

Student Handbook

2025



Principal

Karen Boyle

Assistant Principals

Cameron Campbell

Jasvinder Kaur

Brett Lamb

Giulia Catalano – Middle School

Kate Leumont – Senior School

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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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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.

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

KEY LEADERSHIP CONTACTS FOR 2025



Karen BOYLE
PRINCIPAL



Cameron CAMPBELL
ASSISTANT PRINCIPAL
Student Connectedness &
Operations



Jasvinder KAUR
ASSISTANT PRINCIPAL
Development/
Internationalising Education



Brett LAMB
ACTING ASSISTANT
PRINCIPAL
Teaching & Learning

MIDDLE SCHOOL CONTACTS 2025

Middle School

Year 7 – 9



Giulia CATALANO
Assistant Principal
Middle School
Year 7 - 9

Year 7 Coordinators



Jane DENTON
Year 7 Coordinator



Duncan ANDERSON
Year 7 Coordinator



Natassia BELL
Year 7 Coordinator

Year 8 Coordinators



Eileen NGUYEN
Year 8 Coordinator



Crisanto RABAIA
Year 8 Coordinator

Year 9 Coordinators



Daniel LINCOLN
Year 9 Coordinator



Rebecca MORRIS
Year 9 Coordinator

SENIOR SCHOOL CONTACTS 2025

Senior School

Year 10 – 12



Kate LEAUMONT
Assistant Principal
Senior School
Year 10 - 12

Year 10 Coordinators



Kim SCHWARZ
Year 10 Coordinator



James DRUMMOND
Year 10 Coordinator

Year 11 Coordinators



Lynette SMITH
Year 11 Coordinator



Linda LA
Year 11 Coordinator

Year 12 Coordinators



Cassandra CAPUTI
Year 12 Coordinator



Aaron MAYES
Year 12 Coordinator

Principal	Principal – Karen Boyle
Assistant Principals	Cameron Campbell, Jasvinder Kaur, Brett Lamb
Leading Teacher - Daily Organiser/Timetable	Steve Hoffman
Leading Teacher - School Wide Positive Behaviour	Justin Bond
Leading Teacher - Instructional Coach – Pedagogy	Justin D’Andrea
Leading Teacher - Curriculum Coordinator	Jarrod Sturnieks
Leading Teacher - Head of Mathematics	Niema Allan
Leading Teacher - Science/STEM	Sally Polidano
Leading Teacher - Learning Performance & Data Analysis	Brigid Fahey
Leading Teacher - Science/STEM	Sally Polidano
Leading Teacher - Student Voice & Community Engagement	Tim Bourke
Leading Teacher - English Literacy	Lily Trist
Learning Specialist - Literacy	Brenda James
Learning Specialist - STEM	Michelle Chan
Learning Specialist - Pedagogy (Instructional Practice)	Meihui Wang
Learning Specialist - New Staff	Adam Robb
Learning Specialist - Numeracy	Tegan Pohl, Lachlan Hillier
Learning Specialist - PLCs	Emily Mathews
Learning Specialist - School Wide Positive Behaviour	Jonathan Davies
Learning Specialist - Disability and Inclusion	Anna Kissane
Assistant Principal Middle School (7 to 9)	Giulia Catalano
Year 7 Coordinators	Duncan Anderson, Natassia Bell, Jane Denton
Year 8 Coordinators	Eileen Nguyen, Crisanto Rabaja
Year 9 Coordinators	Daniel Lincoln, Rebecca Morris
Assistant Principal Senior School (10 to 12)	Kate Leumont
Year 10 Coordinators	James Drummond, Kim Schwarz
Year 11 Coordinators	Lynette Smith, Linda La
Year 12 Coordinators	Cassandra Caputi, Aaron Mayes
Chess Club Coordinator	Betty Liu
College Magazine Coordinator	Emalyn Wicking
Commerce Coordinator	Klint White
Daily Organiser	Jane Petty
Debating Coordinator	
Director of Music	Norm Grimmett
Director of Wellbeing	Amal Saleh Zada
Disability & Inclusion Coordinator	Lisa Eyles
EAL/ELC Coordinator	Brenda James
Environment & Sustainability	Nicola Ritchie & Martin Buchholtz
Food Technology Coordinator	Melanie Morrish
Health & Personal Development Coordinator	Nicholas Phillips
Humanities Coordinator	Michael Perks
Instrumental Music Administrator NEVR	Carl Williams
Interact Coordinator	Danielle Ruderman
International Student Coordinator	Simon Veerhuis
Interschool Sport Coordinator - Team Competitions	Adam Palma
Library Coordinator	Kathryn Williams
LOTE (Chinese) Coordinator	Meihui Wang
LOTE (Italian) Coordinator	Joyce Conidoni
Marrung Lead	Kelly Kingham
Mental Health Practitioner	Maddison Sill
Outdoor Education Coordinator	Tim Bourke
Performing Arts Coordinator (Drama, Theatre Studies & Performances)	Megan Thompson
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	Lisa Eyles, Maria Rigopoulos & Lisa Trovato, Harry Lee
Technology Coordinator	Ebony Pham
Transition Coordinator	Leanne Kauffman
VCE VM/Headstart Coordinator	Kelly Kingham
Visual Arts Coordinator (Art, VCD, Media, Photography, Ceramics)	Gene Easton
Years 7, 8 & 9 Sport Program Coordinator	Glenn Baker

