

Student Handbook

2022



Principal

John Roberts

Assistant Principals

Karen Boyle

Cameron Campbell

Jasvinder Kaur

Heads of School

Middle School

Justin Bond

Senior School

Kate Leaumont

CONTENTS

Contents

INTRODUCTION.....	4
COLLEGE PHILOSOPHY	4
KEY LEADERSHIP CONTACTS FOR 2022.....	6
SCHOOL CONTACTS FOR 2022	8
ORGANISATION OF THE SCHOOL DAY FOR STUDENTS – BELL TIMES.....	8
ARRIVAL AT SCHOOL	9
LATE ARRIVALS AND EARLY LEAVERS.....	9
STUDENT ATTENDANCE & ABSENCE.....	9
STUDENT PASSES – LIBRARY, SICKBAY AND TOILET.....	10
ACCESS TO OPEN AREAS	10
YARD CLEAN-UP DUTY	10
TOILET ACCESS	11
STUDENT WELL-BEING & ENGAGEMENT.....	11
SCHOOL UNIFORM.....	12
CASUAL DRESS DAYS	14
DETENTION	15
FIRST AID AND ILL STUDENTS.....	16
LOCKERS.....	16
VALUABLES.....	16
SCHOOL CANTEEN.....	17
COMMUNICATION OF LEARNING EXPECTATIONS & SCHOOL ACTIVITIES.....	17
SCHOOL COUNCIL AND PARENT ORGANISATIONS	18
HOMEWORK/HOMESTUDY POLICY	18
ASSESSMENT AND REPORTING.....	19
REPORT WRITING/PARENT TEACHER INTERVIEWS	20
CAREERS AND PATHWAY EDUCATION.....	20
CAMPS, INTERSTATE AND INTERNATIONAL TOURS	21
OUT OF BOUNDS AND RESTRICTED AREAS – SAFETY AND SECURITY	21
STUDENT LEADERSHIP	22
STUDENT WELLBEING, ENGAGEMENT AND CODE OF CONDUCT.....	23
CHILD SAFE CODE OF CONDUCT	29
CHILD SAFETY POLICY.....	32
STATEMENT OF COMMITMENT TO CHILD SAFETY AND CHILD SAFETY PRINCIPLES	33

CHILD SAFETY CODE OF CONDUCT	39
BULLYING PREVENTION	43
MOBILE DEVICES POLICY	47
1 TO 1 DIGITAL TECHNOLOGIES, USE AND LEARNING PROGRAM 2021	52
ICT ACCEPTABLE USER POLICY	64
EVACUATION – SAFETY OF STUDENTS & STAFF IS PARAMOUNT	70
COLLEGE MAP	72

INTRODUCTION

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 in excess of 40 nationalities including a number of International Students. Over 50% 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.

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

"A good teacher makes you think even when you don't want to."-Fisher, 1998, Teaching Thinking

Democratic Principles

The programs of, and teaching in, a school must support and promote the principles and practice of Australian democracy, including a commitment to:

- a. elected government; and
- b. the rule of law; and
- c. equal rights for all before the law; and
- d. freedom of religion; and
- e. freedom of speech and association; and
- f. the values of openness and tolerance.

Nothing in this clause is intended to affect the rights accorded to, or the compliance with any obligation imposed on, a school under an enactment of the State or of the Commonwealth.

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.

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KEY LEADERSHIP CONTACTS FOR 2022



John Roberts
COLLEGE PRINCIPAL



Karen Boyle
ASSISTANT PRINCIPAL
Teaching & Learning



Cameron Campbell
ASSISTANT PRINCIPAL
Student
Connectedness/Operations



Jasvinder Kaur
ASSISTANT PRINCIPAL
Development/Internationalising
Education

MIDDLE SCHOOL CONTACTS 2022

Middle School
Year 7 – 9



Justin Bond
Head of Middle
School
Year 7 – 9

Year 7 Coordinators



Rebecca Morris
Year 7 Coordinator



Mark Rickard
Year 7 Coordinator



Kim Schwarz
Year 7 Coordinator

Year 8 Coordinators



Leanne Kaufmann
Year 8 Coordinator



Tom Novak
Year 8 Coordinator

Year 8 Coordinators



Giulia Catalano
Year 9 Coordinator



Adam Robb
Year 9 Coordinator



Kate Hesselmanns
Year 9 Coordinator

SENIOR SCHOOL CONTACTS 2022

Senior School
Year 10 – 12



Kate Leamont
Head of Senior
School
Year 10 – 12

Year 10
Coordinators



Tim Bourke
Year 10 Coordinator



Emily Mathews
Year 10 Coordinator

Year 11
Coordinators



Paul Basford
Year 11 Coordinator



Cassandra Brock
Year 11 Coordinator

Year 12
Coordinators



Jonathan Davies
Year 12 Coordinator



Lynette Smith
Year 12 Coordinator

Principal	John Roberts
Assistant Principals	Karen Boyle, Cameron Campbell & Jasvinder Kaur
Leading Teacher - Curriculum	Paola Malatesta
Leading Teacher - Daily Organiser/Timetable	Steve Hoffman
Leading Teacher - eLearning/ICT	Brett Lamb
Leading Teacher - Head of English/EAL	Jarrod Sturnieks
Leading Teacher - Head of Mathematics	John Rainbow
Leading Teacher - Instructional Coach – Pedagogy - Acting	Justin D’Andrea
Leading Teacher - Learning Performance & Data Analysis	Angie Fusinato
Leading Teacher - Science/STEM	Paul Williamson
Leading Teacher - Student Voice & Community Engagement	Kerryn Murray
Learning Specialist – Numeracy	Craig Carpenter
Learning Specialist – Literacy	Brenda James
Learning Specialist – Professional Development	Scott Copeman
Learning Specialist – STEM	Sally Polidano
Leading Teacher - Head of Middle School (7 to 9)	Justin Bond
Year 7 Coordinators	Rebecca Morris, Mark Rickard & Kim Schwarz
Year 8 Coordinators	Leanne Kaufmann & Tom Novak
Year 9 Coordinators	Adam Robb, Giulia Catalano & Kate Hesselmanns
Leading Teacher - Head of Senior School (10 to 12)	Kate Leaumont
Year 10 Coordinators	Emily Mathews & Tim Bourke
Year 11 Coordinators	Paul Basford & Cassandra Brock
Year 12 Coordinators	Lynette Smith & Jonathan Davies
Chess Club Coordinator	Betty Liu
Commerce Coordinator	Justin D’Andrea
Complimentary Learning Support Coordinator	Terry McDonald
Daily Organiser	Jane Petty
Debating Coordinator	
Director of Music	Norm Grimmett
EAL/ELC Coordinator	Brenda James
Food Technology Coordinator	
Health & Personal Development Coordinator	Angie Fusinato
Humanities Coordinator	Paola Malatesta
Assistant Humanities Coordinator	Michael Perks
Instrumental Music Administrator	Carl Williams
Interact Coordinator	
International Student Coordinator	Simon Veerhuis
Interschool Sport Coordinator - Team Competitions	Brandon Wood
Library Coordinator	Michelle De Azipurua
LOTE (Chinese) Coordinator	Li Lin
LOTE (Italian) Coordinator	Annette Violo
Outdoor Education Coordinator	Christina Vemis
Performing Arts Coordinator (Drama, Theatre Studies & Performances)	Amanda Broxham
Physical Education Coordinator	Michael James
Respectful Relationships Coordinator	Rebecca James
Sporting Carnivals Coordinator	Michael James
Student Leadership (House Activities) Coordinator	Michael James
Student Pathways, Work Experience & VET Coordinator	Craig Browne
Student Wellbeing Coordinators	Michael Colling, Lisa Eyles, Maria Rigopoulos & Lisa Trovato
Transition Coordinator	Tina Marchant

