419 or website: www.humanrights.gov.au

Victorian Equal Opportunity and Human Rights Commission

Phone 1300 292 153 or website: www.humanrightscommission.vic.gov.au

Victorian Civil and Administrative Tribunal

Phone 1300 01 8228 or website: Victorian Civil and Administrative Tribunal

Fair Work Commission

Phone 1300 799 675 or website: Fair Work Commission

Victoria Police (for criminal offences)

Phone your local police station or website: Victoria Police

An employee may also wish to contact their union for representation and support.

Bystander intervention

Bystanders, including colleagues, who witness or are aware of sexual harassment, can play an important role in preventing sexual harassment in the workplace. When grounded in behaviours of integrity and respect, action taken by colleagues can positively impact on defining workplace culture.

When safe to do so, bystanders that are aware of sexual harassment are encouraged to:

- provide support to the colleague who is being subjected to sexual harassment;
- formally or informally challenge concerning behaviour; and
- report sexual harassment.

The standard that people walk past is the standard that people accept.

In some situations, a witness may wish to remain anonymous and where appropriate, anonymity will be provided. However, it may not be possible in all circumstances to keep the identity of a person, or

people providing information, confidential. In some situations, it may be the case that full details of allegations are required for appropriate inquiries to be made or so that a respondent is afforded procedural fairness and natural justice.

Information or claims without substance

Employees found to have knowingly provided false information, or knowingly made allegations of sexual harassment without any substantive merit, may be subject to separate disciplinary action.

Confidentiality

Disclosures of sexual harassment will be treated in confidence in order to protect an employee's privacy. However, in some instances, a matter may need to be escalated or referred without agreement from the employee, particularly in circumstances that may:

- constitute a criminal offence;
- constitute an occupational health and safety risk; or
- require disciplinary action.

If a matter needs to be escalated or referred, the person handling the matter will notify the person who made the disclosure of who has been informed of the disclosure.

Further application

The Department encourages this Policy to be used by schools for volunteers, school council employees and contractors.

Support, assistance and further information

Support is available to all employees involved in reporting and managing a complaint, even after the matter has been resolved.

The Department encourages all employees to speak to their executive, manager or principal to discuss any concerns they may have regarding the conduct of any Department employee.

Employees can also seek support from a Workplace Contact Officer, the Employee Assistance Program, the Employee Conduct Branch, the Victorian Equal Opportunity and Human Rights Commission (VEOHRC) or the Australian Human Rights commission (AHRC). Contact details for these supports are set out below:

- contact a Workplace Contact Officer
- contact the Employee Assistance Program (EAP) and/or Manager Assist
- contact the Employee Conduct Branch on 9637 2595 or email any query to employee.conduct@edumail.vic.gov.au
- contact VEOHRC's free and confidential dispute resolution service on 1300 292 153
- contact AHRC's free and confidential dispute resolution service on 1300 656 419.

You can also find further information by accessing the A-Z topic list on HRWeb.

Legislation and related policies

There are a range of legislation and related policies that apply to this document. Please refer to the sexual harassment page on HRWeb.

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School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
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Sponsorship Of Student Activities Policy

Rationale

The college has as its primary aim to provide opportunities and encouragement for all students to become thinking, articulate and enriched people able to contribute to society. Students are encouraged to participate in activities which extend their involvement in the curriculum and co-curricular program.

Guidelines

In most cases, student activities beyond the classroom will be self-funded. Some sponsorship of student activities may be appropriate provided the following criteria are met:

- the student is directly representing the college
- the activity is a continuation of their involvement in a school activity
- in the case of sport, the event should be a V.S.S.S.A. sponsored activity
- the student is participating/competing at an elite level such as in state or national teams.

Sponsorship will take the form of an amount to be waived from the school fees for the student in the year of the activity. If the student has already paid fees the amount could be refunded, otherwise sponsorship will not take the form of cash payments.

The amount offered to students in sponsorship for national competitions is $200 and $400 for international competitions.

An individual student could access this form of sponsorship only once in a school year, regardless of the number of activities they participate in which meet the above criteria.

Private fund raising from students at the college is not permitted.

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Student Assessment Policy (Year 7-10)

Rationale

The College undertakes a range of student assessment and reporting activities to support student learning and inform parents/guardians.

Definition

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning.

Aims

- To assess school and student performance accurately and comprehensively against state-wide standards.
- To improve student learning by accurately determining current performance as well as areas of future need and development.

Policy

Schools are responsible for accurately assessing student achievement against achievement standards detailed within the Victorian Curriculum.

Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.

Students are assessed through set learning tasks for each subject. Learning Tasks can take the form of assignments, essays, worksheets, practical work, tests and exams. Learning Tasks are reported on over six reporting cycles per year.

These reports will focus on student progression and will reflect the following outcomes:

- Student achievement level
- Student attitude and effort
- Self-determined student goal
- Expected achievement level for all students

The reports are completed using the Compass system and can accessed by students and parents via the 'Compass' portal.

Students in Years 7 and 9 also undergo NAPLAN testing, a national standardised test process which provides feedback to the school regarding overall and individual student achievement.

Teachers use a process of validating, moderating and ranking assessments via cross marking (sharing papers amongst the teachers), group marking (marking together), targeted or sample marking (sharing selection of high, medium, low performances to validate marking). Assessing work must relate to the identified learning goals.

The school will assess the achievements of students with disabilities in the context of the Victorian Curriculum. It will help develop Individual Learning Plans containing learning goals for each student. Progress towards learning goals will be assessed and reported on to the student and parents/guardians.

Students for whom English is an additional language will have their progress in English reported against the EAL achievement standards as detailed in the Australian Curriculum.

We encourage parents and teachers to maintain open communication throughout the year via email in Compass. We also offer parents the opportunity to meet with teachers twice yearly to discuss student progress at Parent Student Teacher interviews.

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Student Assessment Policy (VCE)

Rationale

One of the goals of our College is to ensure that we maximise the results of our students and also inculcate in them general study and work habits that they will require in and after school. This policy outlines how we make decisions about whether students have met the requirements of their VCE units of study.

Policy Statement

The Victorian Certificate of Education (VCE) comprises School Assessed Coursework (SACs) and the final Year 12 examination. The nature of material taught is determined by VCE study designs written by the Victorian Curriculum and Assessment Authority (VCAA) examination board. For satisfactory completion of a VCE Unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design.

In order to encourage students to work consistently in class, the College will use the following process to determine if the student has met the requirements of the outcome and also if the student should be allowed a redemption.

Guidelines

STEP 1: A student must demonstrate understanding of content and skills in class in a timely manner that can be validated by the teacher. This is essential for authentication of the work and is required by VCAA.

a. The student must participate in or complete class work to show understanding of key content and/or skills e.g. quizzes, short response, a summary of the key concept. This does not always have to be marked by the teacher but the responses should be checked and authentication may be further sought if there are concerns.
b. Oral verification may be sought with some students to check for understanding.
c. Students should complete all the demands of class work and if unable to do so, have consulted the teacher for assistance and support.
d. Work should be completed in a timely manner or in negotiation with your teacher.

STEP 2: A student must attempt and/or complete all Learning Tasks for each cycle in a timely manner**.**

a. All Learning Tasks are directly relevant to the outcome.
b. It is the students' responsibility to ensure that they attempt and/or complete all learning tasks.
c. If they have missed a task, they should consult with your teachers for a suitable make up time or task.

STEP 3: The SAC itself should not be the only vehicle to determine Satisfactory/Not satisfactory.

a. A SAC may be used as a confirmation of the result. For example, a student may be at-risk after steps 1 and 2, and the SAC then becomes another opportunity for the student to demonstrate understanding.
b. A student may be provided the opportunity to redeem if he/she meets the conditions stipulated in Step 4.

STEP 4: For students not yet qualifying for an S achievement on an outcome, the student must earn the opportunity for redemption of the outcome.

a. The student must have completed the class work and learning tasks in order to have an opportunity for redemption as outlined in Steps 1 and 2.

The decision to allow a redemption task will be made in a discussion that includes the subject teacher, the year level coordinator and the curriculum coordinator. The decision for a "Not Satisfactory" result will also be made by the teachers mentioned above.

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Student Drivers Policy

Rationale

Students who wish to drive their own cars to the College **must** apply for a parking permit, even though they are parking in local streets adjacent to the College. The College has a responsibility to the local community to ensure that students play their part in ensuring that the neighbourhood adjacent to the College is a safe area for all users.

Policy

- **No student may park in the College grounds**
- Students must park only in the authorised parking locations in surrounding streets and must adhere to council parking restrictions
- Students may park in the stadium car park on campus
- Students are not to access their cars during the school day
- The permit is not transferable to other students
- Students will observe safe driving practices when travelling to and from the College
- Students must not leave the College by car at recess and lunchtimes unless they have permission from the College

- Passengers are not to be carried by student drivers to and from school (exceptions can be made for siblings with parent consent)
- Students are not permitted under any circumstances to transport other students in private vehicles in connection with any school program or function, whether held during normal school hours or at other times (refer The *Victorian Government Schools Reference Guide*– sections 4.4.2.10 and 4.10.6.3.)
- Car radios are not to be played loudly adjacent to the campus grounds

The permit may be withdrawn at any time by the College if students do not comply with the conditions of issue of the permit.

Owner onus applies to all student vehicles. The College will take no responsibility for any fines incurred as a consequence for parking in a non-sanctioned location.