SCHOOL CONTACTS FOR 2025

Address

20 George Street
East Doncaster Victoria 3109

Office Hours – 8.00am to 4.00pm – Monday to Friday during the school term

Telephone (03) 9842 2244

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
Positive Futures	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 relevant Sub School** (*Year 7-9 Middle School, Year 10-12 Senior School*) and sign in using their student card on **the Compass Kiosk**. *Students can also check their timetable on this Kiosk.*

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

Early Leavers

Students who already have an approval on Compass to leave early must sign out with their student card at the Compass Kiosk before leaving the school. Students should sign back in with their student card 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 'Shortcuts' button on 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:

- 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.

COMPASS CHRONICLE TAG FOR LIBRARY, HEALTH CENTRE AND TOILET

Teachers will add a chronicle tag on Compass giving permission to leave class to go to the library, Health Centre or the toilet during class time.

No student is permitted to leave the room without a Teacher's approval. 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 4.00pm from Tuesday – Friday. On Monday the library is open from 8.45am to 4pm.

If a student needs to visit the library during class time, they should make sure their class teacher has entered a chronicle for this 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 Dunlop building open area
- Year 10 Students The Dunlop building open area
- Year 7 - 9 Students The open areas of the Chisholm & Kulin 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 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

- Year 7 students may use the toilets next to the W15 classroom
- 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 WELLBEING & ENGAGEMENT

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

Assistant Principal Senior School:	Kate Leumont
Year 12 Coordinators	Cassandra Caputi, Aaron Mayes
Year 11 Coordinators	Lynette Smith, Linda La
Year 10 Coordinators	James Drummond, Kim Schwarz
Assistant Principal Middle School:	Giulia Catalano
Year 9 Coordinators	Daniel Lincoln, Rebecca Morris
Year 8 Coordinators	Eileen Nguyen, Crisanto Rabaja
Year 7 Coordinators	Duncan Anderson, Natassia Bell, Jane Denton
Student Wellbeing Director:	
Student Wellbeing Coordinators:	Maria Rigopoulos, Lisa Trovato, Lisa Eyles, Maddison Sill, Harry Lee
International Student Coordinator:	Simon Veerhuis
Student Pathways, Careers, VET, Work Experience:	Craig Browne
VCE VM/Head Start Coordinator:	Kelly Kingham
Complementary Learning Support Coordinator:	Anna Kissane

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.

The soft shell jacket must be worn over the pullover and is only for outside the classrooms.

Summer uniform is to be worn during Terms One and Four; winter uniform during Terms Two and Three.

Students in Years 7-9 who have a Physical Education class or Sport Education may wear their Sports Uniform to school on those days. Full official sports uniform, including track pants, should be worn to and from school on those days.

Students in Years 10-12 who have a Physical Education class are required to change into their full Sports Uniform for such classes and must remain in full school uniform at all other times of that day.

Details of school uniform requirements are included in the Student Diary.

Jewellery and Hair Colour

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

SUMMER UNIFORM



1108216 Summer Dress

1101015 Short Sleeve Hip Shirt

SUMMER 174

1113080 Flexwaist Formal Short

1111627 Tailored Shorts

SPORTS UNIFORM



1102705 Rugby Jumper

1100413 Sublimated Polo Shirt - Gold
1111880 Sublimated Polo Shirt - Blue
1111880 Sublimated Polo Shirt - Red
1111880 Sublimated Polo Shirt - Green

1110470 Trackpants - zip cuff

1100850 Micromesh Sports Short

WINTER UNIFORM



1101055 L/S Shirt

Year 10 - 12
1105950 Wool Blend Jumper

Year 7 - 9
1105950 Wool Blend Jumper

1114050 Flexwaist Formal Trousers

1111801 Expandable Tailored Pant

1104100 Winter Box Pleat Skirt

1100660 Soft Shell Polyester Jacket Unisex

ACCESSORIES



8023200 College Backpack with Laptop Insert

1101919 Baseball Cap

2513000 Girls Tights

Shoes



Girls: Only polishable black leather formal lace-up or T-Bar shoes. No platform soles or non-polishable shoes, no sport shoes including black leather sport shoes.

Boys: Only polishable black leather formal school shoes. No sport shoes including black leather sport shoes.

Socks:

Girls: Plain white colour, long or short. No logos or branding visible. No black socks. No tights in summer.

Boys: Grey only. No logos or branding visible. No black socks.

Hair accessories: If wearing hair ribbons – plain College blue or plain white.

If wearing a hijab – plain navy, white or black, - no embellishments

Additional items for out of class:

Scarf – plain navy

Gloves – plain navy

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.

Sport shoes are to be worn with the sports uniform.

All students are to wear the complete school uniform both at school, and on their way to and from school.

Parents are able to purchase new uniforms at:

PSW - 12 Strathalbyn Street, East Kew

<https://www.psw.com.au>

All articles of uniform are to be marked clearly with your name.