VCAL/Headstart Coordinator	Kelly Kingham
Visual Arts Coordinator (Art,VCD, Media, Photography, Ceramics)	Warwick Bennett
Years 7, 8 & 9 Sport Program Coordinator	Glenn Baker

SCHOOL CONTACTS FOR 2022

Address 20 George Street
East Doncaster Victoria 3109

Telephone 03 9842 2244
Facsimile 03 9841 8010

Internet Address www.edsc.vic.edu.au

E-mail east.doncaster.sc@education.vic.gov.au

ORGANISATION OF THE SCHOOL DAY FOR STUDENTS – BELL TIMES

Mon, Wed, Thurs & Fri	
SESSIONS	TIMES
Locker bell	8.45 am
Period 1	8.55 am - 9.45 am
Period 2	9.45 am -10.35 am
Recess	10.35 am -11.00 am
Locker Bell	10.50 am
Period 3	11.00 am -11.50 am
Period 4	11.50 am - 12.40 pm
Lunch	12.40 pm -1.35 pm
Locker Bell	1.25 pm
Period 5	1.35 pm - 2.25 pm
Period 6	2.25 pm – 3.15 pm
End of Day	3.15 pm

Tuesdays	
SESSIONS	TIMES
Locker bell	8.45 am
Period 1	8.55 am – 9.37 am
Period 2	9.37 am – 10.19 am
Recess	10.19 am – 10.44 am
Locker Bell	10.34 am
PF	10.44 am – 11.32 am
Period 3	11.32 am – 12.14 pm
Period 4	12.14 pm – 12.56 pm
Lunch	12.56 pm – 1.51 pm
Locker Bell	1.41 pm
Period 5	1.51 pm – 2.33 pm
Period 6	2.33 pm – 3.15 pm
End of Day	3.15 pm

ARRIVAL AT SCHOOL

Students are expected to **arrive at school no later than 8.40 am** in order for the first bell at 8.45am and ready to commence classes at 8.55am.

Notices will be available to staff and students via the News Feed in Compass.

Recess

At the **beginning of recess**, students should return books for Periods One and Two to their lockers and **on the Locker Bell**, students should collect all books and equipment necessary for Periods Three and Four and move immediately to Period Three.

Lunch

At the **beginning of lunchtime**, students should return their books to their lockers.

On the Locker Bell, students should move **immediately** to their lockers, collect their books for Periods Five and Six and move **quickly** to Period Five.

LATE ARRIVALS AND EARLY LEAVERS

Late Arrivals

All students who are late to school must report to the General Office and obtain a **Late Pass from the Compass Kiosk**. **Students will need their Compass ID card with them to use the Kiosk**. *Students can also check their timetable and top up print credit on this Kiosk.*

Parents must place an approval on Compass explaining why they are late or leaving early.

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.

Students who are late to school without an adequate excuse may be required to make up time after school.

Early Leavers

Students who already have an approval on Compass to leave early must sign out at the Compass Kiosk before leaving the school. Students should sign back in at the Compass Kiosk if returning to school that day.

STUDENT ATTENDANCE & ABSENCE

It is expected that all students endeavour to attend school every school day. Students must arrive at 8.40am for the first bell at 8.45am.

In the event of illness or other absence parents are requested to log in to Compass and record a Parent Approval using the Action Button next to their student's name from the Compass home page. This allows them to add an approval and select the date range for the approval. Students and their families are discouraged from taking extended family holidays during the school term.

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

STUDENT RECORDS

It is important for students or their parents to inform the General Office promptly of any:

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- change of address
- change of telephone arrangements and numbers, and email addresses
- change in medical information
- other factors of importance.

Parent/guardian notification is required for all exiting students. Exit Forms may be collected from the general office and must be completed by students and their parents before leaving permanently.

STUDENT PASSES – LIBRARY, SICKBAY AND TOILET

Library, Sick Bay and Toilet Passes

Teachers will sign a student's diary giving permission to leave class to go to the library, sick bay or the toilet during class time.

No student is permitted to leave the room without their diary signed. Students should not be sent to or permitted to visit the General Office during class time.

Library Access

The Library is an important place for students to access learning resources. There are books, computers, multi-media equipment and librarians available to support students in their quest to complete their studies successfully. It also has a private study area.

The library is open from 8.30am to 3.30pm daily.

If a student needs to visit the library during class time, they should bring their Student Diary signed by the class teacher showing what they are planning to do.

Students may borrow books or multi-media equipment from the library if it relates to their learning.

ACCESS TO OPEN AREAS

Students who wish to remain inside during recess and/or lunchtime may do so in the following areas:

- Year 12 Students The John Landy Centre
- Year 11 Students The John Landy Centre on Tuesday and Thursday lunchtimes or on designated days of extreme weather and/or the 300 open area
- Year 10 Students The 300 open area
- Year 7 - 9 Students The open areas of the 400 & 500 buildings on Tuesday and Thursday lunchtimes or on designated days of extreme weather

The Open Areas must be kept clean and tidy, and all litter placed in bins. Duty teachers will supervise these areas.

YARD CLEAN-UP DUTY

It is a responsibility of all staff and students to be respectful of our school environment. There are many rubbish bins around the school for students to dispose of their waste. Unfortunately, students

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still drop litter in the school yard. Hence, a class from Years 7 to 9 is rostered on to clean the yard each week.

At the commencement of Period 5, groups of students in allocated home groups will be allocated a designated area to clean of all litter. They will each be given a glove and a small bag and sent to their designated area to pick up any remaining rubbish and return their rubbish to a nearby bin.

Following this brief duty, the Assistant Principal and the period 5 teacher will **inspect the yard with the class**. When all areas are perfectly clean, the period 5 teacher will escort the students back to class.

