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CURRICULUM
CURRICULUM FRAMEWORK POLICY

POLICY STATEMENT

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

Our school encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (see Appendix A).

GUIDELINES

- Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (see Appendix A).
- Our school will comply with all DEECD guidelines about the length of student instruction time required in Victorian schools.
- There will be a broad offering of programs to meet the demands of students. The AusVELS will be implemented from Years F to 6 at our school.
- The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, LOTE and EAL. Our school also places a high priority on the teaching of these learning areas.
- School curriculum programs are designed to enhance effective learning.
- Teaching and learning programs will be resourced through Program Budgets.

PROGRAM

- Our school will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
- Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week. (http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/environment/4-3.pdf)
- The Curriculum Committee will determine the curriculum program for the following year, based on student demand and the needs of the school’s Curriculum Plan to maintain balance and a broad provision of subject choices.
- Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- The AusVELS will be used as a framework for curriculum development and delivery in accordance with DET policy and guidelines.
Every year our school will do an audit curriculum using an audit tool (Word - 32Kb). This tool will enable professional learning teams to audit the curriculum of a particular program to see which domains, dimensions and standards of the AusVELS are currently being addressed. This audit will inform future curriculum planning.

To facilitate this implementation, course handbooks, assessment criteria and record keeping pro formas will be produced that reflect the Australian Curriculum and Victorian Essential Learning Standards (AC and AusVELS).

The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented.

The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

Early and Middle Years of schooling approaches will continue to be developed and implemented.

In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.

Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.

LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:


Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances

This policy was ratified by School Council in March 2014
Appendix A

Curriculum Plan – including time allocations

Years F - 6

The curriculum is based on the AusVELS standards. The timetable is structured on a weekly basis. The breakdown of the weekly cycle is as follows:

<table>
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<th>Year F - 2</th>
<th>Year 3 - 6</th>
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<tbody>
<tr>
<td>Domain</td>
<td>Minutes per week</td>
</tr>
<tr>
<td>English</td>
<td>600</td>
</tr>
<tr>
<td>Mathematics</td>
<td>360</td>
</tr>
<tr>
<td>Integrated Inquiry *</td>
<td>390</td>
</tr>
<tr>
<td>LOTE</td>
<td>45</td>
</tr>
<tr>
<td>PE and Sport</td>
<td>60</td>
</tr>
<tr>
<td>Assembly</td>
<td>15</td>
</tr>
<tr>
<td>SRI</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1500 per week</td>
</tr>
</tbody>
</table>

*Includes all other domain areas
*SAKGP – Stephanie Alexander Kitchen Garden Program
TEACHING AND LEARNING POLICY

PURPOSE
The world is changing at an accelerated rate. Students of today require highly developed skills in order to become successful citizens of tomorrow. The ability to think effectively in all situations is paramount to each student’s potential to succeed and prosper in an ever-changing, information rich and increasingly interactive world.

Student learning is greatly affected by the quality of teaching that they experience. Teachers therefore must ensure that their teaching skills, knowledge and commitment are of the highest standard. Heathcote Primary School is to develop and nurture life-long learners within an engaging, global learning community, where the uniqueness and contributions of individuals are valued, shared and celebrated.

AIMS
- To provide opportunities for the children to develop environmentally responsible attitudes and behaviours that are environmentally sustainable and global in their scope.
- To actively seek community connections to broaden our resource base and support a commitment to global citizenship while enhancing our innovative programs and teaching and learning strategies.
- To promote the wellbeing of students, staff and community by valuing and encouraging the social competency skills of resilience and persistence to develop physically, socially and emotionally healthy children.
- To ensure teaching and learning practices to acknowledge various learning styles and intelligences.
- For children to be aware of and understand the use of a range of thinking skill strategies across all areas of their learning.
- To provide staff with Professional Learning opportunities to enhance teaching and learning skills.