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:

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- 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
- 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 Principal and Assistant Principals 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 wellbeing protocols to address issues with students. However, if teachers give detentions to students, they should adhere to the guidelines given in the Department of Education policy and advisory library – [Behaviour - Students](#) (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 other 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 45 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.

The College employs a Health Centre Attendant/First Aid Officer from 8.30 a.m. to 3.30 p.m. each school day to attend to all student illnesses and accidents. It is expected that on their recommendation parents will collect a sick or injured

Department of Education CRICOS Provider Code: 00861K

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 Health Centre Attendant/First Aid Officer will not dispense non-prescription medicines (e.g. 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 strong padlock. 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 Health Centre 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

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 a diary or so parents can readily see what is expected of them. Parents are encouraged to regularly check their student’s Learning Tasks on Compass so they can support the learning process.

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 and on Compass. 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.eastdonsc.vic.edu.au

SCHOOL COUNCIL AND PARENT ORGANISATIONS

School Council is responsible for the organisation and operation of the College within the framework of overall DE 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 School Council is as follows:

Executive Officer/Principal	1
DET members	4
Parents (non DE 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, to 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

- (a) Providing a place to study at home,
- (b) Taking an interest in their child's learning tasks,
- (c) Discussing what is expected and keeping an eye on the timelines,
- (d) 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

DEADLINES FOR SCHOOL WORK

Teachers will provide students with clear guidelines to assist them to manage their workload including the completion and submission of work to be assessed.

Dates for submission of work is provided to students in writing.

Dates for submission of Learning Tasks will be on Compass.

A reasonable amount of time will be given to complete tasks giving consideration to other subjects and activities in which students participate.

1. Late work.

- When a student does not submit work on time the teacher will inform the parent or guardian via Compass, providing students with a reasonable due date for the work which is no more than seven days after the original date of submission.
- Teachers will provide students with a reasonable amount of feedback at their convenience with a comment acknowledging late submission on Compass.
- The student will receive zero and the task will not contribute to any reporting cycle.

2. Extensions

- If there are extenuating circumstances such as significant illness which make it difficult for a student to meet the deadline, students may request an extension of time. This request should be made within a reasonable timeframe.
- The extension will be granted if the teacher believes that the student has made a genuine attempt to complete the work and that their failure to do so is beyond their control.

ASSESSMENT AND REPORTING

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

Year levels	Weeks in the year					
	7	14	20	26	33	NA
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/STUDENT-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 student-parent-teacher interview all comments need to be carefully considered to obtain the most productive outcomes.

STUDENT-PARENT/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, VCE VM 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 via Compass 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 Wellbeing 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 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 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
- 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, teamwork, 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 10 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 2025 **Tim Bourke** is the Student Voice & Community Engagement Leading Teacher.

BULLYING PREVENTION POLICY

PURPOSE

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

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the East Doncaster Secondary College community
- make clear that no form of bullying at East Doncaster Secondary College will be tolerated

- outline the strategies and programs in place at East Doncaster Secondary College to build a positive school culture and prevent bullying behaviour
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and understands the importance of reporting 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 targets, bystanders, witnesses and students engaging in bullying behaviour)
- 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 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, address 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 Code of Conduct and Student Wellbeing and Engagement Policy and Inclusion and Diversity Policy.

This policy applies to all school activities, including camps and excursions. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

POLICY

Definitions

Bullying

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

There are four main types of bullying behaviour:

- Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.

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- Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person’s social reputation or social acceptance.
- Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: [Bully Stoppers \(education.vic.gov.au\)](http://BullyStoppers.education.vic.gov.au) and the Department’s [Bullying Prevention and Response](#) policy on the Policy and Advisory Library.

Other distressing and inappropriate behaviours

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

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 nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. East Doncaster Secondary College will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment.

Discrimination is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group. Further information about discrimination and harassment, including definitions, is set out in our Inclusion and Diversity Policy.

Bullying Prevention

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

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

- We identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate. Programs implemented include Berry Street Educational Model, Respectful Relationships, Navigator.
- 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.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.

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- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQ+ 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.
- A range of activities and programs are planned for our Positive Futures pastoral classes weekly.
- 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.
- We promote upstander behaviour as a way of empowering our students to positively and safely take appropriate action when they see or hear of a peer being bullied.
- 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.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.

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

Incident Response

Reporting concerns to East Doncaster Secondary College

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively..

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

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.

We encourage students to speak to their Year Level Coordinator. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, Assistant Principals and Principal.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at East Doncaster Secondary College should contact Assistant Principal (Wellbeing) on 9842 2244 or email east.doncaster.sc@education.vic.gov.au

Investigations

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

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

The Year Level Coordinator is 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 those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parent/carer(s) 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 Year Level Coordinator 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.

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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 the Year Level Coordinator has 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 the Head of Middle and Senior School, Student Wellbeing Team, and if needed Assistant Principals, Principal, Department of Education and Training specialist staff.

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, maturity and individual circumstances of the students involved
- the severity and frequency of the bullying, and the impact it has had on the target student
- whether the student/s engaging in bullying behaviour have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the students engaging in bullying behaviour demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour.