Evaluation			Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
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Student Wellbeing, Engagement And Code Of Conduct Policy

East Doncaster Secondary College is committed to providing a safe, secure and stimulating learning environment which is consistent with the school's values. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

Purpose

To ensure that all students, parents and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student conduct
- support available to students and families
- our school's policies and procedures for responding to inappropriate student conduct.

Scope

This policy applies to students, staff and parents of the school community on-campus and during any school based activities off campus.

Policy

School profile

At East Doncaster Secondary College we have a strong tradition of academic excellence and we aim to promote and sustain a reflective learning culture. We want students to experience a sense of achievement and growth in their academic, personal, social and emotional development. We have high expectations of our students' commitment to being mutually supportive and striving for success as learners. We are a multicultural community with a student population from more than 40 nationalities including a number of International Students and a high percentage of our schools speak a language other than English at home.

Our students are vibrant, energetic, and talented young people. East Doncaster Secondary College life is full of opportunities, with a rich and varied range of co-curricular activities particularly in sport, music, debating, lunchtime clubs, school productions, student leadership, and access to academic competitions. There are many student leadership opportunities and we aim to continue to increase student access to decision-making and self-determination as learners. There are further opportunities to develop personal goals and relationships, which are supported and facilitated with numerous camps and international experiences.

Along with the standard Victorian curriculum, East Doncaster secondary College provides Health and Personal Development, Sport, Music and Drama as compulsory studies across Years 7 to 9. For some senior students in years 10-12, the alternative pathway option of Victorian Certificate of Applied Learning (VCAL) now provides access to a wide range of Vocational Education and Training (VET) studies to maximise the opportunities of success for all students.

School values, philosophy and vision

We endeavour to create a "Culture of Curiosity" with goals of ensuring learning improvement for every student – every student, every period, every day. Our school's purpose is to develop passionate learners who are critical thinkers with the confidence and capability to engage in the global community. We aim to sustain a learning culture that provides every student with a sense of achievement and the capacity to be their best in academic, personal, social and emotional development. The core values that underpin the culture of our school as we embrace the challenges of 21st century learning are: Care and Compassion, Curiosity, Excellence, Fairness, Resilience, Respect and Teamwork. Our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community

Our Statement of Values is available online at: http://www.eastdonsc.vic.edu.au/our_school/school-values

Engagement and Wellbeing Strategies

East Doncaster Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Whole School Strategies to promote positive conduct for students and parents include:

- high and consistent expectations that are inclusive, engaging and supportive
- prioritising positive relationships, recognising the fundamental role this plays in building and sustaining student wellbeing. This includes the Respectful Relationships program and restorative practices
- welcoming all parents/carers and being responsive to them as partners in learning
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- carefully planned transition programs to support students moving into different stages of their schooling
- encouraging the opportunity for students to contribute to and provide feedback on decisions about school operations through Student Leadership and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

- creating opportunities for cross—age connections amongst students through school plays, athletics, music programs, sports teams, clubs, recess and lunchtime activities
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Group Coordinators, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning

Whole School Strategies to promote positive conduct for staff and students include:

- teaching the Victorian curriculum framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- acknowledging of positive conduct and student achievement in the classroom, and formally in school assemblies and communication to parents
- analysing and being responsive to a range of school data such as attendance, student management data and school level assessment data. Surveys such as Attitudes to School Survey, parent survey data and staff survey data is collected to provide insights and guide decisions on how the school functions.
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
    - *Year level pastoral care in the middle school*
    - *Peers support programs with year 9 and 7 students*
    - *Respectful Relationships*
    - *Restorative Practices*

Targeted strategies designed to address particular concerns in certain age groups or friendship circles:

- Year Level Coordinators monitor the health and wellbeing of students in their allocated year level, and act as a point of contact for students who may need additional support
- connect all ATSI students with the Wellbeing department for additional support
- all students in the international program have a specific common area where they have access to specialist staff for support
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- meet with students and their parents/carers to talk about how best to help a student engage or re-engage with the school

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
    - with a disability
    - in Out of Home Care
    - with other complex needs that require ongoing support and monitoring through the Wellbeing department and college staff

Identifying students in need of support

East Doncaster secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. The college will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

Specific strategies that may be considered on an individual case by case basis:

- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Wellbeing Coordinator and Student Support Services
- referral to ChildFirst and Headspace
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- considering if any environmental changes need to be made, for example changing the classroom set up
- The wellbeing department may engage with appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have a right to:	Studnts have a responsibility to:
● work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition ● participate fully in the school's educational program ● be treated with respect and acceptance by all members of the school community	• participate fully in the school's educational program and to attend regularly. • Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • With encouragement and support, take greater responsibility for their own

● be able to express their views and to participate in decision making about their educational environment	learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • show pride in their physical environment and assisting to develop and maintain a clean and attractive school • support and encourage other students to do their best and to celebrate their achievements

Students who may have a concern or complaint about something that has happened at school are encouraged to speak to their year level coordinator or their parents/carer.

Parent Rights and Responsibilities

Parents/carers have a right to:	Parents/carers have a responsibility to:
●expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • receive regular feedback on student progress • communicate any concerns or issues to the school and to have these addressed in a timely fashion • be fully informed about programs and policies that affect their children's education	• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • ensure their child's regular attendance • engage in regular and constructive communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students • provide the school with any information that is required to support their child's learning • engage with and be an active member of the school community and encourage their children to do the same • be informed about and support the school in implementing the uniform policy

Teacher Rights and Responsibilities

Teachers have a right to:	Teachers have a responsibility to:
● expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	• fairly, reasonably and consistently, implement the engagement policy model appropriate behaviours when interacting with all members of the school community • work in collaborative and innovative professional teams to develop and use a range of teaching strategies and resources to engage students in effective learning

• be supported by colleagues to develop curriculum and pedagogy which engages students and assist them to learn	• build strong relationships with students, parents and professional colleagues • know how students learn and how to teach them effectively. • know the content they teach. • Know their students and use a variety of data and feedback to provide a teaching and learning program that addresses the needs of each student • plan and assess for effective learning. • create and maintain safe and challenging learning environments • provide regular feedback on learning outcomes to students and parents • enable student to connect to the wider community and to apply their learning

Code of Conduct and Behavioural Expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with East Doncaster Secondary College's Bullying Prevention policy.

When a student acts in breach of the conduct standards of our school community, the College will respond appropriately, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate conduct and the disciplinary action taken by teachers and other school leadership staff.

Disciplinary measures may be used as part of a staged response to inappropriate conduct in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their conduct is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative conversations and class councils
- detentions
- conduct reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:
http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx

Corporal punishment is prohibited in our school and will not be used in any circumstance.

Engaging with families

East Doncaster Secondary College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

Evaluation

East Doncaster Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Evaluation			Reviewed: August 2020	
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Submission Of Student Work Policy

GENERAL STATEMENT

Teachers should provide students with clear guidelines to assist them to manage their workload including the completion and submission of work to be assessed. Assessment should be continuous and relevant to the work studied and forms an important part of the student's learning. Deadlines for submission of work should provide reasonable time for students to complete tasks and assist students to develop time management skills.

1. RATIONALE

1.1 To ensure that students meet deadlines for the submission of work.

1.2 To provide procedures for the submission of assessment tasks which all teachers will follow consistently and fairly for all students.

1.3 To assist teachers and students to manage their workload.

1.4 To provide for the negotiation of an extension to deadlines if there are genuine extenuating circumstances.

2. IMPLEMENTATION: Years 7-10

Dates for the submission of work (deadlines) should be provided to students via Learning Tasks in Compass. A reasonable amount of time should be given to complete tasks giving consideration to other subjects and activities in which students participate.

When a student does not submit work on time it will be indicated as Overdue in Compass – Learning Tasks. This is visible to students and parents when they log in to Compass.

If there are extenuating circumstances such as significant illness which make it difficult for a student to meet the deadline, the student may ask their teacher for an extension of time. The extension will only be granted if the teacher believes that the student has made a genuine attempt to complete the work and that their failure to do so is beyond their control.

It is expected that all set work will be submitted by the student even if it is late. All work submitted will be acknowledged as being satisfactorily completed provided it has met the required standard.

Work which is submitted more than 2 weeks after the due date will not be included in cycle reports unless an extension has been granted.

3. IMPLEMENTATION: VCE (see VCE Course Selection handbook)

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Sun Protection Policy

Rationale:

Over exposure to the sun presents a serious health risk. Adolescence is a critical period in which sun exposure is likely to contribute to the incidence of skin cancer and eye damage. Approximately 75% of all skin cancers could be prevented by practicing sun protection during childhood and adolescence. Students must therefore be educated as to the need for suitable sun protection, and they must be protected from over exposure to the sun whilst at school.

Aims:

- To increase student and community awareness of skin cancer and other damage caused by UV radiation.
- To work towards a safe school environment that provides shade and other sun protective measures for the entire school community.
- To encourage the entire school community to use a combination of sun protection measures.
- To ensure that families and new staff are informed of the school's sun protection policy.