IMPLEMENTATION

Program teams and classroom teachers will include teaching and learning approaches which:
- promote the Heathcote PS core values of respect, responsibility, teamwork and learning
- assist students to take responsibility for their own learning
- offer students opportunities for success, and motivate them to continue learning
- build upon previous learning that leads to further learning
- enable students to apply their knowledge and skills in practical situations
- build and support their well-being
- enhance support between school and home and utilise community resources, encouraging the involvement and expertise of parents and community groups
- are open-ended and cater for the multiple intelligences of all students
- reflect the School Strategic Plan and Annual Implementation Plan
- link to the implement and review of Teacher Performance and Development Plans
- integrate ICT across the curriculum.
- involve students as active contributors to their own half-year and end of year academic reports
• form partnerships with agencies, organisations and members of the wider community where appropriate to broaden teaching and learning opportunities for students.
• involve teachers in school based peer coaching and peer assessment programs
• include the development of Individual Learning Plans for students with additional learning needs
• develop and implement sequential courses of study in all learning areas
• include the constant review of student performance outcomes and analyse content, resources and teaching methods to meet the needs of all students

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was ratified by School Council in March 2014
**TEACHING RESOURCES POLICY**

## Facilities / Teaching Resources

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</tr>
<tr>
<td></td>
<td>• Food technology SAKGP Kitchen &amp; Garden</td>
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<td>English/ Humanities</td>
<td>• General Purpose Classrooms</td>
</tr>
<tr>
<td></td>
<td>• Library</td>
</tr>
<tr>
<td>Science</td>
<td>• General Science Classroom (Shared space with Art)</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>• General Purpose Classrooms</td>
</tr>
<tr>
<td></td>
<td>• Gallery</td>
</tr>
<tr>
<td></td>
<td>• Oval – outdoor recreation area</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Specially equipped Mathematics Classroom</td>
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<tr>
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<td>• General Purpose Classrooms</td>
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<tr>
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<td>• All staff have DEECD Notebooks</td>
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<td>• Staff Room</td>
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<td>• Gallery – Open Meeting Space</td>
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**EVALUATION**
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was ratified by School Council in March 2014
ENGLISH POLICY

PURPOSE
Active and effective participation in a global society depends on the ability of a literate person to speak, listen, read, interpret, view and write. It is vital that all children have opportunities to reach optimum literacy potential.

AIMS
The English program at Heathcote Primary School will provide opportunities for each child to:

- Speak, listen, read, and write effectively with confidence, purpose and enjoyment through immersion in planned reading, writing, speaking and listening activities
- Grow in confidence when communicating with others
- Develop understanding and use language appropriate to the social situation
- Develop understanding of the structure of different genre and use them in writing
- Discuss and analyse texts and language critically
- Develop a fluent Victorian Cursive Script writing style.

GUIDELINES FOR ACTION

- All students at our school will study a sequential English course based upon the outcomes contained within the National Curriculum (AusVELS) English Domain
- All teachers will plan together each term using the National Curriculum, AusVELS, the Heathcote Writing Scope and Sequence and Spelling Continuum
- All classroom programs are to be based on the Heathcote PS Literacy Strategy
- Students’ progress will be monitored using English Online testing, ‘On Demand’ adaptive reading and spelling computer programs, NAPLAN and learning opportunities provided to cater for the identified needs of each student including Reading Recovery and Literacy Support Groups
- Student progress in all strands of English will be reported in half and end of year academic reports as well as in the school’s Annual Report
- Timetabling will ensure a daily two hour Literacy program providing focused teaching of reading, writing and speaking and listening skills in all grades. Literacy blocks will be timetabled for the first two hours of each school day
- Teachers seeking to vary the designated times must submit a written request to the leadership team for consideration
- A team of teachers will be responsible for coordinating English across the school, as well as the administration of the English budget
- All purchases for this program will be finalised by the end of Term 3
- Programs such as Reading Recovery and classroom reading will be resourced to ensure ongoing success for all learners

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
LIBRARY POLICY

PURPOSE
To develop a library which:
- Is warm, friendly, and interesting. Is stimulating, user-friendly and comfortable environment.
- Is a learning resource used by the whole school.
- Encourages children to want to read both for pleasure and to gain information.