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

- Offer wellbeing support, including referral to the Student Wellbeing Team to:
 - the target student or students
 - the students engaging in the bullying behaviour
 - affected students, including witnesses and/or friends of the target student.
- 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.
- Facilitate a process using the Support Group Method, involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Implement a Method of Shared Concern (Restorative) process with all students involved in the bullying.
- 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 target and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including student mentoring or engaging School Focused Youth Service.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement cohort, year group, or whole school targeted strategies to reinforce positive behaviours, for example involving organisations such as School Focused Youth Service, EACH, Pat Cronin Foundation, Elephant Education, Brainstorm Productions (anti-bullying) and REACH.
- Implement proportionate disciplinary consequences for the students engaging in bullying behaviour, 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.

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.

The Middle School, Senior School and Student Wellbeing Team is responsible for maintaining up to date records

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of the investigation of and responses to bullying behaviour.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in our staff handbook
- Included in the student handbook on school resources in Compass.
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Discussed at year level assemblies and communicated via Compass
- Made available in hard copy from school administration upon request

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

Our school also follows Department of Education and Training policy relating to bullying including:

- [Bullying Prevention and Response](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQ Student Support 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](#)
- [Report racism or religious discrimination in schools](#)
- [Kids Helpline](#)
- [ReachOut Australia](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

EVALUATION

This policy will be reviewed every 2 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.

Data to inform this review will be collected through:

- discussion and consultation with students and parent/carers
- regular student, staff and parent/carer surveys (Bully Stoppers: survey tool)
- assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented
- Attitudes to School Survey
- Parent Opinion Survey

Proposed amendments to this policy will be discussed with student representative groups, parents groups, school council.

MOBILE DEVICES POLICY

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. *For the purpose of this policy, "mobile phone" refers to mobile phones and any device that may connect to or have a similar functionality to a mobile phone such as smart watches.*

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 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)
- When emergencies occur, parents or carers should reach their child by calling the school's office.
- 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.

Personal mobile phone use

In accordance with the Department's [Mobile Phones — Student Use 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 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 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 the Department's [Claims for Property Damage and Medical Expenses policy](#).

Where students bring a mobile phone 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.

Enforcement

Students who use their personal mobile phones inappropriately at East Doncaster Secondary College may be issued with consequences consistent with our school's existing student engagement policies ([Student Wellbeing and Engagement Policy](#), Code of Conduct policy and [Bullying Prevention Policy](#)).

At East Doncaster Secondary College inappropriate use of mobile phones is **any use during school hours**, unless an

exception has been granted, and particularly use of a mobile phone:

- 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
2. 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.
3. Chronicle reports for breach of this policy will be monitored by the Year Level Coordination and College leadership.
4. If this behaviour persists, the Year Level Coordinators will issue consequences for multiple breaches of this policy and make contact with parents.
5. 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.
6. 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, or by the teacher for that class, in accordance with the Department's [Mobile](#)

The three categories of exceptions allowed under the Department's [Mobile Phones — Student Use 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.

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
- Students who are undertaking VET

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Included in school newsletter
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Included in transition and enrolment packs

- Discussed at parent information nights/sessions
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

- [Student Wellbeing and Engagement](#)
- [Code of Conduct](#)
- [Personal Property](#)
- [Bullying Prevention](#)
- [Mobile Phones — Student Use Policy](#)
- [Weapons — Banning, Searching and Seizing Harmful Items](#)
- [Claims for Property Damage and Medical Expenses policy](#)

1 TO 1 DIGITAL LEARNING PROGRAM 2025

East Doncaster Secondary College works with a whole school 1 to 1 Digital Learning Program. This means: One learning device for each individual student. Students will be requested to purchase a laptop. The use of these devices is crucial to the learning program as students will access eBooks rather than an extensive number of expensive textbooks.

The College supports a range of devices including Windows and macOS devices. Families are requested to purchase a device via their retailer of choice

The College has minimum specifications that devices must meet 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 students' 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 onboarding

All devices will need to be set up to ensure they can operate on the EDSC network and, where applicable, be 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
- Laptop bag or protective case

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. The official EDSC school bags may be purchased through our uniform provider PSW. School bags must not be taken to class.

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 Brett Lamb 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 B6).

Warranty and repairs

If a digital devices hardware is faulty or physically 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 and are not provided on-site.

We recommend purchasing additional 2-3 Years Warranty/Insurance if available.

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 devices. 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 Reception.

Frequently asked questions

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

Questions regarding the Digital Learning Program can be directed initially to Reception on (03) 9842 2244. Your enquiry 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, provided the software does not excessively impact device performance, and does not negatively affect other users. Third-party anti-virus products must be installed with caution as they often interfere with network and internet connectivity. Virtual Private Networks (VPNs) or Proxies will disrupt the device's connection while on-site and should not be installed.

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 DE 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 device at school?

It is expected that a student's device has a good working battery that can hold charge for more than six hours. The device is expected to be fully charged on arrival at school. Students must be aware that the use of device outside of class time may impact battery life. Close unused apps and close the lid of the laptop when not in use.

If the device's battery runs flat during the day, charging bays are available for students to use to charge their device securely. These are available in the Middle School and Senior School open areas.

8. 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.