Implementation:

- Sun protective clothing is included in our school dress code in the following ways:
  - The summer (terms 1 and 4) dress code includes a loose fitting close-weave cotton or cotton/polyester blend shirt with elbow length sleeves and a collar that fits close to the neck, above the collarbone for both standard uniform and sports uniform.
  - The summer (terms 1 and 4) dress code includes knee length or longer skirts and shorts as well as full length pants for standard uniform and mid-thigh length skirts and shorts as well as full track pants for sports uniform.
  - All students and staff are encouraged to wear school approved bucket hats, broad brimmed hats or similar that shade their face, neck and ears when outside during terms 1 and 4.
- Information about sunscreen and the correct use of sunscreen will be displayed about the college and will be provided to the community via the school newsletter.
- Consideration to sun protection will be given when planning all outdoor events including assemblies, excursions and sporting events, and where possible events will be scheduled earlier in the morning, later in the afternoon or indoors.
- School Council will plan for, and provide adequate shade structures for students as practicable; particularly over high-density areas such as eating spaces and passive leisure locations. Temporary shade structures will be erected at events such as swimming and athletic sports, and shade will be a consideration when planning outdoor activities and excursions.
- Students will be encouraged to utilise shade when outside during terms 1 and 4, however, if they have chosen not to wear a hat and have not taken proper sun protection precautions, they will be directed to position themselves under the shade.
- The college newsletter, school assemblies, and staff meetings will be used to highlight and reinforce the Sun Protection policy.
- The Sun Protection policy will appear in each edition of the school handbooks.
- Sun protection will form part of the Health and Physical Education curriculum at all year levels, as will the monitoring of UV Alerts throughout the year.

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Transfers Policy

Purpose of this policy

To ensure student transfers between schools meet department requirements.

Prerequisite policies

- Admission
- Enrolment

Policy

Parents/guardians are entitled to request a transfer between schools.

Schools must:

- provide student information for all students transferring out
- receive student transfer information for all students transferring in.

Schools must avoid practices that:

- force students to transfer or withdraw from school; except when the student is expelled
- restrict entry to eligible students.

Approval

School principals approve transfers when:

- the student residence changes and is now closer to a different government school (where requested)
- transfer is sought from an Australian school outside the state system
- the transfer is sought at the commencement of the school year or term 3 and in secondary schools the student can be accommodated mid-year without the reorganisation of the existing school program
- transfer is requested (other than in those instances cited above) by a parent/guardian and the principal of each school involved supports the request
- a student is expelled from a school. For students of compulsory school age, the principal of the school from which the student has been expelled is responsible for ensuring enrolment in another school or registered training organisation; in consultation with the regional office.

For all other transfers where the parent appeals against the Principal's decision to not enrol the:

- transferring principal makes recommendations to the regional director
- regional director determines approval.

Additionally, schools should note that they cannot enrol international students wishing to transfer from another school (prior to the student completing six months of the principal course of study) without a release letter issued by the Department's International Education Division, see: ISP Quality Standards and School Resources, under Department resources

Transfer of information

Transfer of information between Victorian government schools

When a Victorian government school student has been accepted at another Victorian government school, the transferring school will provide the student's information to that next school.

Important: Throughout this policy, '**student information**' means personal and health information about the student, including achievement information, foreseeable risk and wellbeing information. For a comprehensive view of what student information should be transferred - see CASES21 User Guides.

Parent consent is not required to transfer student information or records (including SSS/DCS files) to the student's next Victorian government school.

Transferring student information to the student's next Victorian government school is in the best interests of our students, because it assists that next school to provide optimal education and support to the student. This also enables the Department to fulfil important legal obligations.

The Department, which includes all Victorian government schools, central and regional offices, is a single legal entity. This means that all student records and files, including DCS/SSS files, are owned by the Department (on behalf of the State of Victoria), not individual schools, networks or school staff. This also means that transferring student information to the student's next Victorian government school is a 'use' of that information for the same primary purposes it was collected, consistent with Victorian privacy law.

From July 2017, all Victorian government schools are expected to transfer student information through CASES21.

In addition, student information can be provided to the student's next Victorian government school in any and all of the following ways: verbally (principal to principal, or nominees), electronically (via email) and in hardcopy (by providing copies of the student's records, including health reports).

If the student has received Student Support Services (SSS) support in the last two years, the SSS area based team must arrange for the SSS/Department Confidential Student file (DCS) to be sent to the SSS area based team for the receiving school.

Enquiries by a family about a potential transfer between Victorian government schools

Victorian government schools may not share student information with another Victorian government school **before** that student has been **accepted at** that next school, **unless**consent is given. This means that when a parent (or student on their own behalf) is enquiring about a possible placement at another Victorian government school, the student's current school cannot share student information with that potential new school, unless the parent (or student) has consented.

Transfer process

The 3 elements of the transfer process are:

- Transfer information required
- Transferring students process
- Receiving students process.

Transfer information required

This table describes transfer information that must be provided by the transferring school to the receiving school.

Type of receiving school	Transfer information to be sent from transferring government school
Victorian government school	Student information, including information on any foreseeable risks (if applicable) Note: From July 2017, all Victorian government schools will use CASES21 to transfer this information.
Non-government school including Catholic school	Transfer note (downloadable from CASES21), including information on any foreseeable risks (if applicable).
Interstate school	Interstate Student Data Transfer Note, including information on any foreseeable risks (if applicable). For the interstate student data transfer note, downloadable forms, protocols and fact sheets see:Interstate Student Data Transfer Note and Protocol for Government Schools - Standing Council on School & Early Childhood.

Transferring students process

This table describes the administrative process when Victorian government schools transfer students to other Victorian government schools.

Step	Description
1	Update student details in CASES21, including: the transfer date as the last date the student attended / will attend classes

transfer note (if used) that has been reviewed by the tranferring principal

immunisation status for primary students.

Note: CASES21 automatically updates the Victorian Student Register (VSR) as well as generating the Student Enrolment Information Form and Student Information Full Details Report.

2 Complete the student exit process in CASES21.

When the student has been accepted by the receiving school, send the receiving school:

all required student information, including any foreseeable risks, and the immunisation certificate for primary students. (From July 2017 this information must be transferred through CASES21)

Note: Parents are required to provide the receiving school with:

evidence of the student's name and date of birth.

passport or travel documentation for non-Australian born students

3 Court orders or written consent of both parents agreeing to admission, for separated parents; see: Admission

Receiving students process

Where students are transferring between Victorian government schools student information can be transferred using CASES21 (mandatory from July 2017). In this instance the receiving school receives notification through CASES21 that data has been transmitted from the transferring school. The Victorian Student Register is automatically updated when the student data is imported by the receiving school.

When students transfer or transition between government schools, student names must not be changed unless new legal documentation with an amended name is provided.

When student information is transferred using CASES21:

- parents are not required to complete a new enrolment form
- schools are not required to create a new student record in CASES21 because that would create a duplicate record
- receiving schools must send a copy of the Student Enrolment Information Form to the parent for checking, updating and signing to ensure the student data is current and accurate.

Before a student is offered a place, receiving schools may consult with the transferring school to ensure that the person presenting to the school to enrol the student has decision-making

responsibility for that student and that there are not Family Law Act orders or other orders or documents that are relevant to determining who has decision-making responsibility for that student.

The table below describes how the receiving government school deals with missing or conflicting transfer information which may include considering a conditional enrolment.

When the	**Then the receiving school principal**
student information is not received	seeks further information from the transferring school chooses between: - deferring admission for 1 day, or - admitting the student conditionally and maintaining a record of attendance until the information is provided.
principal is unable, after reasonable enquiries, to obtain information	reports all circumstances to the regional director keeps the student in attendance as a conditional enrolment until the matter is resolved. See: Missing enrolment information in Admission.
transferring school provides conflicting information about family circumstances	seeks further information from the parents/guardians **before**the School Enrolment Information Form is issued and the transfer proceeds.
parents/guardians do not provide documentation to clarify conflicting information	may defer the admission of the student for up to 5 days advises the parents/guardians that: - they are required under theEducation and Training Reform Act 2006 to enrol compulsory school age children at school and ensure the student attends - enrolment is conditional upon provision of the required information in a specified timeframe - the student should continue attending their current school where their record of attendance is being maintained. See: Decision Making Responsibilities for Students Note: The principal can seek advice from: the regional director and/or the Department's Legal Services Division.

This table displays how schools deal with unresolved matters.

When the matter is not resolved and	Then the receiving school principal
there are no pressing circumstances	does not proceed with the transfer and the student returns to the transferring school. The transferring school reactivates the student in CASES21.
both principals agree that the child's education is likely to be adversely affected by not proceeding with the transfer	proceeds with the transfer advises the parents or guardians in writing that the enrolment is conditional and will only be completed when these conditions are met records the conditions. Examples: written consent from both parents to the enrolment or production of a court order.

For further information regarding enrolment in to East Doncaster Secondary College please visit the College website.

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Tutoring Policy

POLICY STATEMENT
The Principal is authorised to organise or manage private tutors to deliver educational programs to meet the needs of a student.

BACKGROUND
The Department of Education (the Department) provides an appropriate educational program for all students within the available allocated resources.

The Principal and teachers are responsible for the educational programs of students and it is mandated that these programs reflect the principles and outcomes of the Curriculum Framework.

Achievement of students is the province of teachers. The College must not abrogate this responsibility through the use of private tutors.

It is recognised, however, that the College does not always have the necessary resources to present educational programs to meet the full range of needs of all students.

In such cases, the Principal may consider requests from parents to grant approval for students to attend private tutoring programs during school hours.

Such programs may be delivered either at the school or at a place other than the school. An arrangement may be entered into by which a student is able to attend at a place, other than the school, to participate in activities that are recognised as part of the school's educational program. Such an arrangement may take the form of a period of time each week, or a block of time during the school year.

The College may also, from time to time, deliver programs using voluntary tutors for either during or after school hours.