TOILET ACCESS

- Years 7 students may use the toilets in the 400 Block and Lower Courtyard
- Year 8 and 9 students may use the toilets in the Lower Courtyard
- Years 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

STUDENT WELL-BEING & ENGAGEMENT

The school is organised in two sub schools to facilitate Student Wellbeing and Engagement:

Head of Senior School:	Kate Leaumont
Year 12 Coordinators	Lynette Smith, Jonathan Davies
Year 11 Coordinators	Paul Basford, Cassandra Brock
Year 10 Coordinators	Emily Mathews, Tim Bourke
Head of Middle School:	Justin Bond
Year 9 Coordinators	Adam Robb, Giulia Catalano & Kate Hesselms
Year 8 Coordinators	Leanne Kaufmann & Tom Novak
Year 7 Coordinators	Rebecca Morris, Mark Rickard & Kim Schwarz
Student Wellbeing Coordinators:	Maria Rigopoulos, Michael Colling, Lisa Trovato, Lisa Eyles, Maddison Sill
International Student Coordinator:	Simon Veerhuis
Student Pathways, Careers, VET, Work Experience:	Craig Browne
VCAL/Head Start Coordinator:	Kelly Kingham
Complementary Learning Support Coordinator:	Terry McDonald

Throughout their school life students will encounter a whole range of experiences. In most cases these will be positive and enriching; however, life is complex and often doesn't go to plan. At different stages of development students may feel overwhelmed or confused and in need of assistance. Whilst the first point of contact for a student will be the home group teacher, another teacher or a year level coordinator, the Student Wellbeing Team is available to support and help

students work through emotional distress in a healthy and non-destructive way. The team provides:

- A safe place for students
- Opportunities for students to express their feelings, resolve conflict and restore relationships
- Programs that promote self-esteem, confidence building and skills to combat bullying
- School based counselling and support to students experiencing emotional, social and academic difficulties

Confidentiality

The Student Wellbeing Hub is located near the Middle Courtyard. The wellbeing office is a private and safe place where students can express their feelings confidentially. **The Wellbeing Team** are available to students experiencing emotional difficulties. Before counselling, the Wellbeing Coordinators will explain to students' what confidentiality they can offer and explore various options available. Sessions provide students with the opportunity to explore their feelings and situation in a respectful and non-judgemental way.

Areas where we can help:

- Friendships and other relationships
- Conflict resolution
- Bullying
- Working through grief and loss
- Anxiety and stress related to schoolwork, exams and a future after school
- Dealing with family distress and crisis
- Dealing with issues related to actions or thoughts of self-harm
- Loneliness

Information on the above topics is also available to students via:

Links to "Reach Out for Kids"; "Teen Health" and "Headspace-Australia's National Youth Mental Health Foundation".

SCHOOL UNIFORM

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.

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Jewellery and Hair Colour

The only jewellery permitted to be worn by students is up to two plain metal earrings (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.

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

<p>SUMMER</p> <ul style="list-style-type: none"> • 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 <p>Summer uniform should be worn in Terms One and Four.</p> <p>Summer uniform should be worn in Terms One and Four.</p>	<p>WINTER</p> <ul style="list-style-type: none"> • 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) <p>SPORT</p> <ul style="list-style-type: none"> • 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.
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BOY'S UNIFORM

<p>SUMMER</p> <ul style="list-style-type: none"> • 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. 	<p>WINTER</p> <ul style="list-style-type: none"> • 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).
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<ul style="list-style-type: none"> • 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 runners. <p>Summer uniform should be worn in Terms One and Four.</p>	<ul style="list-style-type: none"> • Shoes (as for Summer). • Socks – grey only <p>SPORT</p> <ul style="list-style-type: none"> • 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.
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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.

1. 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.

CASUAL DRESS DAYS

The College will allow ‘Casual Dress Days’ for the express purpose of collecting donations for specific charities and to be used as contributions towards improving student facilities and amenities.

The following criteria and conditions will apply:

- One casual dress day per term only
- Donations raised will be allocated to organisations and charities decided by the SRC; typically one day will raise funds for State Schools’ Relief Fund.
- The cost per student at school in casual dress will be \$2

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- Planning and organisation of the days will be the responsibility of the SRC
- Dates decided upon must have the approval of the Principal

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 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 but which are deemed obscene, sexually suggestive, a danger to health and safety or promotes the use of illegal substances. Where there are breaches of these guidelines, parent contact will be made in these circumstances.

DETENTION

Staff should work through the College student well-being protocols to address issues with students. However, if teachers give detentions to students, they should adhere to the guidelines given in the DET Student Code of Conduct (pages 10-11). In summary, these are:

- Teachers may require a student to finish schoolwork that has not been completed in the regular classroom, or to undertake additional or new work or duties at a reasonable time and place.
- No more than half the time allocated of any recess break may be used for this work.
- The time should not exceed 30 minutes.
- Parents are to be informed at least a day before the detention if it is to be held after school hours (Approval for after school detentions must be sought from Sub-school Coordinators).
- Where family circumstances are such that the completion of after-school work would create undue hardship, e.g. where students regularly supervise younger siblings in the absence of parents, schools may choose to negotiate alternative disciplinary measures with parents. Schools are permitted to detain students, but are encouraged to take into account family circumstances and negotiate with parents as appropriate.

FIRST AID AND ILL STUDENTS

In the case of illness or accident occurring at the school a student will be attended initially at the sickbay and parents will then be notified if it is thought that further care is necessary.

School Council employs a sickbay attendant from 8.30 a.m. to 3.30 p.m. each school day to attend to all student illnesses and accidents. We are fortunate to have **Rose Howarth**, a qualified nurse, as our SickBay attendant. It is expected that on her recommendation parents will collect a sick or injured child from sickbay. We recommend in the case of an emergency that all students have Ambulance Insurance. **It is essential for parents to ensure emergency telephone contact details are correct at all times. Please note that the nurse will not dispense non-prescription medicines (eg pain relief).**

LOCKERS

Each student is issued with a locker at the start of each year. It is important that our students keep their lockers tidy and graffiti free.

Each student should have a combination lock. The code should be kept confidential to ensure security of a student's belongings. It is an explicit expectation that all lockers should be locked when not in use. Students who are consistently unable to meet this expectation may have the privilege of using a school locker revoked.

Students are only permitted to be at lockers during the following times:

- between 8.30am and 8.50am
- at recess, between 10.35am and 10.40am and then between 10.50am and 11.00am
- between 12.40pm and 12.50pm
- between 1.25pm and 1.35pm
- between 3.15 pm and 3.30pm

Students must not be at their lockers during class time or between Periods 1 & 2, Periods 3 & 4 and Periods 5 & 6.

Teachers will not allow students to leave classes to go to their lockers during class time.

School Bags

Every student must use an official school uniform bag with the school emblem. These bags should never be decorated with labels or stickers.

For security reasons, bags should be kept in lockers throughout the school day. They are not to be left in corridors, outside or under school buildings, in the Library foyer or on top of or beside lockers. They must not be carried around the school or taken to any class. The only exception to this rule is if students are attending a physical education class.

Bags must not be taken into the school grounds at recess or lunch.

VALUABLES

Valuables and large sums of money should not be brought to school.

If there are special reasons for this to occur, it is expected that students take the items to the General Office, their Level Co-ordinator or the Assistant Principals for safekeeping as soon as they arrive at school.

Lost Property

A lost property cupboard is located in the Sick Bay area. Unclaimed goods are subject to periodic sale or forwarded to welfare agencies. Everyone is expected to hand in lost property, whether it is named or not. Due respect for private and public property is considered to include a willingness to help in the apprehension of anyone who is responsible for damage or theft of property. As a precaution against damage or loss, students are encouraged to have all their property, including books, bags and clothing, clearly and permanently marked. Lockers should be locked. All available precautions should be taken to ensure the safety of bicycles with appropriate locks. As far as possible, students should avoid bringing large sums of money and expensive articles to the College.