9. 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.

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

Students must be aware that network traffic is monitored, and their devices may be inspected if inappropriate usage is suspected. Students and parents should be aware that apps and files stored locally on the device or on school servers are not completely private.

11. 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.

12. 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.

13. 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.

14. 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 parents and students. Students must not be dependent on mains power to operate their computer while at EDSC.

15. Can I purchase a gaming device?

EDSC does not recommend gaming devices.

16. Can I use my device for gaming?

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

1 to 1 Digital Learning Program

Program options

1. Purchase a Windows Laptop or Apple Macbook.
2. It is mandatory that the device meets the [EDSC required hardware specifications](#).

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 Timeline & configuration booking for key dates. This will be available on Compass and sent in an email closer

Provided support

1. All required software is available online for download.
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.

1 TO 1 DIGITAL LEARNING PROGRAM

1 learning device for each individual student

Students are expected to take their device to and from school each day

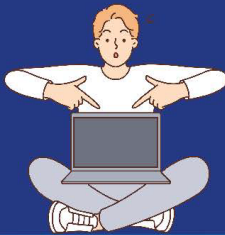
Bring fully charged computer to school
do not bring your charger



General technical support is available for all devices from the IT Department

Complete and sign the EDSC Acceptable Use Agreement via Compass.

Students must store and secure their device, in their protective case, in their locker during recess and lunch times.



Make sure to have a lock for your locker.

Parents are responsible for insuring device or pay for any required repairs

EDSC required hardware specifications

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

Specifications	Minimum	Recommended
Standard	<p>Operating System: Microsoft Windows 11 version 22h2, Apple MacOS 13.1 Ventura</p> <p>Storage: 128GB</p> <p>Processor: 1.5GHz or faster</p> <p>Memory: 4GB</p> <p>Wireless: Wireless capability of Wi-Fi 5 or greater</p> <p>Screen Size: 10.8" to 15.6"</p> <p>Screen Resolution: 1920 x 1080 pixels</p> <p>Weight: Less than 2kg</p> <p>Battery Life: 6+ Hours</p>	<p>Operating System: Microsoft Windows 11 version 23H2, Apple MacOS 14.1 Sonoma</p> <p>Storage: 256GB</p> <p>Processor: 1.5 - 3.3GHz or faster</p> <p>Memory: 8GB</p> <p>Wireless: Wireless capability of Wi-Fi 5 or greater</p> <p>Screen Size: 10.8" to 15.6"</p> <p>Screen Resolution: 1920 x 1080 pixels</p> <p>Weight: Less than 1.5kg</p> <p>Battery Life: 8+ Hours</p> <p>Inputs: 1 or more USB A ports, 1 HDMI port</p>
Additional specifications for VCE Creative Arts Subjects	<p>Storage: 256GB</p> <p>Processor: 3.3GHz or faster</p> <p>Memory: 8GB</p> <p>Graphics: Dedicated off-board graphics card</p> <p>Inputs: 1 or more USB A ports, 1 HDMI port, 1 3.5mm Headphone Jack</p>	<p>Storage: 512GB</p> <p>Processor: 3.3GHz or faster</p> <p>Memory: 16GB</p> <p>Graphics: Dedicated off-board graphics card</p> <p>Inputs: 1 or more USB A ports, 1 HDMI port, 1 3.5mm Headphone Jack</p> <p>Accessories: Headphones, USB Hub with SD-Card reader</p>

Additional specifications for VCE Information Technology Subjects	Storage: 256GB Processor: 3.3GHz or faster Memory: 8GB Inputs: 1 or more USB A ports, 1 HDMI port, 1 3.5mm Headphone Jack	Storage: 512GB Processor: 3.3GHz or faster Memory: 16GB Inputs: 1 or more USB A ports, 1 HDMI port, 1 3.5mm Headphone Jack
Additional specifications for Music Subjects	Storage: 256GB Processor: 3.3GHz or faster Memory: 8GB Inputs: 1 or more USB A ports, 1 HDMI port, 1 3.5mm Headphone Jack Accessories: Headphones, 3.5mm Stereo Audio Splitter, USB-C to USB-A Adapter	Storage: 512GB Processor: 3.3GHz or faster Memory: 16GB Inputs: 1 or more USB A ports, 1 HDMI port, 1 3.5mm Headphone Jack Accessories: Headphones, 3.5mm Stereo Audio Splitter, USB-C to USB-A Adapter

- **Devices that do not meet these requirements are not supported for use on the EDSC Network**
- **Be sure to seek advice before making a purchase**
- **Gaming laptops are not recommended**
- **Windows 'S' Mode is not supported**
- **Chromebooks are not supported**

Minimum Required Software (Available for download)

Office Suite: Microsoft Office 365 (provided by Department of Education)

Anti-Virus: Anti-Virus supplied by the device's operating system (i.e. Windows Security)

Adobe Creative Cloud (Provided by the Department of Education)

Web Browser: Google Chrome, Microsoft Edge, Mozilla Firefox

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

Refer to the 1 to 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/>

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 and Information Sharing 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

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

Privacy and Data at East Doncaster Secondary College

East Doncaster Secondary college uses several digital platforms to support your child's education, such as Compass, Google Drive, Office 365, Edapt, Oliver Library Management System. The College has an information Security Policy and complies with the Department of Education and Training Privacy Policy. The below links provide further information about these services, privacy and how data is managed. Privacy information for these platforms can be viewed here:

[Compass](#)

[Google](#)

[Office 365](#)

[Edapt](#)

[Oliver Library Management System](#)

[Google Suite parent information](#)

[Compass student privacy information](#)

[Office 365 Information Pack for Parents](#)

[Schools' Privacy Policy for Parents](#)

[Wufoo \(Survey Monkey\)](#)

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?