After school tuition off the school premises and not organised by the school is not a school activity and is not covered by this policy. The College will not endorse or recommend any external tutors and will not advertise their services in any College publication.

SCOPE
This policy applies to all private tutors to run an approved education program for students.

PROCEDURES

PRIVATE TUTORS ORGANISED OR MANAGED BY SCHOOLS

Private tutoring programs attended by students during school hours must:

- be confined to activities that enrich the content of the school's educational program;
- address the particular educational needs of students in areas not provided by the school; and
- not replace regular school educational programs.

The College must:

- be satisfied that the private tutor is appropriately qualified and has applied for a Working with Children Check (WWCC);
- satisfy themselves that the private tutor is suitable to care for students when deciding whether to entrust the care of students to a private tutor;
- provide private tutors with clear instructions as to the level of care required for the student;
- be satisfied that the educational program to be presented is consistent with the educational program being offered by the school;
- prepare and retain a written statement that outlines the rationale for the decision to approve a private tutor to present an educational program;
- in the event that a private tutor presents programs on school premises, they are required to present documentation indicating that they have public liability insurance of $5 million;
- enter into a written agreement with the student's parent/guardian (Appendix A); and
- when the private tutoring program occurs away from the school site, treat the activity as an excursion and comply with the provisions of the Excursion: Off School Site Activities policy.

The written agreement can be terminated at any time by the Principal if it is not in the student's best interest or if it is preventing the teacher from performing his/her mandated role and the student from achieving the outcomes of the classroom program. If the private tutoring program occurs away from the school site, parents/responsible persons should organise a student's travel arrangements.

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Uniform Policy

DEFINITION

To ensure that the school implements and enforces the student dress codes appropriately according to the Uniform Policy.

FUNCTION

East Doncaster Secondary College is a full uniform school. It is expected that students will wear their school uniform with pride, including having their school shoes regularly polished - Laced shoes must be tied, and T-bars buckled.

Any garments worn under the uniform for greater warmth should be a plain colour (white, skin colour or blue) without emblems or prints – these garments should not be visible. Summer uniform is to be worn during Terms One and Four; winter uniform during Terms Two and Three. Years 7, 8 and 9 students who have Sport Education may wear their Sports Uniform to school on that day.

Students in Years 7-9 who have a Physical Education class or Sport Education may wear their Sports Uniform to school on those days. Full official sports uniform, including track pants, should be worn to and from school on those days.

Students in Years 10-12 who have a Physical Education class are required to change into their full Sports Uniform for such classes and must remain in full school uniform at all other times of that day.

Details of school uniform requirements are included in the Student Diary.

Jewellery and Hair Colour

The only jewellery permitted to be worn by students is up to two plain metal ear-rings (stud or sleeper). **No facial piercings are permitted**. Nail polish will be clear and colourless. Make up should not be worn, and hair colours should be natural.

All students are to wear their full school uniform including footwear at, to and from school.

Uniform Passes

Students without the correct school uniform must report to their Sub School office for a Uniform pass between 8.30am and 8.50am. A note explaining the reason for being out of uniform should be presented.

Teachers will submit the names of students out of uniform without a uniform pass to the Level Coordinator. These students should report to their coordinator at the next break and may be required to spend time on assigned duties after school.

1. COMMUNICATING UNIFORM POLICY

The student dress code, including any changes in dress requirements should be:

1.1 Communicated widely throughout the school community
1.2 Provided to all prospective students and parents and carers prior to enrolment at the school
1.3 Translated into community languages, if required
1.4 Communicated via a translator, if required, for example at an information night.

2. UNIFORM REQUIREMENTS

All students are to wear the complete school uniform both at school, and on their way to and from school. Summer uniform should be worn in Terms One and Four.

GIRLS UNIFORM

SUMMER	WINTER
• The designated College check dress or; • Trousers – or slacks – tailored navy or tailored navy shorts. • Shirt – sky blue, short sleeves, open neck. • College Pullover – Year 7-9 Thomas Moore Blue V-neck. Year 10-12 Navy blue. • Socks – Plain white colour, long or short. No logos or branding visible. No black socks. No tights. • Shoes – only polishable black leather formal lace-up or T-Bar shoes. No platform soles or non-polishable shoes. No runners including black leather runners. • Hair ribbons – plain College blue or plain white Summer uniform should be worn in Terms One and Four. **Summer uniform should be worn in Terms One and Four.**	• The designated College check skirt, or slacks – tailored navy. • Shirt – sky blue long sleeves, open neck. A plain white T shirt, without logo, may be worn under the shirt. • College Pullover (as for Summer). • Socks – Plain white colour, long or short, or black tights. No socks are to be worn on top of tights. Grey socks may only be worn with slacks. • Shoes (as for Summer). • Hair ribbons (as for Summer) **SPORT** • Navy blue shorts with College logo. • College Sports top in House colour with College logo. • Sports shoes. • Socks – white. No logos or branding visible. • College navy blue tracksuit pants.

BOY'S UNIFORM

SUMMER	WINTER
• Trousers –long plain College grey or tailored grey shorts. • Shirt – sky blue, short sleeves, open neck. • College Pullover – Year 7-9 Thomas Moore Blue V-neck. Year 10-12 Navy blue. • Socks – grey only with shorts. No logos or branding visible. No black socks with shorts. • Shoes – polishable – ONLY black leather formal school shoes. No runners including black leather	• Trousers (as for Summer). • Shirt - sky blue, long or short sleeve, open neck. A plain white T shirt, without logo, may be worn under the shirt. • College Pullover (as for Summer). • Shoes (as for Summer). • Socks – grey only

runners. **Summer uniform should be worn in Terms One and Four.**	**SPORT** • Navy blue shorts with College logo. • College Sports top in House colour with College logo. • Socks – white. No logos or branding visible. • Sport shoes. • College navy blue tracksuit pants.

Sport Uniform for Year 7, 8 and 9 only. Year 7, 8 and 9 students only are allowed to wear the full official EDSC sports uniform on timetabled PE and Sport Education Day. This includes wearing this uniform to and from school. Variations of the sports uniform will not be accepted.

All students are to wear the complete school uniform both at school, and on their way to and from school

ADDITIONAL ITEMS FOR OUT OF CLASS

- Soft Shell Jacket with College logo. Must be worn over the pullover. Only for outside the classrooms
- School Bag with logo – the East Doncaster Secondary College official school bag is a compulsory part of the school uniform
- Scarf – plain navy
- Gloves – plain navy
- Hat – plain navy

All articles of uniform are to be marked clearly with your name.

Parents are able to purchase new uniforms at PSW – 12 Strathalbyn Street East Kew.

3. ENFORCEMENT

The school will take appropriate measures to enforce the dress code as per the official uniform policy. Heads of School, Year Level Coordinators and Classroom Teachers will conduct regular uniform checks. Students who are unable to wear their complete uniform on any given day must bring a note to their Year Level Coordinator explaining the reason to obtain a uniform pass. A uniform pass must be obtained prior to their first scheduled class for the school day. If there is an ongoing uniform breach, the school will contact the parent/guardian via a Compass email and appropriate disciplinary action taken.

Evaluation: This policy will be reviewed every two years or prior if changes are required with recommended changes being presented to College Council.

Evaluation			Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
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Date of Next Review:	*August 2021 or as directed by DET.*			

Vocational Education And Training (VET) Policy

Rationale

Vocational Education and Training in Schools (VETiS) provides a vocationally oriented program of studies leading to a senior secondary certificate. It is designed to expand opportunities and pathways for senior secondary students. VETiS programs are typically delivered through partnership between schools, industry and Registered Training Organisations, and often include opportunities for students to participate in structured workplace learning.

Students enrolled in VETiS may also combine study and employment through School Based Apprenticeships and Traineeships which allow students to do an apprenticeship or traineeship while they undertake their VCE or VCAL.

Policy

Enrolment:

- Expression of Interest in VET and Course Information
  - Students can gain information about all prospective VET courses for the coming year online and in the Careers Office. Most of these documents are available in Term 3.
  - It is the students' responsibility to notify their course counsellors and VET Coordinator that they are interested in taking a VET course in Years 10-12.
  - Students from Year 10 and 11 can start VET programs.

- Registration and Withdrawal from VET Courses
  - Registration in VET programs is online via the cluster's portal. This is the student's responsibility. They must seek support from their VET Coordinator to ensure this process is completed accurately.
  - Once registered on a cluster portal, students need to ensure they are receiving direct communication via a valid email address about course commencement dates or changes.
  - If the student is considering withdrawing they need to liaise with their VET Coordinator immediately to ensure this happens smoothly.
  - Once the course starts students are unable to withdraw after the second week of classes.

Commitment to the Programs:

- Travel
  - Students are to organise their travel to VET ensuring they arrive on time, this may mean that they have to leave school earlier than initially planned. If this is the case it is important to liaise with the VET Coordinator and subject teacher to ensure all homework is understood and to be provided with an 'early leavers' pass.
  - Where possible it is advised that VET students travel to their classes with other students instead of being alone.
- Students are expected to be punctual to all classes.
  - One session of VET is equivalent to an entire week of normal school classes therefore it is imperative you attend.
  - If you are late upon arrival you are recorded as only having a ½ day attendance.
  - You are only allowed to miss two sessions per semester before being at risk of not passing the units of competency.
  - If you are absent for an 'approved' school or medical reason either get a note from your coordinators or a medical certificate. This should be provided to the VET coordinator at school and your trainer.
- Catch up classes

- Where necessary, students may be required to attend catch up classes after school, during the school holidays or on the weekend.