SCHOOL CANTEEN

Our school canteen is conducted by Janna's Catering which follows the "healthy school food service" practices. The canteen promotes foods that are consistent with the *Dietary Guidelines for Children and Adolescents in Australia*:

<https://www.nhmrc.gov.au/guidelines-publications/n1>

The canteen is open for "breakfast" from 8.30am. Lunch orders can be made before school. Students may visit the canteen to purchase snacks, drinks or a meal at recess and lunchtime.

To ensure orderly conduct in the canteen a teacher supervises the queues and the behaviour of students inside the canteen.

COMMUNICATION OF LEARNING EXPECTATIONS & SCHOOL ACTIVITIES

Success in school is achieved best when there is a partnership between teachers, students and their parents. Our practice is to have regular communication on progress to parents via Compass.

Each student should maintain accurate records of tasks and timelines in their diary so parents can readily see what is expected of them. Parents are encouraged to regularly check their student's diary and Compass Learning Tasks so they can support the learning process. Students must ensure the diary is not used for other purposes.

News Feeds outlining school activities, notifications and reminders to individuals and groups of students is made available via the Compass Home Page.

Visual Display Monitors positioned strategically around the school will display important reminders to students.

A fortnightly Newsletter is published on the school's website. The Newsletter is usually full of descriptions of school activities, reminders to families, includes a calendar of upcoming events and highlights student and staff achievements. The school's website is www.edsc.vic.edu.au

SCHOOL COUNCIL AND PARENT ORGANISATIONS

The College Council is responsible for the organisation and operation of the College within the framework of overall DET guidelines, for education policies, financial management, employment and future plans for the College. Council meets each month. Members are elected from parents, staff and community.

The structure of the College Council is as follows:

Executive Officer/Principal	1
DET members	4
Parents (non DET employees)	6
Co-opted – up to 2 community members and 2 College Captains	4
Student elected representatives	2
TOTAL	17

East Doncaster Secondary College Parents and Friends Association

The Association aims to foster harmony between parents/guardians, teachers and students, create a forum for parent views and support the College Council with funds for various projects. A warm welcome is extended to all parents/guardians who join this active group. The Parents and Friends Association meets the third Monday of the month.

HOMEWORK/HOMESTUDY POLICY

Homework and Home Study extend and reinforce classroom learning. This should be vital to every student's daily routine. Students who succeed in schooling have developed regular home study habits.

Parents can assist their children by

- Providing a place to study at home,
- Taking an interest in their child's learning tasks,
- Discussing what is expected and keeping an eye on the timelines,
- Encouraging home study even when homework is not set.

Suggested time for Homework/Home Study:

Years 7 to 9	Between 1 and 1.5 hours per day
Year 10	About 1.5 and 2 hours per day
Year 11	Between 2 and 3 hours per day
Year 12	Between 3 and 4 hours per day

What Activities does 'Homework and Home Study' include?

- Set exercises and activities
- Completion of unfinished class work

- Research, e.g. for assignments by visiting a library or using the internet
- Writing, e.g. an essay on a topic, a laboratory report, a journal entry, a project or set of problems
- Reading, e.g. class novel, newspaper, magazine, wide reading of a book
- Observation, e.g. watching a particular TV program related to the learning, going to a play, a music concert, theatre or a sporting event
- Skills practice, glossary of terms or subject summaries prepared, learning vocabulary and spelling
- Practising use of a language or a musical instrument

Holiday Homework

Middle School:

Year 7: Students should not receive holiday homework (The exception would be the reading of a novel for English).

Year 8 & 9: Students should not be set new work for completion over the holidays. They may be asked to complete overdue tasks. The reading of a novel for English is appropriate.

*It is also reasonable for Year 9 students to be asked to undertake revision. (This should not exceed 1 hour per subject for the holiday period.)

Senior School: It is appropriate for senior students to undertake holiday homework, although they should not be asked to undertake a task that they have never done.

Suitable tasks may include:

- Review and Revision questions
- Practice exam style questions
- Pre-reading
- Note taking
- Practice SACs
- Completion of overdue work
- Ongoing folio work

ASSESSMENT AND REPORTING

Teachers will complete six reporting cycles throughout the year in the following format:

Year levels	Weeks in the year					
12	7	14	20	26	33	NA
10-11	7	14	20	26	33	39
7-9	7	14	20	26	33	39

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

Victorian Curriculum reports are also completed at the end of each semester. Reports are completed using the Compass system and can be accessed by students and parents via the 'Compass' portal.

REPORT WRITING/PARENT TEACHER INTERVIEWS

Reports are the formal communication to parents regarding the educational progress of their son(s)/daughter(s).

Great care needs to be exercised in determining the learning tasks that will be used for the assessment of students.

Similarly, during the parent/teacher interview all comments need to be carefully considered to obtain the most productive outcomes.

PARENT/STUDENT/TEACHER INTERVIEW SESSIONS

1. UNDERLYING AIM

- (i) To establish an effective working relationship based on trust, respect, honesty and care.
- (ii) To develop the idea that both teachers and parents are aiming for common goals.
- (iii) Reporting/and sharing of information.
- (iv) Problem solving.

2. ASSUMPTIONS

- (i) Parents have the right to information about the progress of their sons/daughters.
- (ii) Teachers have the duty to inform parents about their student's progress.

3. INTERVIEW MAY FOCUS ON EITHER:

- (i) reporting progress
- (ii) improvement in student performance/behaviour/problem solving

4. INTERVIEW TIMES

- (i) All interviews must be booked via the COMPASS portal.
- (ii) Interviews should last no longer than five minutes.
- (iii) A further appointment may be necessary to explore other avenues of resolving issues.

CAREERS AND PATHWAY EDUCATION

Students are made aware of career and further education pathways through participating in careers and work education activities.

These include:

- Year 9 Careers and Pathway Programs
- Year 10 Careers and Work Education Program with work experience placement

- Years 11 and 12 Study Skills programs/Mentor Program
- Visits to tertiary institutions
- Guest speakers who address students on a variety of career and work education issues
- Encouraging students to attend tertiary open days and career expos.

Students meet with the Student Pathways Coordinator and the VET, VCAL and Work Experience Coordinator to discuss options for their future through College programs and prior to VCE subject selection. Year 11 students requesting change to their VCE subjects are encouraged to discuss proposed changes with the Student Pathways Coordinator.

The Careers Resource Centre has a comprehensive range of up-to-date resources and software. Students are able to use the centre at lunchtime/after school, and to arrange appointments for careers counselling.

Year 12 students are assisted with their tertiary study selections and VTAC processes. Requests for special career information may be made with the Student Pathways and Work Education Coordinators. Parents/guardians will be informed of Careers and Work Education information at parent/student/teacher conferences and via the School Newsletter.

Parents/guardians are welcome to make an appointment to discuss careers and student pathways.

CAMPS, INTERSTATE AND INTERNATIONAL TOURS

School camps and tours are an integral part of the curriculum. Notification is given in advance by letter which indicates the venue/destination, departure and arrival times, purpose, accompanying teachers, costs and other relevant details. Parents/guardians must meet the costs involved for their child's camp or tour. Should there be any financial difficulty please contact the Camp or Tour organiser or our Student Well-being Coordinator through the General Office. All such applications are treated in the strictest confidence.