Department of Education CRICOS Provider Code: 00861K

- **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 on the oval.
- **Keep away from buildings** and **do not go to lockers or toilets**.
- The **route to the assembly area will be at the discretion of the class teacher**, avoiding congested areas where possible. **Move away from the danger zone at all times**. If the shortest route moves you close to the danger zone, you will be directed via a different route.

In the event of less than a complete evacuation, all other Staff and students will stay in their classroom until further notice.

Assembly Area

- The evacuation assembly area will be on the oval on the south side of the school buildings.
- 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 the Sports Centre) 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 the Sports Centre) 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.

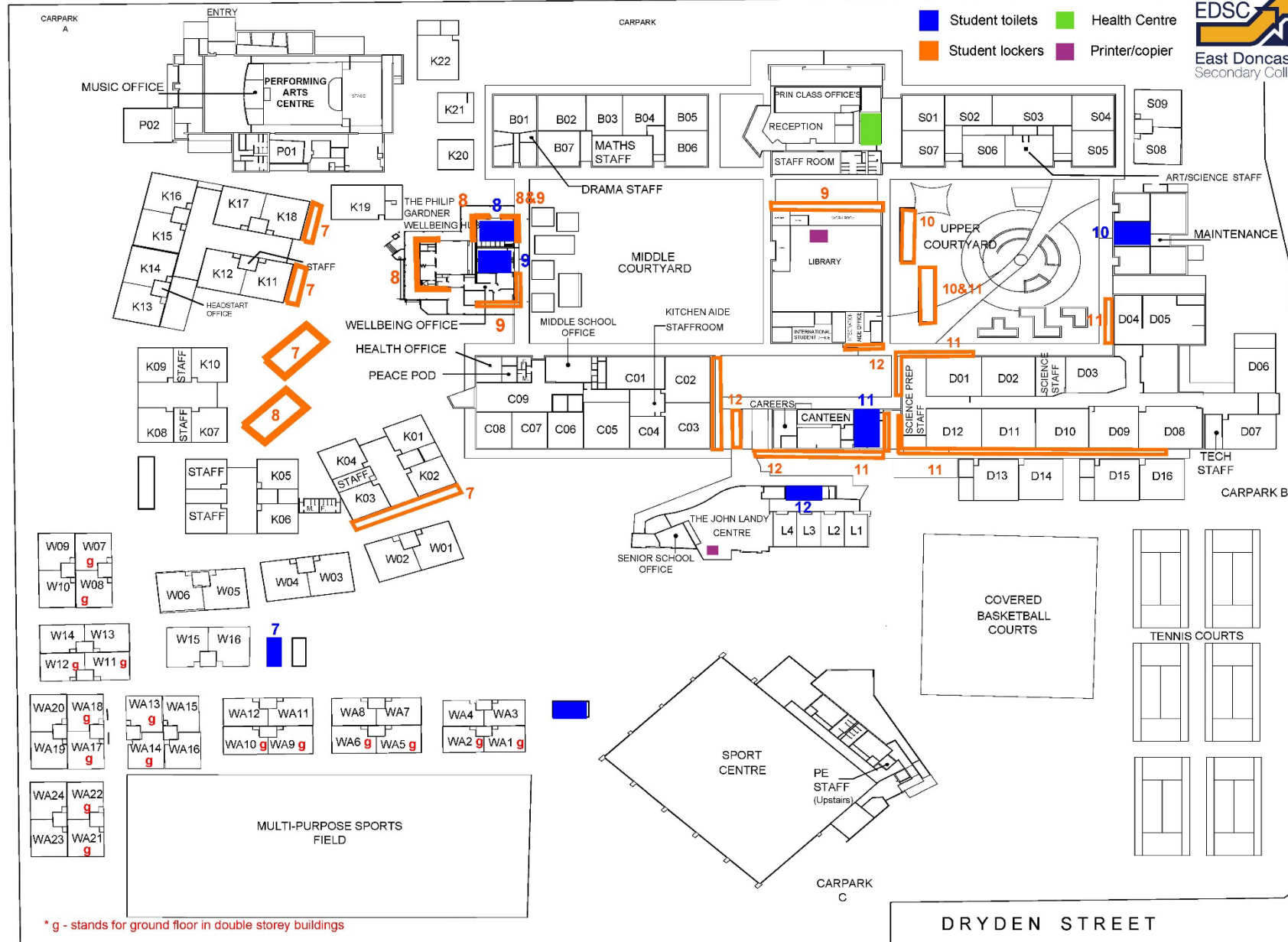
Lockdown

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

GEORGE STREET



CHILD SAFETY CODE OF CONDUCT

Purpose

Our Child Safety Code of Conduct sets out the expected behaviour of adults with children and young people in our school.