- Student Behaviour is of upmost importance. Students should abide by the trainer's rules and the rules of the Host School whenever they are on site.
  - This includes meeting Occupational Health and Safety requirements in and out of the classroom.
  - Attitude and behaviour are to be of the expected standard.
- Communication: it is expected that all students communicate with their VET Coordinators and VET trainers.
  - If the student encounters any situations where they are uncertain about their course requirements or unsatisfied with any aspect of their course they must speak with their VET Coordinator as soon as the problem arises.

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Purpose

To provide a safe and secure learning and teaching environment for students and staff by establishing processes to monitor and manage visitors to East Doncaster secondary College.

Scope

This policy applies to any visitors who may attend school grounds when the school is open for instruction between the hours of 8.00am and 5.00pm. Outside of these times, our front office is not staffed and the only visitors who are permitted on school grounds are parents/carers or their delegates who are dropping off or picking up students from school events such as parent teacher interviews, concerts, sport or other school activities, and community and other groups who have entered into contracts or agreements with the school to use school premises outside of school hours.

Definitions

Child-related work: As defined by the Working with Children Act 2005 (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional contact with children that is incidental to the work.

Policy

East Doncaster Secondary College strives to create an open and inclusive school community, and encourages parents and carers to be actively involved in their child's development and education. We also strive to foster strong partnerships with local community services, schools and other organisations.

East Doncaster Secondary College is not a public place. The principal has the authority to permit or deny entry to school grounds, and encourages all visitors to familiarise themselves with our school's Statement of Values, Child Safe Policy, Statement of Commitment to Child Safety, Child Safe Code of Conduct.

From time to time, different members of the public may visit our school. Visitors may include, but are not limited to:

- Parents
- Volunteers – see our school's Volunteers Policy for more information
- Prospective parents, students and employees
- Invited speakers, sessional instructors and others addressing learning and development
- Public officials (eg Members of Parliament, local councillors)
- Persons conducting business eg: uniform suppliers, booksellers, official school photographers, commercial salespeople
- Tradespeople
- Department of Health and Human Services workers
- Victoria Police
- Persons authorised to enter school premises (eg Worksafe inspectors, health officers etc)
- Other Department of Education and Training staff (including allied health staff) or contractors

Sign in procedure

All visitors to East Doncaster Secondary College are required to report to the school office on arrival. Visitors must:

- Access the Compass Kiosk in the foyer, opposite the general Office and sign in.
- Provide proof of identification to office staff upon request
- Produce their valid Working with Children Check where required by this policy (see below)
- Wear a visitor's lanyard/name tag at all times
- Follow instruction from school staff and abide by all relevant policies relating to appropriate conduct on school grounds including Child Safety Code of Conduct, Sexual Harassment Policy, Workplace Bullying Policy, Statement of Values
- Return to the office upon departure, sign out on the Compass Kiosk, and return visitor's lanyard/name tag

The General Office staff will ensure that our school's Child Safety Code of Conduct/Child Safety Statement of Commitment are available and visible to visitors when they sign in.

Requirements for visitors to produce a valid Working with Children Check card

All visitors, including parents, who are engaged in child-related work must have a valid WWC Check.

In some circumstances, visitors to East Doncaster Secondary College who are **not** engaged in child-related work will also be required to produce a valid WWC Check depending on the particular circumstances of their visit. For example, The College will require a valid WWC Check for:

- **visitors who will be working regularly with children** during the time they are visiting, even though direct contact with children is not a central part of their normal duties
- **visitors (e.g. contractors)**, who will regularly be performing work at the school and in circumstances where they will be performing their work in an area where they will be unsupervised and around children.

Further background checks, including references, may also be requested at the discretion of the principal.

Visitors who will be working in areas away from students (e.g. a visiting auditor who will be located in the front office with administration staff) or who will be supervised and accompanied by a staff member during their visit (e.g. a Member of Parliament, a journalist, a prospective parent on a school tour) will not be required to have a WWC Check.

Sworn Victoria Police officers or sworn Australian Federal Police officers are exempt from requiring a WWC Check, but may be asked to verify that they are sworn officers by providing proof of identification.

Invited speakers and presenters

On occasion, the College may invite external speakers or providers to deliver incursions, presentations, workshops and special programs for our students. Consistent with Department of Education and Training requirements, the College will:

- ensure the safety and welfare of students learning with an external provider(when the school contracts with another school, a registered training organisation or an organisation not registered as an education and training provider)
- ensure that the content of presentations and programs by external providers contributes to the educational development of our students and is consistent with curriculum objectives
- ensure that any proposed visit, programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular and is consistent with the values of public education, Department policies and the *Education and Training Reform Act 2006* (Vic). In particular, programs delivered by visitors are to be delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to:
    - elected government
    - the rule of law
    - equal rights for all before the law
    - freedom of religion
    - speech and association
    - the values of openness and tolerance
- respect the range of views held by students and their families.

Parent visitors

We understand that there may occasionally be a reason why a parent or carer may want to speak to or see their child at school, during school hours.

If there is a particular pressing or unavoidable issue that cannot wait until the end of the school day, we ask that parents or carers call the general office to make the request to speak to or see their child during school hours.

We also ask that parents avoid arranging to visit their children at school wherever possible, as this can cause inappropriate disruptions to the school day.

All parents or carers who visit our school during school hours, other than for the purposes of school pick ups and drop offs or for specific school events (eg parent teacher interviews, concerts, assemblies etc), are required to sign in as a visitor at the school office.

Other visitors

All business operators, tradespeople and other visitors attending the school to conduct work must report to the school office upon arrival for instruction and follow the sign in procedure outlined above.

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Volunteers Policy

Purpose

To outline the processes that East Doncaster Secondary College will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

Scope

This policy applies to the recruitment, screening, supervision and management of all people who volunteer at our school.

Definitions

Child-related work: work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional contact with children that is incidental to the work.

Closely related family member: parent, carer, parent/carer's spouse or domestic partner, stepparent, parent/carer's mother or father in-law, grandparent, uncle or aunt, brother or sister, including step or half siblings.

Volunteer worker: A volunteer school worker is a person who voluntarily engages in school work or approved community work without payment or reward.

School work means:

- Carrying out the functions of a school council
- Any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
- Any activity carried out for the welfare of the school at the request of the principal or school council
- Providing assistance in the work of any school or kindergarten
- Attending meetings in relation to government schools convened by any organisation which receives government financial support

This is a broad definition and means that volunteers who participate in school community activities, such as fundraising and assisting with excursions, are legally protected (ie indemnified) from action by others in the event of an injury or accident whilst they are performing volunteer school work in good faith.

Policy

East Doncaster Secondary College is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. East Doncaster Secondary College recognises the valuable contribution that volunteers provide to our school community and the work that we do.

The procedures set out below are designed to ensure that East Doncaster Secondary College's volunteers are suitable to work with children and are well-placed to make a positive contribution to our school community.

Becoming a volunteer

Members of our school community who would like to volunteer are encouraged to approach the Principal

Working with students and Suitability checks including Working with Children Checks

East Doncaster Secondary College values the many volunteers that assist with sporting teams and afterschool hours activities. To ensure that we are meeting our legal obligations under the Working With Children Act 2005 (Vic) and the Child Safe Standards, the College is required to undertake suitability checks which may include a Working With Children Check, proof of identity, work history involving children and/or reference checks.

Considering our legal obligations, and our commitment to ensuring that East Doncaster Secondary College is a child safe environment, we will require volunteers to obtain a WWC Check and produce their valid card to for verification in the following circumstances:

- **Volunteers who are <u>not</u> parent/family members** of any student at the school are required to have a WWC Check if they are engaged in child-related work regardless of whether they are being supervised.

- **Parent/family volunteers** who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is **not** participating, or does not ordinarily participate in, the activity.

- **Parent/community School Council members** sitting on School Council with student School Council members, regardless of whether their own child is a student member or not

In addition, depending on the nature of the volunteer work, our school may ask the volunteer to provide other suitability checks at its discretion (for example, references, work history involving children and/or qualifications). Proof of identity may also be required in some circumstances.

Non child-related work

On some occasions, parents and other members of the school community may volunteer to do work that is not child-related. For example, parents and friends club coordination, school council, participating in sub-committees of school council during which children will not be, or would not reasonably be expected to be, present.

School council members and volunteers on any sub-committee of school council will be asked to provide a valid WWC Check. Whilst we acknowledge that these volunteers will not be engaging in child-related work as part of their role, even when there is a student sitting on the school council, we believe that it is important that our volunteers who are involved in making important decisions about our school which will have an impact on students do have a valid WWC Check.

Management and supervision

Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety policy documents, and our Statement of Values and School Philosophy. Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's policies relating to Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying.

The principal has the discretion to make a decision about the ongoing suitability of a volunteer worker and may determine at any time whether or not a person is suitable to volunteer at the college.

East Doncaster Secondary College will provide any appropriate induction and/or training for all volunteer workers. The Principal will determine what induction and/or training is necessary depending on what type of work the volunteer will be engaged in.

All volunteers will be provided induction in relation to Example School's child safety practices, including reporting obligations and procedures. Our school has a Child Safety Reporting Obligations Policy which all staff and volunteers should be aware of.

The Principal will determine what supervision, if any, of volunteers is required for the type of work being performed.

Compensation

Personal injury

Volunteer workers are covered by the Department of Education and Training's Workers Compensation Policy if they suffer personal injury in the course of engaging in school work.