Typically there are the following annual Camps/tours:

Year 7	Orientation Camp to Anglesea
Year 8	Bush and Adventure Camp at Kinglake Wilderness Camp
Year 9	City Experience
Year 11	A selection of Snow Ski Camp, Central Australia, Sydney, Tasmania Tour and Gold Coast.
Music students	Mid-year Instrumental Music Camp

On a biennial basis the school conducts language and cultural tours to Italy and China, and a Science NASA Space Camp tour to the USA.

OUT OF BOUNDS AND RESTRICTED AREAS – SAFETY AND SECURITY

Students should carefully note that for safety reasons you are not permitted in the following restricted areas:

- Along the fence lines on Dryden and George Streets
- In the Technology Courtyard or driveway
- Western and Southern Banks of the Oval
- On the Northern side of the Performing Arts Centre (adjacent to George Street)
- In any staff car parks
- On the steps and entrance on the Northern side of the Administration Building

The following areas have restrictions at recess and lunchtime as a result of limited space:

- Only Years 7, 8 and 9 students may access the garden and recreation area in the Middle School Courtyard.
- Only Year 12 students may use The John Landy Centre, except for Year 11 students on designated days and if other students are visiting coordinators in the Senior School office.

Student access to Staff Rooms

Whilst our teachers readily make themselves available to support students in their learning or to help with other school activities, to maintain security and be respectful of our teachers' right to privacy, students should not enter a staff room or staff office space. No student is to enter a staff room or office area without supervision by a teacher.

STUDENT LEADERSHIP

At East Doncaster Secondary College all students are encouraged to develop their leadership skills. Across the school there are a range of learning experiences and targeted leadership programs designed to build responsibility, team work, perseverance, initiative, empathy and optimism. The College values 'student voice' as a significant medium through which students can explore and engage with their own learning, gain more control over the content, and develop higher-order thinking skills. Our student leaders make a positive difference to our culture and encourage active involvement in school and enrichment activities.

At East Doncaster Secondary College we have developed a structure of distributed Student Leadership. There are in excess of 100 positions of responsibility available for students to aspire to. Their duties range from active involvement in the planning and delivery of school activities, public speaking at school events, and encouraging the involvement of other students to achieve the best possible outcomes.

At Year 12 level there are a number of significant leadership responsibilities, including School Captains and Vice Captains, and International Student Captains. The College also has a Middle School Leadership team consisting of Year 9 Middle School Captains and Vice Captains, which allows more students to have a voice and at the same time build on their leadership potential.

The Student Representative Council (SRC), consisting of students from Years 7-12, meets weekly to raise issues of student concern. The SRC also organises, leads and budgets for student-led school and charity events throughout the year.

The role of a House Captain at Year 12 and 9 is to encourage all students to participate in House activities. They work in teams to help organise the School House Competition and enthusiastically lead their house in House Athletics, House Swimming and other extra-curricular events.

Two Class Captains are elected in each Home-group from Years 7 - 9 by their classmates to represent their interests and concerns. Class Captains demonstrate leadership to other students and help to promote positive relationships in the classroom. Through an open discourse with staff, the Home-group Captains provide a better insight into how the students are engaging with one another and with their learning.

The College also has a Peer Support Program enabling Year 9 students to utilise their leadership abilities by acting as mentors to incoming Year 7 students, supporting their learning and involvement at the school.

There are also a range of student leadership opportunities across areas of student interest. There is a Library Monitor program offering roles to students in the Library, and specialised Student Captains lead student groups in Music, Performing Arts, Social Justice, Environment and Debating.

Student leaders are supported in their roles by a committed team of staff, and are provided with many training and mentoring opportunities throughout the year to build on their confidence and skills as the young leaders of tomorrow. In 2022 **Kerryn Murray** is the Student Voice & Community Engagement Leading Teacher.

STUDENT WELLBEING, ENGAGEMENT AND CODE OF CONDUCT

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.

Department of Education and Training CRICOS Provider Code: 00861K

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:	Students have a responsibility to:
<ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are 	<ul style="list-style-type: none"> • participate fully in the school’s educational program and to attend regularly. • Display positive behaviours that

<p>able to fully develop their talents, interests and ambition</p> <ul style="list-style-type: none"> • participate fully in the school’s educational program • be treated with respect and acceptance by all members of the school community • be able to express their views and to participate in decision making about their educational environment 	<p>demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</p> <ul style="list-style-type: none"> • 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 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
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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:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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Teacher Rights and Responsibilities

Teachers have a right to:	Teachers have a responsibility to:
<ul style="list-style-type: none"> • 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 • be supported by colleagues to develop curriculum and pedagogy which engages students and assist them to learn 	<ul style="list-style-type: none"> • 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 • 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.

CHILD SAFE CODE OF CONDUCT

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.

Department of Education and Training CRICOS Provider Code: 00861K

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) *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

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

- upholding the school’s statement of commitment to child safety at all times and adhering to the school’s child safe policy
- 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 or Child Safe Officer
- understanding and complying with all reporting or disclosure obligations (including Child Safety Responding and Reporting 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

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we 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>

This Code of Conduct was endorsed/approved by the East Doncaster Secondary College on 14 July 2021 for review if legislative or other changes require in the interim or no later than July 2022.

CHILD SAFETY POLICY

Purpose

East Doncaster Secondary College's Child Safety Policy sets out the school's commitment and approach to creating and maintaining a child safe organisation where children and young people are safe and feel safe, and provides the policy framework for the school's approach to the Child Safe Standards. 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 staff, volunteers, and contractors in the school environment, whether or not they work in direct contact with children or young people. This policy also applies to school council members where indicated. 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. The policy will apply to the school environment (see Definitions section). The policy covers both school hours and outside of school hours.

Definitions

Child abuse

Child abuse includes:

- any act committed against a child involving:
 - a sexual offence; or
 - grooming; and
- the infliction, on a child, of:
 - physical violence; or
 - serious emotional or psychological harm; and
- serious neglect of a child.

Child-connected work

Child-connected work means work authorised by the school, school council, or Secretary of the Department of Education and Training and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety

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.

School environment

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

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

School staff

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

- employed by the Department of Education and Training;
- directly engaged or employed by a school council; or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).

STATEMENT OF COMMITMENT TO CHILD SAFETY AND CHILD SAFETY PRINCIPLES

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.

We are 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. Our child safe

Department of Education and Training CRICOS Provider Code: 00861K

policies, procedures, strategies and practices will be inclusive of the needs of all children, particularly Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, including International Students.

Every person involved in East Doncaster Secondary College has a responsibility to understand the important and specific role they play 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.

Child safety principles

In its planning, decision-making and operations, East Doncaster Secondary College will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. 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 concerns;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers
11. 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.
12. Demonstrate its commitment to child safety and monitors the school’s adherence to its child safety policy and statement of commitment.

POLICY

Strategies to embed a child safe culture

East Doncaster Secondary College’s culture encourages staff, students, parents and the school community to raise, discuss and scrutinise child safety concerns. This makes it more difficult for abuse to occur and remain hidden.

All child safety documents, including this policy, the Child Safety Code of Conduct https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards , the school’s Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards , *Identifying and Responding to All Forms of Abuse in Victorian Schools* and the [Four Critical Actions for Schools](#) are readily available online and in hard copy at the College reception for all staff and students to read at any time.