GUIDELINES FOR ACTION
- The Heathcote school library should function as a resource, meeting the demands placed upon it by teachers and children alike.
- The library should be centrally located and easily accessible for all children and parents within the school.
- The library maintained and where possible resourced appropriately by skilled staff.
- Each grade to attend the library for a weekly Library Session. Teachers should decide the resources required in accordance with curriculum planning and special needs.
- Resources to be added from regularly in accordance with school needs.
- Resources should be kept current to age and relative to topic.
- All materials purchased are to be processed and catalogued as soon as possible.
- System of borrowing must be understood by all children and teachers and used for all resources, borrowed from the library.
- Children and staff to become educated users of the Bookmark search system to locate information.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
READING RECOVERY POLICY

PURPOSE
To provide an opportunity, through individual intensive instruction, for Grade 1 children, who are experiencing difficulties in Literacy, to establish effective reading and writing processes.

AIMS
- Reading Recovery should provide individual intensive instruction on a daily basis, according to each child's particular needs.
- Reading Recovery is to be based on the child's strengths.
- Close communication is to be maintained between the classroom teacher, parents and the Reading Recovery teacher during the time the child is in the program and following discontinuation.
- Following discontinuation from the program children will be monitored.

GUIDELINES FOR ACTION
- A daily thirty minute session on an individual basis for each child selected into the program
- Reading Recovery should be seen as an opportunity for those Grade One children who have not been able to engage effectively in the classroom literacy program, during their first year at school.
- Children are selected on the basis of performance on text reading and consultation with all teachers involved regularly with the child and Diagnostic Survey information.
- The Reading Recovery teacher is to maintain regular communication with the Reading Recovery tutor regarding the progress of children.
- Planning is to allow for the release of the Reading Recovery teacher to attend continuing contact sessions.
- Regular Reading Recovery reports to be given at Junior Unit meetings.
- If possible small support groups to operate to assist children awaiting inclusion in the Reading Recovery program or discontinued Reading Recovery children.
- Maintain the training of new staff to become Reading Recovery teachers as the need arises to deliver the program.
- Children coming into the school will have equal opportunity to access the program.
- All purchases for this program will be finalised by the end of Term 3.
- Staff will be given opportunities to watch a Reading Recovery lesson.
- Parents will be provided with an opportunity to watch a lesson.
- The Reading Recovery teacher and the class teacher will monitor discontinued children to ensure progress continues.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
LITERACY SUPPORT GROUPS POLICY

PURPOSE
To provide an additional opportunity for children experiencing difficulties in Literacy to establish effective reading and writing strategies

AIMS
- Literacy Support Groups should be seen as an opportunity for those children who have experienced difficulty in being able to effectively engage in classroom literacy programs.
- Literacy Support Groups should provide small group (no more than 4) intensive instruction at least 3 to 4 times a week to gain acceleration.
- The focus of Literacy Support Groups sessions should be based on the particular group’s need, whether it is in reading or writing, or both.
- Literacy Support Groups should be based on the children’s strengths.
- Close communication should exist between parents, the Literacy Support Groups teacher and the class teacher.

GUIDELINES FOR ACTION
- A 30 minute session to be held at least 3 to 4 times a week.
- Prospective children should be identified by class teachers. Class testing, Diagnostic Survey information and Early Years testing should also be used. Group focus needs to be decided.
- The program will run when a need is perceived by staff. Literacy Support Groups may offer support to children awaiting inclusion into the Reading Recovery program.
- The suggested Literacy Support Groups lesson plan should be followed recommended guidelines.
- The program will be evaluated by student achievement against statewide benchmarks. Prep and Grade 1 students who don’t make accelerated progress may have the opportunity at a later date to move into the Reading Recovery Program. Children who do not make progress after receiving intensive support will be referred to regional staff.
- All purchases for this program will be finalised by the end of Term 3.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
**VISUAL ART POLICY**

**PURPOSE**
To engage students in unique, expressive, creative and communicative forms that assists students in developing critical and creative thinking which helps them understand themselves and the world. Heathcote Primary School recognises the contribution the Arts make to the development of students, particularly in their support of the school’s purpose and core values.