All East Doncaster Secondary College staff, volunteers, contractors, service providers, school council members and any other adult involved in child-connected work must follow the Child Safety Code of Conduct.

The Child Safety Code of Conduct applies to all physical and online environments used by students. It also applies during or outside of school hours and in other locations provided by the school for student use (for example, a school camp).

Acceptable behaviours

As East Doncaster Secondary College, staff, volunteers, contractors, and any other member of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children by:

- upholding our East Doncaster Secondary College commitment to child safety at all times and adhering to our Child Safety and Wellbeing Policy
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students
- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns to the Principal or Assistant Principal for Student Wellbeing and Engagement, Cameron Campbell.
- understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our child safety responding and reporting policy and procedures [East Doncaster Secondary College Child Safety Standards](#) and the [PROTECT Four Critical Actions](#).
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As East Doncaster Secondary College, staff, volunteers, contractors, and member of our school community involved in child-connected work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, by offering gifts)
- display behaviours or engage with students in ways that are not justified by the educational or professional context
- ignore an adult's overly familiar or inappropriate behaviour towards a student
- discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance
- treat a child or student 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 schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child or student in a school environment except in accordance with the [Photographing, Filming and Recording Students policy](#) or where required for duty of care purposes

consume alcohol against school policy or take illicit drugs in the school environment or at school events where students are present

have contact with any student outside of school hours except when needed to deliver the school curriculum or professional guidance and parental permission has been sought.

Breaches to the Child Safety Code of Conduct

All East Doncaster Secondary College staff, volunteers, contractors, and any other member of the school community involved in child-connected work who breach this Child Safety Code of Conduct may be subject to disciplinary procedures in accordance with their employment agreement or relevant industrial instrument, professional code or terms of engagement.

In instances where a reportable allegation has been made, the matter will be managed in accordance with the Department of Education and Training. Reportable Conduct Scheme Policy and may be subject to referral to Victoria Police.

All breaches and suspected breaches of the East Doncaster Secondary College Child Safety Code of Conduct must be reported to the Principal and Assistant Principal, Cameron Campbell Ph: 9842 2244

If the breach or suspected breach relates to the principal, contact Department of Education and Training North Eastern Victoria Regional Office Phone: 1300 333 231

Email: nevr@education.vic.gov.au

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.vic.gov.au/protect



CHILD SAFETY AND WELLBEING POLICY

Child Safety and Wellbeing Policy

Purpose

The East Doncaster Secondary College Child Safety and Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

Scope

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

Definitions

The following terms in this policy have [specific definitions](#):

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff
- school governing authority
- school boarding premises governing authority
- student
- volunteer

Statement of commitment to child safety

East Doncaster Secondary College is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly. Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQA+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school,

Department of Education CRICOS Provider Code: 00861K

and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

Roles and responsibilities

School leadership team –

Our school leadership team (comprising the Principal, Assistant Principals, Head of Senior and Middle School and Director of Wellbeing) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and Assistant Principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our [Child Safety Code of Conduct](#)
- identify and raise concerns about child safety issues in accordance with our [Child Safety Responding and Reporting Obligations Policy and Procedures](#), including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.
- **School council**
- In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:
 - champion and promote a child safe culture with the broader school community
 - ensure that child safety is a regular agenda item at school council meetings
 - undertake annual training on child safety.
 - approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
 - when hiring school council employees, ensure that selection, supervision, and management practices are child safe. At our school, school council employment duties are delegated to the Principal who is bound by this policy.

Specific staff child safety responsibilities

East Doncaster Secondary College has nominated an Assistant Principal (child safety champion) to support the Principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#).

Our Principal and Assistant Principal are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

The Principal and Assistant Principal are responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Assistant Principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.

The Principal and Assistant Principal are responsible for informing the school community about this policy, and making it publicly available

Other specific roles and responsibilities are named in 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 Child Safety Risk Register.

Our school has also established a Child Safety and Wellbeing Team and a Student Reference Group on child safety. The Child Safety and Wellbeing Team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. The Student Reference Group (members of the student voice committee) provides an opportunity for students to provide input into school strategies.

The Assistant Principal (child safe champion) monitors the Child Safety Risk Register.

Child Safety Code of Conduct

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments. We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The [Child Safety Code of Conduct](#) also includes processes to report inappropriate behaviour.

Managing risks to child safety and wellbeing

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use. Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

Our school ensures that:

- Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities.
- The online environment is used in accordance with the organisation's Code of Conduct and child safety and wellbeing policy and practices.
- Risk management plans consider risks posed by organisational settings, activities, and the physical environment.
- Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.
- Provide written guidance on appropriate conduct and behaviour towards children;
- Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
- 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;
- Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
- Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk

Establishing a culturally safe environment

At East Doncaster Secondary College, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

- A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
- Strategies are embedded within the organisation which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people.
- Measures are adopted by the organisation to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
- The organisation actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.
- All of the organisation's policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.
- 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.
- Provide information sessions for School Council, parent groups and homestay providers.
- Ensure the appointment of a school Child Safety Champion (Assistant Principal) and Child Safety Administrative Assistant (Education Support).