Property damage

If a volunteer worker suffers damage to their property in the course of carrying out school work, the Minister (or delegate) may authorise such compensation as they consider reasonable in the circumstances. Claims of this nature should be directed to the principal who will direct them to the Department's Legal Division.

Public liability insurance

The Department of Education and Training's public liability insurance policy applies when a volunteer worker engaged in school work is legally liable for:

- a claim for bodily injury to a third party

damage to or the destruction of a third party's property.

Evaluation				Reviewed: August 2020	
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Work Experience Policy

Rationale

East Doncaster Secondary College provides opportunity for Year 10 students to complete one week of work placement. This policy outlines the schools responsibility to prepare students prior to their work experience and the obligations for both the student and the employer during their placement.

Policy

Work Experience is a compulsory component of the School curriculum for Year 10 students. They are required to spend one week in the workplace.

The purpose of Work Experience is to learn about the world of work by becoming part of it and observing through firsthand experience the issues and challenges faced by employers and employees in the modern workforce. By participating in Work Experience it is expected that students will experience all, or at least some of the following work related competencies:

- develop employability skills;
- explore possible career options;
- understand employer expectations; and
- increase their self-understanding, maturity, independence and self-confidence.

Implementation

Students are placed with employers primarily to observe and learn – not to undertake activities which require extensive training or experience.

The College is required to adequately prepare students for the risks and hazards they may face in the workplace. Prior to their placement all students must complete the online OH&S safe@work program which includes a general module and then an industry-specific module based on the type of industry they will be participating in. Students in some specific industries may be required to complete additional OHS requirements eg. those spending time on Construction sites will be required to complete training for a 'White Card' prior to the placement which is at a cost to the student's family and students working with animals will be required to complete additional OHS/consent forms to ensure they understand the pertinent health regulations.

Students needing to travel in company vehicles while on work experience placements will be required to complete the relevant permission forms provided by the state government.

Students are required to submit a Work Experience Arrangement Form which must be signed by the employer, student, parents and Principal.

College staff will visit each student at their placements to discuss their experiences and what they have learnt during their stay. The only exception to this is where a student might be working in a rural location which is considered too far away for a teacher to drive to. In this case, the teacher will contact the student by phone.

Students are paid **$5.00** per day. This payment is meant to assist with transport costs to and from the Work Experience position and lunch costs only. Some employers may pay more than the set amount. However, some employers are **not** required to pay the students e.g. educational, charitable or community welfare organizations or Commonwealth Government Departments.

Students should conduct themselves in a co-operative and respectful manner to ensure their behaviour reflects positively on the school.

Employers will be required to complete an evaluation document at the end of the work experience period and return it to the student.

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Workplace Bullying Policy

Overview

The purpose of this Policy is to outline the processes by which the Department of Education and Training (the Department) prevents and responds to workplace bullying. It applies to all Department employees in schools, central and regional offices.

Definitions

Bullying is defined as repeated, unreasonable behaviour directed towards or from an employee or group of employees that creates a risk to health and safety.

Employees refers to a person employed by the Department either ongoing, fixed term or casual and whether full-time or part-time.

Health and safety refers to risk to the mental and/or physical health and wellbeing of a person.

Managers include principals in schools.

Repeated behaviour refers to the persistent nature of the behaviour and can involve a range of behaviours over time.

Unreasonable behaviour means behaviour that a reasonable person, having considered the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating, intimidating or threatening.

Workplace refers to any Department premises or facilities where Department business is conducted. The workplace is not restricted to our physical work space. The workplace:

- extends beyond the physical boundaries of the workplace
- extends beyond the set times of work
- includes interaction with other organisations and the public (where the individual may be seen as representing the organisation – e.g. in uniform, online social media platforms, etc)
- includes interaction between employees in a social context ie. Christmas parties, fundraisers and employees farewells. It may also include interactions outside of work – e.g. – a workmate's barbeque), especially if it impacts on relationships and behaviours within the workplace.

The workplace can extend to any situation where there is interaction with people at work (especially when the interaction has a negative impact on relationships at work)

Policy

The Department is committed to providing a safe working environment without risks to health where all employees are treated with dignity and respect. Bullying will not be tolerated in any of the Department's workplaces.

What is bullying

For the purpose of this Policy, bullying is repeated, unreasonable behaviour directed towards or from an employee or group of employees that creates a risk to health, safety and wellbeing.

Bullying may be either direct or indirect and can be carried out verbally, physically or in writing (e.g. via email, social media, instant messaging and text messaging). Some examples of behaviour that may amount to bullying include:

- abusive, aggressive or intimidating conduct
- making belittling or humiliating comments
- spreading malicious rumours or misinformation
- teasing or practical jokes
- deliberately excluding someone from work-related activities or events
- unreasonable work expectations, including providing excessive or insufficient workload or setting work below or beyond a worker's skill level
- withholding or denying access to information or resources necessary to perform work functions
- displaying offensive material
- pressure to behave in an inappropriate manner.

In some cases, bullying behaviors may amount to a criminal offence in Victoria. Bullying is contrary to both the Department's Values and the Victorian Public Sector Values and may lead to action under the Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance (Teaching) (Public Service).

What isn't bullying

Reasonable management actions carried out in a reasonable manner do not constitute bullying. Some examples of reasonable management action includes:

- setting reasonable performance goals, standards and deadlines
- allocating work
- rostering and allocating working hours
- failing to select and promote an employee, or informing an employee that their performance is unsatisfactory, in accordance with the Department's policies
- taking action in relation to unsatisfactory work performance i.e. disciplinary action, or terminating employment.

Responsibility for preventing and responding to workplace bullying

Responsibilities of the Department

The Department recognises its obligations under *Occupational Health and Safety Act 2004* to provide and maintain a safe working environment. The Department is committed to:

- ensuring that there are clear processes in place for raising grievances and complaints
- clearly communicating and promoting these processes amongst staff

- monitoring the implementation of this Policy
- identifying potential risk factors and taking prompt, reasonable action to minimise those risks including:
    - managing organisational change in an inclusive and participatory way e.g. consult with employees affected as early as possible and develop and maintain effective communication throughout the change process
    - implementing work systems to prevent the risk of bullying and review and evaluate those work systems e.g. review resource availability and seek feedback from employees through the People Matter Survey and School Climate Survey
    - promoting positive working relationships in the Department's workplaces
- ensuring the accessible provision of information and training as necessary to support the effective implementation of this Policy
- reviewing the Policy every two years or earlier, as required and communicating any changes or updates to the Policy across the workforce

Responsibilities of executives, managers and principals

It is the role of executives, managers and principals to:

- promote and model the Department's Values
- understand what constitutes bullying and know how to prevent or respond to bullying
- establish and maintain an environment where employees can conduct their daily work in a safe manner and where employees feel comfortable raising concerns relating to bullying or behaviour that causes a risk to health and/or safety
- identify behaviour that may amount to bullying, and take prompt action to address the behaviour. If the behavior involves violence or a threat of violence, contact Victoria Police
- consult and communicate with employees and Health and Safety Representatives (HSRs) on decisions and changes that may affect their health and safety
- ensure staff responsibilities and accountabilities are clearly defined and agreed to
- ensure availability of adequate resources and information for employees to enable them to perform their role
- facilitate teamwork and cooperation
- respond to concerns in a timely manner
- adhere to the Department's Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance (Teaching) (Public Service) when managing a bullying complaint
- encourage reporting onto eduSafe and close out reported incidents
- ensure employees are aware of available support services e.g. Employee Assistance Program (EAP) and the DET Workplace Contact Officers Network (WCO)
- ensure that all discussions, communications and actions are handled with sensitivity and confidentiality.

Responsibilities of employees

Employees are to take reasonable care for their own health, safety and wellbeing while at work and ensure that their acts or omissions do not adversely affect the health, safety and wellbeing of others. It is the responsibility of employees who believe they are experiencing bullying to:

- raise matters of concern at an early stage and actively participate in the complaint management process if necessary
- provide specific information regarding the perceived or alleged bullying in a form that enables the allegation to be considered and managed accordingly
- maintain confidentiality and not discuss or release information relating to a bullying complaint to any third party who has no legitimate involvement in the process
- ensure that any allegations relating to bullying are made honestly and not vexatiously or maliciously, or to impede legitimate managerial action
- cooperate with any complaint procedure in a timely and professional manner.

How to report bullying

If an employee believes they are experiencing or witness bullying, the first priority is to seek support listed in Section 7.

The following steps provide a guide for employees reporting bullying:

1. discuss and/or report the behaviour to your manager or principal. If the behaviour relates to your manager or principal, you can raise the matter with their manager. When raising the matter, it is often useful to communicate directly about your experience. You can also report it through eduSafe. Refer to the eduSafe Quick Reference Guide for further information.
2. with your manager or principal's support, you may wish to use informal avenues to discuss and resolve the issues. For instance, you may wish to speak about the behaviour with the person directly, such as with support from your manager or principal.
3. you may also wish to lodge a formal complaint of bullying. Lodging a complaint will mean that your allegations are properly considered, with an outcome provided to you. Based on the allegations, your manager will run a process to examine your allegations and allow the person to respond to your allegations. Your complaint should contain your specific allegations of behaviour that you believe is bullying. It is always best to lodge your complaint in writing. You can also report bullying anonymously, although this will limit your manager's ability to examine the allegations and take action.

Responding to reports of bullying

A complaint of bullying behaviour is to be managed in accordance with the Department's *Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance (Teaching) (Public Service).* These guidelines set out DET's complaints resolution process and processes for managing misconduct including in relation to bullying.