Child safety is everyone’s responsibility. **All school staff** are required to:

- Act in accordance with the school’s Child Safety Code of Conduct, which clearly sets out the difference between appropriate and inappropriate behaviour
- Act in accordance with the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures at all times, including following the [Four Critical Actions for Schools](#) where necessary
- Undertake annual guidance and training on child safety
- Act in accordance with their legal obligations, including:
 - Failure to disclose offence (applies to all adults)
 - Duty of care (applies to all school staff)
 - Mandatory reporting obligations (applies to all mandatory reporters, including teachers, principals, registered psychologists, and registered doctors and nurses)
 - Failure to protect offence (applies to a person in a position of authority within the school)
 - Reportable conduct obligations (applies to all school staff in reporting conduct to the principal, and applies to the principal in reporting to Employee Conduct Branch)
 - Organisational duty of care (applies to the school as an organisation)
 - For more information on these obligations, see [Identifying and Responding to All Forms of Abuse in Victorian Schools](#).

As part of East Doncaster Secondary College’s child safe culture, **school leadership** (including the Principal and Assistant Principal’s) will:

- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, when implementing the Child Safe Standards
- Ensure that child safety is a regular agenda item at school leadership meetings and staff meetings
- Encourage and enable staff professional learning and training to build deeper understandings of child safety and prevention of abuse
- Ensure that no one is prohibited or discouraged from reporting an allegation of child abuse to a person external to the school or from making records of any allegation.
- When hiring employees, ensure the Child Safe Environment – Contact with Previous Employer Recruitment Reference Report includes Child Safe Questions.
- Provide information sessions for School Council, parent groups and homestay providers.
- Ensure the appointment of a school Child Safety Officer (Assistant Principal) and Child Safety Administrative Assistant (Education Support).

As part of East Doncaster Secondary College’s child safe culture, school mandatory reporting, staff are required to:

- Complete the [Protecting Children – Mandatory reporting and other obligations](#) online module every year
- Read the school’s Child Safety Code of Conduct on induction, and maintain familiarity with that document
- Read the school’s Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on induction, and maintain familiarity with that document
- Read the school’s Child Safety Policy (this document) on induction, and maintain familiarity with that document.

As part of East Doncaster Secondary College's child safe culture, in performing the functions and powers given to them under the *Education and Training Reform Act 2006*, **school councils and school council members** will:

- Ensure that child safety is a regular agenda item at school council meetings
- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, when making decisions regarding the Child Safe Standards
- Undertake annual guidance and training on child safety, such as the [Child Safe Standards School Council Training PowerPoint](#).
- Approve the Child Safety Code of Conduct to the extent that it applies to school council employees and members, and if updated, note the new document in its school council meeting minutes
- When hiring employees, ensure that selection, supervision and management practices are child safe (unless delegated to the principal).

School leadership will maintain records of the above processes.

Roles and responsibilities

School leaders will ensure that each person understands their role, responsibilities and behaviour expected in protecting children and young people from abuse and neglect. Staff will comply with the school's Child Safety Code of Conduct, which sets out clearly the difference between appropriate and inappropriate behaviour.

Specific child safety responsibilities:

- The Assistant Principal is responsible for reviewing and updating the Child Safety Policy annually.
- Child Safety Officer (Assistant Principal) and Child Safety Administrative Assistant (Education Support) are responsible for monitoring the school's compliance with the Child Safety Policy.
- The school community should approach the Child Safety Officer (Assistant Principal) if they have any concerns about the school's compliance with the Child Safety Policy.
- Child Safety Officer (Assistant Principal) is responsible for informing the school community about this policy, and making it publicly available.
- Other specific roles and responsibilities are named in East Doncaster Secondary College's other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and risk assessment register.

Recruitment

East Doncaster Secondary College follows the Department's Recruitment in Schools guide to ensure child safe recruitment practices, available on the [Department's website](#).

All prospective volunteers are required to maintain a valid Working with Children Check.

Training and supervision

Training and education is important to ensure that everyone in the school understands that child safety is everyone's responsibility.

Our school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in coming forward with any allegations or suspicions of child abuse

Department of Education and Training CRICOS Provider Code: 00861K

or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse. This training occurs annually or more often as required.

We also support our staff and volunteers through ongoing supervision to develop their skills to protect children from abuse, to promote the cultural safety of Aboriginal and Torres Strait Islander children and children from linguistically and/or diverse backgrounds, and the safety of children with a disability and vulnerable children.

New employees and volunteers will be inducted into the school, including by being referred to the Child Safety Policy (this document), the Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on the school website and in the Staff Operations Handbook provided. They will also be supervised regularly to ensure they understand our school's commitment to child safety, and that their behaviour towards children is safe and appropriate. All employees of our school will be monitored and assessed via regular performance review to ensure their continuing suitability for child-connected work. Any inappropriate behaviour will be reported by school staff to the Principal or Assistant Principal and will be managed in accordance with East Doncaster Secondary College's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards where required.

Reporting a child safety concern or complaint

The school has clear expectations for all staff and volunteers, including homestay providers, in making a report about a child or young person who may be in need of protection. All staff (including school council employees) must follow the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, including following the [Four Critical Actions for Schools](#) if there is an incident, disclosure or suspicion of child abuse. Immediate actions should include reporting their concerns to DHHS Child Protection, Victoria Police and/or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

East Doncaster Secondary College will never prohibit or discourage school staff from reporting an allegation of child abuse. The school will always take action to respond to a complaint in accordance with the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures. In accordance with Action 4 of the Four Critical Actions for Schools, East Doncaster Secondary College will provide ongoing support for students affected by child abuse.

The Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures can be found at https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards.

Risk reduction and management

East Doncaster Secondary College believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes, found in the school's risk assessment register. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

We will identify and mitigate the risks of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment and the characteristics and needs of all children expected to be present in that environment.

East Doncaster Secondary College monitors and evaluates the effectiveness of the actions it takes to reduce or remove risks to child safety, more information can be found in the school's risk assessment register.

Listening to, communicating with and empowering children

East Doncaster Secondary 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. Our school is committed to supporting and encouraging students to use their voice to raise and share their concerns with a trusted adult at any time of need. Students can access information on how to report abuse at the on Compass Student School Resources – Student Handbook and at the Student Wellbeing Centre.

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 and take them seriously, check understanding and keep the child (and/or their parents/carers, as appropriate) informed about progress.

The school will promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children, including:

- All of our child safety policies and procedures will be available for the students and parents at East Doncaster Secondary College to read at https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards
- PROTECT Child Safety posters are displayed across the school
- The school newsletters will inform students and the school community about the school's commitment to child safety, and strategies or initiatives that the school is taking to ensure student safety

The school will use its health and wellbeing programs, including **Positive Futures** to deliver appropriate education to its students about:

- standards of behaviour for students attending the school;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention.