Student empowerment

To support child safety and wellbeing at East Doncaster Secondary College, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through Positive Futures and when implementing the practices developed with the Berry Street program. It is outlined within our whole school approach to Respectful Relationships, within our student Code of Conduct and referenced by our College values.

We inform students of their rights through our whole school approach to Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. This is outlined in the College **Student Wellbeing and Engagement policy**. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns on the [College website](#), at the Middle School, Senior School Offices and the Student Wellbeing Centre.

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

- Children and young people are informed about all of their rights, including to safety, information and participation.
- The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.
- Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age appropriate way.
- Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.
- Organisations have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.
- Organisations provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.

Family engagement

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at East Doncaster Secondary College we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- Ensuring that the Child Safety and Wellbeing Policy (this document), Code of Conduct, and the Child Safety Responding and Reporting Obligations Policy and Procedure are available on the school website. All our child safety policies and procedures will be available for students and parents at https://www.eastdonsc.vic.edu.au/our_school/child-safety-standards
- 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
- All our child safety policies and procedures will be available for students and parents at on our Compass student and parent portal.
- PROTECT Child Safety information will be displayed across the school on our visual displays.
- Engaging families participate in decisions affecting their child.
- The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.
- Families and communities have a say in the development and review of the organisation's policies and practices through community consultation
- Families, carers and the community are informed about the organisation's operations and governance via our newsletter, newsfeed and College website.

Diversity and equity

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all. We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our Student Wellbeing and Engagement Policy provides more information about the measures we have in place to support diversity and equity.

Other school strategies and actions for diversity and equity as per Ministerial Order 1359 are:

- The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.
- Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.
- The organisation pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.
- The organisation pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.

Suitable staff and volunteers

At East Doncaster Secondary College, we apply robust child safe recruitment, induction, training, and supervision

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practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management.](#)

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
 - proof of the person's identity and any professional or other qualifications
 - the person's history of working with children
 - references that address suitability for the job and working with children.
 - references that address suitability for the job and working with children.

Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

Ongoing supervision and management of staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by 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.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

Our school's people management processes in line with Ministerial Order 1359, ensure:

- Recruitment, including advertising, referee checks and staff and volunteer pre-employment screening, emphasise child safety and wellbeing.
- Child safety and wellbeing forms a part of our recruitment interview process.
- Relevant staff and volunteers have current working with children checks or equivalent background checks.
- All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations.
- Ongoing supervision and people management is focused on child safety and wellbeing.

Suitability of volunteers

All volunteers are required to comply with our [Volunteers Policy](#), which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe

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environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

Presentations are developed using the Department PROTECT website.

School council training and education

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- East Doncaster Secondary College child safety and wellbeing policies, procedures, codes and practices

Complaints and reporting processes

East Doncaster Secondary College fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found at

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

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees and homestay providers) must follow our [Child Safety Responding and Reporting Obligations Policy and Procedures](#). Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our [Student Wellbeing and Engagement Policy](#) and [Bullying Prevention Policy](#) cover complaints and concerns relating to student physical violence or other harmful behaviours.

Communications

East Doncaster Secondary College is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters throughout the school on digital displays around the school.
- displaying Victoria's Child Safe Standards poster and Speak up – it's your right poster in the Student Wellbeing Centre, Senior and Middle School Areas digital displays.
- updates in our school newsletter, website and Compass Parent Portal.
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school

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council meetings.

Privacy and information sharing

East Doncaster Secondary College collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: [Records Management – School Records](#)

Review of child safety practices

At East Doncaster Secondary College, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.
- will regularly reviews, evaluates and improves child safe practices.
- complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.
- report on the findings of relevant reviews to staff and volunteers, community and families and children and young people.

Related policies and procedures

This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- [Bullying Prevention Policy](#)
- [Child Safety Responding and Reporting Obligations Policy and Procedures](#)
- [Child Safety Code of Conduct](#)
- [Complaints Policy](#)
- [Digital Learning Policy](#)
- [Inclusion and Diversity Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Visitors Policy](#)
- [Volunteers Policy](#)

Related Department of Education and Training policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Other related documents

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- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

Policy status and review

The Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the school community.

Speak up – it’s your right

Victoria's Child Safe Standards are designed to keep you safe.

Why the standards came about

In 2013, the Victorian Government looked at how safe organisations are for children and young people.

It found that sometimes children and young people have not been kept safe by organisations and the adults who work in them.

More needed to be done to keep children and young people safe in the future.



What are they for?



Out of home care providers, schools, churches, sports clubs, dance schools and other organisations have to keep you safe.

This means:

- Only choosing adults who are safe to work with you.
- Listening to you about what makes you feel safe.
- Acting to protect you if someone hurts you or makes you feel unsafe.

What they mean for you

You can expect to be safe and to feel safe, wherever you go and whatever you do.

You can expect that adults that work with you know how to keep you safe.

You can tell an adult if you don't feel safe and they have to help you.



Get in touch with us

www.cyp.vic.gov.au

(03) 8601 5281

[ccypvictoria](#)