A principal or manager who receives a complaint of bullying can seek advice from the Employee Conduct Branch as to the appropriate procedure to manage it. Bullying is misconduct and allegations of bullying will generally warrant the commencement of disciplinary proceedings. In some instances it may be appropriate to manage allegations through complaint resolution procedures but advice should be sought from the Employee Conduct Branch in order to make that judgement.

Support and assistance

Support is available to all employees, managers, principals and supervisors involved in reporting and managing a bullying complaint, including after the matter has been resolved. Employees can seek support from their Workplace Contact Officer, Health and Safety Representative (HSR), Union Representative as well as the Department services:

- Employee Assistance Program
- Conflict Resolution Support Service

Further information, advice or assistance on any matters related to workplace bullying is available by:

- Accessing the bullying page on HR Web
- Contacting the People and Culture Unit via email people.matter@edumail.vic.gov.au
- Contacting the OHS Advisory Service on 1300 074 725 or email safety@edumail.vic.gov.au
- Contacting the Employee Conduct Branch on 9637 2495 or by email employee.conduct@edumail.vic.gov.au for information on the managing or reporting of allegations of bullying.

Further application

The Department encourages this Policy to be used by schools for volunteers, school council employees and contractors.

Policy review

This policy will be reviewed every two years by the Employee Safety and Wellbeing Unit (ESWU) in collaboration with the People and Culture Unit. All Department employees will be provided with an opportunity to have input into the review of the Policy during the consultation period.

Legislation and related policies

Charter of Human Rights and Responsibilities Act 2006

Crime Amendment (Bullying) Act 2011

Equal Opportunity Act 2010 (Vic)

Occupational Health and Safety Act 2004 (Vic)

Code of Conduct for Victorian Public Sector Employees

Fair Work Act 2009 (Cth)

Department of Education and Training Victoria Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance (Teaching) (Public Service):

- Department Complaints – Information for Employees
- Complaints Procedures: FAQs

Department of Education and Training Equal Opportunity, Discrimination and Harassment Policy 2011

Department of Education and Training Equal Employment Opportunity Guidelines for Victorian Government Schools 2011

Evaluation				Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**		**Date:**
Principal:	**Name:**	John Roberts	**Signature:**		**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*				

Yard Duty And Supervision Policy

PURPOSE

The purpose of this policy is to explain to staff East Doncaster Secondary College yard duty procedures and expectations for the appropriate supervision of secondary students. Appropriate supervision is an important strategy to monitor student behaviour, and enables staff to identify and respond to possible risks at school as they arise. It is also plays a vital role in helping schools to discharge their duty of care to students.

SCOPE

The principal is responsible for ensuring that there is a well organised and responsive system of supervision and yard duty in place during school hours, before and after school, and on school excursions and camps.

This policy applies to all teaching and non-teaching staff at East Doncaster Secondary College, including education support staff, casual relief teachers and visiting teachers.

School staff are responsible for following reasonable and lawful instructions from the principal, including instructions to provide supervision to students at specific dates, time and places.

POLICY

BEFORE AND AFTER SCHOOL

East Doncaster Secondary College grounds are supervised by school staff from 0845 until 1525. Outside of these hours, school staff will not be available to supervise students. Regular communication will be made from the school to remind parents of the college grounds hours of supervision.

Students who may wish to attend school outside of these hours are encouraged to login in through the compass kiosk.

YARD DUTY

Yard Duty supervision is a vital element in ensuring the health and well-being of our students every day and a great opportunity to enjoy the company of our students. Record students found in an “out-of-bounds” area and inform coordinators.

All staff at East Doncaster Secondary College are expected to assist with yard duty supervision and will be included in the semester roster. The assistant principal is responsible for preparing and communicating the yard duty roster on a regular basis. A search on compass, by area, will list who is on duty (or the replacement) on any given day. Contact the daily organiser for any queries.

Students are not permitted to be inside the 500 open spaces unless an extreme weather day has been announced by the office, and 300 and 400 block open spaces are for quiet study during ***lunch 2 only***.

The designated yard duty areas for the college (See Map following descriptions)

Area 1 (Orange) George and Dryden Streets: Supervision area includes north and east side of the 200 block, the north side of Administration Block, 100 block and the corridor between Admin and 200 Block. Be alert for students involved in kicking ball games (danger of window breakage) or large groups congregating (seek support when necessary).
Area 2 (Yellow) Upper Courtyard*:* Supervision area includes upper courtyard, locker bays and toilets, 200 block and 300 Block. Students may be in internal Open 300 area but not classrooms. Be alert for students involved in kicking ball games (danger of window breakage) or large groups congregating (seek support when necessary).

Area 3 (Blue) Middle Courtyard: Supervision area includes middle courtyard, 100 Block, Administration Block, north side of the 400 Block and Library. Be alert for students involved in kicking ball games (danger of window breakage) or large groups congregating (seek support when necessary).

Area 4 (Green) 400 Block and parts of 500 Block*:* Supervision includes 400 block, students may be in the internal open area but not in the classrooms and Portables 501-506 and Portables 522-533. Be alert for students involved in kicking ball games (danger of window or garden damage) or large groups congregating (seek support when necessary).

Area 5 (Purple) Lower Courtyard and parts of 500 block: Supervision includes lower courtyard, surrounds of Hall, Portables 508 to 520 inclusively. Check hall doors and clear students from inside the hall; check Hall toilets and change-rooms. Monitor locker bays and toilets. Be alert for students involved in kicking ball games (danger of window breakage) or large groups congregating (seek support when necessary).

Area 6 (Teal): Supervision includes all tennis courts, undercover basketball courts, carpark south of the 300 block. Be alert for students involved in ball games or large groups congregating (seek support when necessary).

Canteen (Blue): Supervision includes canteen and canteen courtyard. Make sure there is an orderly queue in outside the door. Students to be admitted 5 or 6 at a time. Do not allow students to stay in canteen to eat. Monitor boys' or girls' toilets. Discourage loiterers and anti-social behaviour.

Senior School (pink): John Landy Centre (JLC), including inside open areas and corridor between canteen and 400 Block. Be alert for students involved in ball games or large groups congregating (seek support when necessary).

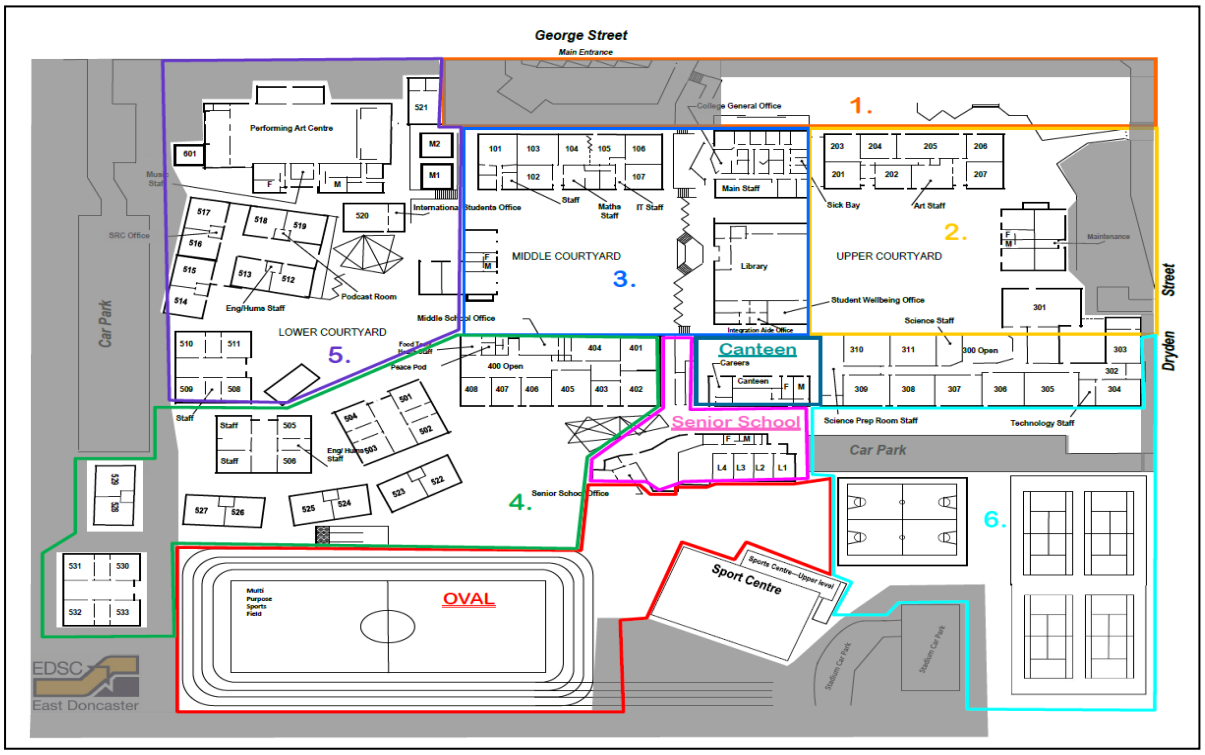
Oval (Red): Supervision includes the large grass sloped area down to the oval, and the artificial turf oval. As the area is generally used for active recreation be alert for safe practices by students, especially with ball games

4. **After school:** Monitor lockers, toilets. Be alert for bike riders.