Communications

This school is committed to communicating our child safety strategies to the school community through:

- Ensuring that the Child Safety Policy (this document), Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure are available on the school website
- Reminders in every edition of the school newsletter of our school's commitment to child safety
- Reminders in every edition of the school newsletter of PROTECT - Child Safety
- Ensuring that child safety is a regular agenda item at school leadership meetings and staff meetings for discussion
- Ensuring that child safety forms a part of new staff, Casual Relief Teacher and volunteer induction documentation

Confidentiality and privacy

This school collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law and other relevant laws. The principles regulating the collection, use and storage of information is included in the Department of Education and Training's [Schools' Privacy Policy](#).

Related policies and documents

Related policies and documents include:

- Code of Conduct https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards
- Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards
- Risk assessment register
- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Policy and Advisory Library – Duty of Care](#)
- [Policy and Advisory Library – Child Protection Reporting Obligations](#)
- [Schools' Privacy Policy](#).

Policy evaluation and review

To ensure ongoing relevance and continuous improvement, this policy will be reviewed annually. The review will include input from students, parents/carers and the school community at School Council.

CHILD SAFETY CODE OF CONDUCT

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) *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

Department of Education and Training CRICOS Provider Code: 00861K

- 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>

PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



It's everyone's responsibility.

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

Further information & resources

www.education.vic.gov.au/protect



BULLYING PREVENTION

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:

Department of Education and Training CRICOS Provider Code: 00861K

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 effective 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>

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).

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. Chronical 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)

1 TO 1 DIGITAL TECHNOLOGIES, USE AND LEARNING PROGRAM 2021

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.

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 adapter

Use of school bags for added security

An important expectation is that all students will use their EDSC school bag 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 from PSW or Reception.

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 Assistant Principal 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 previously 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 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?

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. Devices owned by EDSC must be returned prior to departure.

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.

Department of Education and Training CRICOS Provider Code: 00861K

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 dependent 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.
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 Microsoft Windows 11, 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", "AC" or "AX" standard (Recommended: Intel Network Adaptor with "AX" support)
- **Operating System:** Microsoft Windows 11, Microsoft windows 10 64Bit (English Language Only) or Apple macOS 11, 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.

Mandate for VCE creative arts subjects (including VCE Studio Arts, VCE Visual Communications and Design, VCE Media)

1. Device Type: Laptop, notebook capable of supporting Windows 11, 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", "AC" or "AX" standard (Recommended: Intel Network Adaptor with "AX" support)
13. Operating System: Microsoft Windows 11, Microsoft Windows 10 64Bit (English Language Only) or Apple macOS 11, 10.15 or higher(English Language Only),

Mandate for VCE Information Technology (IT) subjects

1. Device Type: Laptop, notebook capable of supporting Windows 11, Windows 10. Apple devices are not recommended
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", "AC" or "AX" standard (Recommended: Intel Network Adaptor with "AC" support)
12. Operating System: Microsoft 11, Microsoft Windows 10 64Bit (English Language Only) or Apple macOS 11, 10.15 (English Language Only)
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 2021 (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

November 23	Bookings for Year 8 to 12 configuration open. Link will be published via the College new Feed. Book via trybooking: https://www.trybooking.com/BUCYK
December 7	Bookings for Year 7 configuration open. Link will be published via the College News feed. Booking via Trybooking: https://www.trybooking.com/BTHMU

January 19, 20, 21

Year 7 Device Configuration.

Book via Trybooking:

<https://trybooking.com/BTHMU>

Directions will be provided on the day for device enrolment and software installation.

January 24

Year 8 to 12 Device Configuration.

Book via Trybooking:

<https://www.trybooking.com/BUCYK>

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.

Department of Education and Training CRICOS Provider Code: 00861K

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

Department of Education and Training CRICOS Provider Code: 00861K

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](#)

Department of Education and Training CRICOS Provider Code: 00861K

- [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

ICT ACCEPTABLE USER POLICY

Part A– The agreement to be signed by the student and parent. See part C for support information.

When using the internet, I agree to:

- behave according to my school’s Code of Conduct
- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images
- use appropriate language when talking to and working with others online and never participate in hate mail or acts of harassment
- use the internet at school for educational purposes and use the equipment properly
- use social networking sites for educational purposes and only as directed by teachers
- not deliberately enter or remain in any site that has obscene language or offensive content (e.g. racist material or violent images)
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)
- think about how I use content posted on the internet and not simply copy and paste information from websites
- not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student or teacher
- not reveal my password to anyone except the system administrator or classroom teachers
- not bring or download unauthorised programs, including games, to the school or run them on school computers
- talk to my teacher or another adult if:
 - I need help online
 - I feel that the welfare of other students at the school is being threatened
 - I come across sites which are not suitable for our school
 - Someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.

When I use my mobile phone, iPod or other mobile device I agree to:

Department of Education and Training CRICOS Provider Code: 00861K

- use it for learning purposes as directed by my teacher
- act responsibly and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else.

To this end, when using my mobile device as a phone, I will:

- keep my phone on silent– except as specified by a teacher for learning purposes
- protect the privacy of others and never post private information about another person using SMS messages.

When using my mobile device as a camera I will:

- only take photos and record sound or video when it is part of a class or lesson
- seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers)
- seek written permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
- respect others when I talk to and work with them online and never write or participate in online bullying
- seek teacher permission before uploading any content to websites (e.g. blogs)

This Acceptable Use Policy for Mobile Devices also applies to students during school excursions, camps and extra-curricular activities.

I acknowledge and agree to follow these rules. I understand that my access to the internet and mobile technology at school will be renegotiated if I do not act responsibly.

I have read the Internet and Mobile Phone - Acceptable Use Agreement carefully and understand the significance of the conditions and agree to abide by these conditions. I understand that any breach of these conditions will result in internet and mobile phone access privileges being suspended or revoked.

Student Name

Year Level

Form

Student Signature

Parent Signature

Date

This Agreement page is to be returned to the College, via the student, before a Student's Network User Account will be allocated. Agreements must be returned to the Library on the advertised day for the appropriate Year Level's account distribution. If this date has passed the Agreement goes to the eLearning and Innovations Coordinator directly at an appropriate time.

If as a parent or student you have any concerns about this agreement or internet safety in general, contact either the school or Net Alert Australia's internet safety advisory body on 1800 880 176 or visit <http://www.netalert.gov.au/>

Part B –The schools' support for responsible and ethical use of technology

East Doncaster Secondary College uses the internet as a teaching and learning tool. We see the internet as a valuable resource, but acknowledge it must be used responsibly.

Your child has been asked to agree to use the internet responsibly at school. Parents should be aware that the nature of the internet means that full protection from inappropriate content can never be guaranteed.

At **East Doncaster Secondary College** we:

- provide a filtered service
- provide access to Connect (www.education.vic.gov.au/secondary/), a search engine that can be used to control student access to websites that have been teacher recommended and reviewed
- provide supervision and direction in internet activities
- have a school intranet which is accessed by school community members and is only accessible by password
- have an Information Literacy program
- have a cyber safe and ethical behaviours program which provides information about digital rights and privacy information
- work towards setting tasks that ask students open questions, so they can't copy and paste all answers from the Internet
- reinforce the importance of safe and respectful use of the internet in all curriculum areas
- provide support to parents to understand this agreement (e.g. language support)
- may allow student access to social networking sites for educational purpose – this will be under teacher direction with clear protocols established

The posting and sharing of information online (or in any other way) requires consent. This consent must be fully informed, freely given, current and specific in how the information will be presented and who it will be presented to. East Doncaster Secondary College will require signed authority for any work, images or information posted online.