5. **Common Rooms:** Year 12 –The John Landy Centre; Year 10 & 11 – 300s Open Area; Years 7 to 9 – 400 & 500 Open Areas

6. **Student Toilets**

Years 7 students may use the Toilets in the 400 Block and the Lower Courtyard
Year 8 and 9 students may use the toilets in the Lower Courtyard
Year 10 and 11 students may use the Toilets in the Upper and Canteen Courtyards
Year 12 students may use the Toilets in The John Landy Centre



School staff must wear a provided safety/hi-vis vest whilst on yard duty. Safety/hi-vis vests are given to each staff member at the commencement of employment. A replacement can be ordered through the general office.

Staff who are rostered for yard duty must remain in the designated area until they are replaced by a relieving teacher.

During yard duty, school staff must:

- Ask students to keep the yard clean and direct students to pick up rubbish around them and place it in the nearby bins.
- Ensure that students do not leave the school grounds without signing out via the Compass kiosk. Year 11 and 12 students who have private study after lunch may leave school to go home for the day. They cannot leave for lunch and return to study. Students leaving will most likely have their bag with them.
- Ensure students **do not** receive lunch deliveries (Uber Eats etc.). Call for coordination team for support if needed and chronicle students involved.
- Indoor spaces- Staff will be assigned to the 300 and 400 block open areas during ***Lunch session 2***. These spaces are available for students undertaking quiet study only. No food or drink is permitted inside these areas. However, a small number of middle school students are permitted in the 400 open space as directed by the Middle school coordinators as part of a Student support plan. Please check the Compass pinned chronicle or speak with the year level coordinators about these students if on duty in the 400 open space.
- The 500 classroom areas are out-of-bounds during recess and lunch (apart from designated extreme weather days).

- Small ball games (down ball/4-square) are permitted, students cannot kick soccer or footballs in the courtyards.
- There are two outdoor table tennis tables. Senior school students can play in the JLC courtyard and Middle school students in the lower courtyard. Equipment is available at the respective offices.
- Some yard duty areas are permanently supervised by in-lieu, cover or CRT staff. This will appear on your Compass schedule and is arranged by the Daily Organiser
- Extreme weather- when this is announced by the office (lunch only, recess rarely**) yard duty arrangements are changed as follows:

● ***Possible change to yard duty at recess/lunch***		
	Normal area	***GO TO HERE***
Recess	*Area 1*	*Area 1 and 2*
10:39 - 11:04	*Area 2*	*300 OPEN Year 10*
25 min	*Area 3*	*400 OPEN Year 7*
	Area 4	*500 OPEN Years 8 and 9*
	Area 5	*500 OPEN Years 8 and 9*
	Area 6	*400 OPEN Year 7*
	Oval	*Area 3 and 4*
	Canteen 1	*Canteen*
Lunch 1	*Area 1*	*Area 1 and 2*
12:42 - 1:07	*Area 2*	*300 OPEN Year 10*
25 min	*Area 3*	*400 OPEN Year 7*
	Area 4	*500 OPEN Years 8 and 9*
	Area 5	*500 OPEN Years 8 and 9*
	Area 6	*400 OPEN Year 7*
	Oval	*Area 3 and 4*
	Canteen 1	*300 OPEN Year 10*
	Canteen 2	*Canteen*
Lunch 2	*300 Open Area*	*300 Open Area*
1:02 - 1:27	*400 Open Area*	*400 Open Area*
25 min	*Area 1*	*Area 1 and 2*
	Area 2	*300 OPEN Year 10*
	Area 3	*400 OPEN Year 7*

	Area 4	*500 OPEN Years 8 and 9*
	Area 5	*500 OPEN Years 8 and 9*
	Area 6	*400 OPEN Year 7*
	Oval	*Area 3 and 4*
	Oval 2	*Area 3 and 4*
	Canteen 1	*Canteen*
Lunch 3	*Area 3*	*400 OPEN Year 7*
1:22 - 1:37	*Area 4*	*500 OPEN Years 8 and 9*
15 min	*Area 5*	*500 OPEN Years 8 and 9*
	Area 6	*400 OPEN Year 7*
	Oval	*Area 3 and 4*
	Canteen	*Canteen*
	Area 1	*Area 1 and 2*
	Area 2	*300 OPEN Year 10*

If being relieved of their yard duty shift by another staff member (for example, where the shift is 'split' into 2 or 3 consecutive time periods), the staff member must ensure that a brief but adequate verbal 'handover' is given to the relieving staff member in relation to any issues which may have arisen during the first shift.

If the supervising teacher is unable to conduct yard duty at the designated time, they should contact the daily organiser with as much notice as possible prior to the relevant yard duty shift to ensure that alternative arrangements are made.

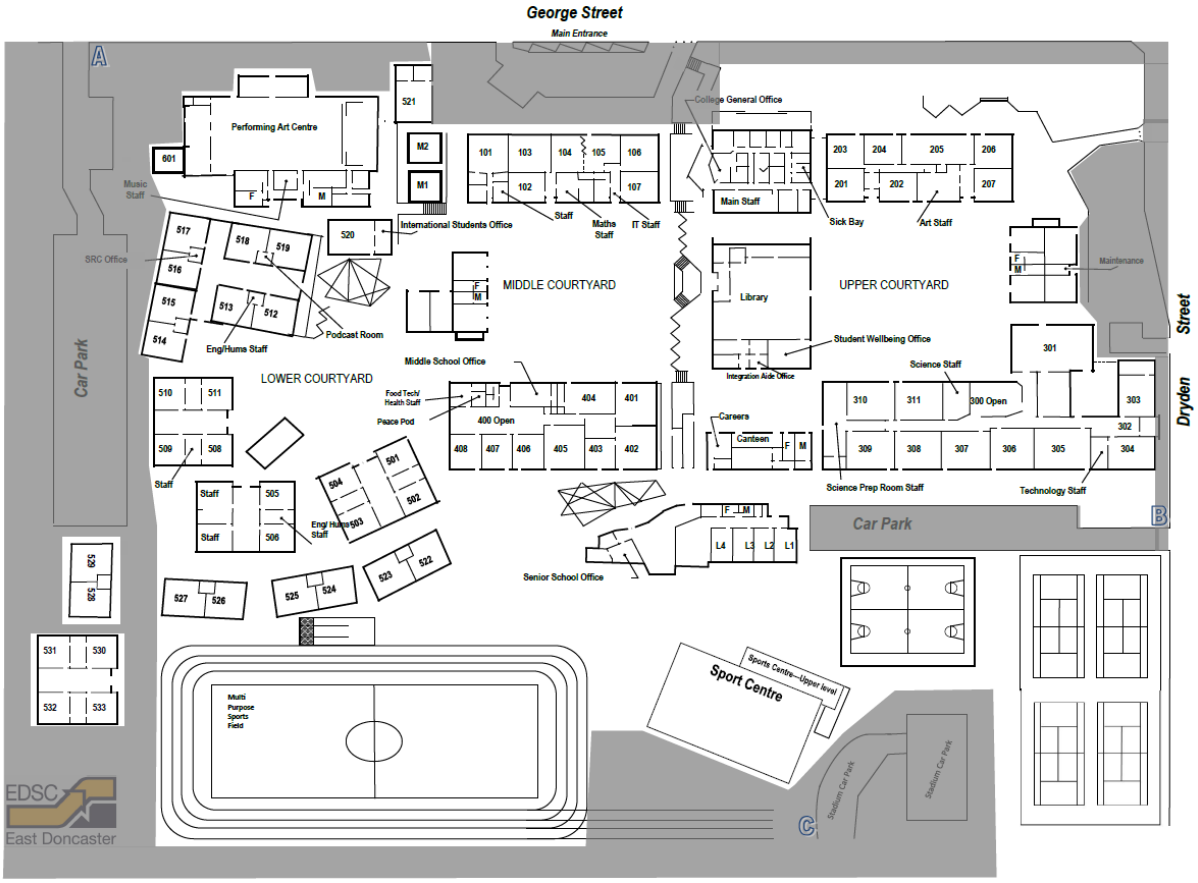
If the supervising teacher needs to leave yard duty during the allocated time, they should contact the daily organiser but should not leave the designated area until the relieving teacher has arrived in the designated area.

If a next duty teacher does not arrive for yard duty, the teacher currently on duty should ask another staff member to contact the daily organiser and not leave the designated area until a relieving teacher has arrived.

Should students require assistance during recess or lunchtime, they are encouraged to speak to the supervising yard duty teacher.

OUT OF BOUNDS AREA

- Students who are found in an out-of-bounds area should be directed back to an appropriate space. Make a note on the Compass chronicle (See following map).



CLASSROOM

The classroom teacher is responsible for the supervision of all students in their care during class.

If a student is asked to leave the classroom for disciplinary reasons, a responsible student must accompany them to the coordinators office. See student engagement policy

If a teacher needs to leave the classroom unattended at any time during a lesson, he or she should first contact the daily organiser for assistance. The teacher should then wait until a replacement staff member has arrived at the classroom before leaving.

SCHOOL ACTIVITIES, CAMPS AND EXCURSIONS

The principal and leadership team are responsible for ensuring that students are appropriately supervised during all school activities, camps and excursions. Appropriate supervision will be planned for school activities, camps and excursions on an individual basis, depending on the activities to be undertaken and the level of potential risk involved.

Evaluation			Reviewed: August 2020	
School Council President:	**Name:**	Stefan Kazakis	**Signature:**	**Date:**
Principal:	**Name:**	John Roberts	**Signature:**	**Date:**
Date of Next Review:	*August 2021 or as directed by DET.*			