We also recommend that you read and follow the 'Bridging the gap between home and school' information to help you understand how your child may be using the internet at home or sometime in the future.

Part C - Advice for Parents

Please keep this as a resource to use at home

About the agreement

East Doncaster Secondary College believes the teaching of cyber safe and ethical online behaviour is essential in the lives of students and is best taught in partnership between home and school.

21st Century students spend increasing amounts of time online learning and socialising. These online communities need cybercitizens who do the right thing by themselves and others online, particularly when no one is watching.

Safe and ethical behaviour online is explicitly taught at our school and support at home is requested (**Cyber Safety Program**).

It is important to note that some online activities are illegal and as such will be reported to police. This includes harassment of others and publishing of inappropriate images.

Bridging the gap between home and school

At school the internet is mostly used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet and chat.

If you have the internet at home, encourage your child to show you what they are doing online.

At home we recommend you:

- find out how your child uses the internet and who else is involved in any online activities
- have the computer with internet access in a shared place in the house – not your child’s bedroom
- ask questions when your child shows you what they are doing, such as:
 - How does it work and how do you set it up?
 - Who else is sharing this space or game? (Do you know them or did you ‘meet’ them online?)
 - Can you see any risks or dangers in the activity - what would you say to warn/inform a younger child?
 - What are you doing to protect yourself or your friends from these potential dangers?
 - When would you inform an adult about an incident that has happened online that concerns you? (Discuss why your child might keep it to themselves.)

Statistics show that students will not approach an adult for help because:

- they might get the blame for any incident
- they don’t think adults “get” their online stuff
- they might put at risk their own access to technology by either:
 - admitting to a mistake or
 - highlighting a situation that might lead a parent to ban their access.

Protecting personal privacy rights and those of other students

Students like to publish information about themselves and their friends in spaces like Myspace, Facebook and blogs, but in doing so they can make themselves more vulnerable to being approached, groomed or bullied online. To avoid this we recommend they:

- Don't use their own name, but develop an online name and use avatars.
- Don't share personal details including images of themselves or their friends online
- 'Password protect' any spaces or accounts they have.
- Don't allow anyone they don't know to join their chat or collaborative space.
- Are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it) so no full names should appear in reference to individuals in any image, movie or sound recording
- ALWAYS make the space private so that they can control who sees their space and can communicate with them.

Using the internet in line with school's student code of conduct:

Using appropriate language when talking to and working with others online and never write or participate in hate mail.

Being online can make students feel that they are anonymous and sometimes students may say things online that they would never say to someone's face. Often very few adults visit this online environment. The web space or online chat environment that they use in leisure time might also have explicit language and they may feel they have to be part of it. Students need to be reminded that their behaviour online must fall in line with the school's code of conduct.

Using equipment and resources properly for educational purposes as directed by teachers

It is important to realise that there is a time for fun and a time for work even on the internet. Students may often see the internet as "free" but just looking at a page on the internet incurs a download cost. By just taking care with the equipment, and thinking carefully about printing and downloading from the internet students can save time, money and the environment.

Using social networking sites for educational purposes and only as directed by teachers

Web2 tools and social networking spaces allow students to be contributors to the web and allow them to work collaboratively online with other students. Creating or contributing to blogs, wikis, digital stories and podcasts can all be legitimate educational activities which allow students to publish, share and inform others and be active contributors to the web.

The task, online space and responsibilities should be clearly outlined by the school and reinforced throughout the task.

The educational purpose should be clearly understood by the student and the online space defined by the school. When publishing, students should be aware that they are posting to the web and should follow safe practices which protect both their privacy and other members of the school community and post/create in an appropriate way for the school project.

Keeping away from rude or offensive sites.

In school settings, internet service providers set up filters to block out a lot of inappropriate content, but these filters are not always foolproof. Students, who deliberately seek out inappropriate content or use technology that bypasses filters, will have their internet access reviewed and their parents will be immediately informed.

Following copyright procedures

All music, information, images and games on the internet are owned by someone. A term called copyright is a legal one and has laws to enforce it.

By downloading a freebie you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts. Remember if an offer is too good to be true, the chances are it is.

Evaluating and using content on the internet carefully

Not everything on the internet is true, accurate or unbiased. The school is working to teach information literacy skills, which enable students to locate, evaluate, and use information effectively on the internet.

Copying and pasting information can help organise arguments, ideas, and information, but it is important that your child uses their own thoughts and language to express what they have learnt.

Not interfering with network security, the data of another user or attempt to log into the network with a user name or password of another student.

Computer facilities are for the use of all students so due care should be taken at all times when using these resources. **Students are responsible for everything done using their accounts, and everything in their home directory.** To this end students need to keep their password secret and not gain access to other students' login details.

Seeking teacher assistance

The internet has some flashy and tricky ways to lead users into some websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

We also want the whole school community to keep their internet environment as safe as possible so we ask your child if they see a site they think should be blocked to turn off their screen and let a teacher know.

Open communication between parents, teachers and students is the best way to keep students safe.

Use of mobile phone and other mobile technology

Mobile phones and technologies are a seamless part of our lives. The school is asking to have some say in how these technologies are used to ensure that there is the capacity for learning in a classroom.

The recording of both images and sounds can breach other student's rights under the privacy act. Sometimes students feel embarrassed telling their peers that they don't want their image or voice recorded. The use of such images can be instantly transmitted by SMS and/or posted online.

The privacy act says that the posting and sharing information online or in any other way requires consent. This consent must be fully informed, freely given, current and specific in how the

information will be presented and who it will be presented to. **Schools are required to obtain signed authority for any work, images or information posted online.**

All citizens need to respect the rights of others to privacy and students are no exception.

If you have any concerns about this agreement or Internet Safety in general.

Contact either the school or Net Alert Australia's Internet safety advisory body on

1800 880 176.or visit <http://www.netalert.gov.au/>

EVACUATION – SAFETY OF STUDENTS & STAFF IS PARAMOUNT

How will you know about it? 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.

OR

If the loudspeakers are not operating, then a **messenger** will come to your room.

What should you do?

- **Students are to assemble in classrooms** ready to evacuate and **await instructions**.
- **Teachers will 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 (Years 7-10 on the covered basketball courts, Years 11 & 12 on tennis court 1).
- **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.

Assembly Area

- The evacuation assembly area will be on the two **covered basketball courts and tennis court 1** on the south side of the school buildings near the oval.
- All staff will report to the path area immediately north of the courts and be checked off before continuing with supervisory duties.
- **Years 7 & 8 Home Groups** will assemble in home group order from 7A on the western side (closest to Westfield Shoppingtown) on the North court (closest to the school buildings).
- **Years 9 & 10 Home Groups** will assemble in home group order from 9A on the western side (closest to Westfield Shoppingtown) on the Southern court (further from the school buildings).

- **Years 11 & 12 Home Groups** will assemble on tennis court 1 in home group order from 11A.
- 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.

Lock Down

In the event of an emergency whereby 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. In this instance students are to immediately be attentive to their class teacher who will direct them 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 evacuate to another site.

COLLEGE MAP