**AIMS**
- To have continuous and sequential learning experiences in the Visual Arts disciplines undertaken at all levels;
- To provide an opportunity to creatively communicate personal ideas, observations and understandings of the world.
- To create, make, plan and present art works;
- To develop the ability to respond to artworks through analysis and interpretation.
- To increase the student’s understanding of the importance of the Arts in our society though social, cultural and historical contexts.
- To promote health and well-being through personal and social development.

**IMPLEMENTATION**
- Students will experience sequential Visual Arts Communication disciplines based upon the outcomes contained within the Australian Victorian Education and Learning Standards (AusVELS);
- The Visual Arts teacher will provide curriculum for Art, Media and Visual Communications;
- Student achievement in the Arts will be reported to parents using the school’s formal reporting process;
- An appropriate budget will be developed by Art staff and resourced by School Council.
- All students will receive weekly lessons by a Visual Arts specialist teacher.
- Students will experience a range of learning including 2D and 3D part forms and digital media.
- Students will plan and create their artworks through the application of art elements, skills techniques, processes and experimentation.
- Students will have opportunities to view and respond to various artworks ranging from historical and cultural contexts to present day contemporary work.

**EVALUATION**
This policy will be reviewed as part of the school’s four-year review cycle.

**This policy was ratified by School Council in March 2014.**
**PHYSICAL EDUCATION POLICY**

**PURPOSE**
- To promote an understanding of the importance of health and lifelong participation in physical activity.
- To increase the ability of each child to cope purposefully and adequately with various situations involving activity and to provide opportunities for the development of versatility and creativity within these situations.
- To encourage the development of socially desirable attitudes and values, and the pursuit of wholesome, leisure-time activities.
  To encourage participation in physical activities as an enjoyable experience.

**GUIDELINES FOR ACTION**
- Follow the Sunsmart initiative during all Physical Education sessions.
- Term planners in each department will outline the program.
- Physical Education sessions are to concentrate on ‘skills’ teaching and require organisation to allow for effective participation and maximum ‘hands on’ experiences for students. An ideal format includes warm-up, skills acquisition, application and cool-down activities.
- Children to be given the opportunity to use Physical Education skills in a variety of sporting situations.
- Implementation of the Perceptual Motor Program to relevant Junior students.
- Students P-6 may be involved in a sequential, intensive swimming program.
- The school will participate in outside school and zone competitions, unless prior commitment has been made to a school activity.
- Water is encouraged to be consumed during physical activity
- Physical Education is timetabled to allow maximum use of resources and equipment and to ensure that all groups have equal access in line with the DEECD’s mandated times for physical and sports education
- Play equipment that encourages physical activity is made available to students at lunchtimes and other breaks.
- Students are encouraged to walk or ride to school where safe and appropriate. The school will promote walking or riding to school through a whole of school activity at least one day per term.
- Families are informed of the Physical Education policy and are provided with information to meet this policy.

**IMPLEMENTATION**
- Provision of adequate class sets of equipment (such as balls, bats, ropes etc) to efficiently carry out Physical Education lessons and sport.
- Physical Education sessions to fit in with Sunsmart initiative.
- Develop and use areas around the school.
- Ensure all equipment used is returned to the same spot in the sports shed for others to use.
- Staff ensure all equipment is safe to use.
- Staff ensure appropriate precautions and safety measures are taken to minimise any potential risk to students.

**EVALUATION**
This policy will be reviewed as part of the school’s four-year review cycle.
*This policy was ratified by School Council in March 2014.*
HEALTH POLICY

PURPOSE
The Health program provides students with knowledge, skills and encourages behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. The Health curriculum focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

AIM
Through participation in the Health program students will:
- Describe the stages of human development across the human lifespan.
- Explain basic concepts of identity and use simple strategies to maintain and support their self-worth.
- Identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations.
- Describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community.
- Identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people’s food choices.

GUIDELINES FOR ACTION
The AusVELS structure for the Health curriculum is outlined in the two standards: Health Knowledge and Promotion and Movement and Physical Activity.
- The Health curriculum will use a holistic approach and address the physical, mental, cultural, spiritual and social areas to promote optimum wellbeing.
- The Health curriculum must complement and be sensitive to the values, attitudes, beliefs and practices of the culture to which young people belong.
- The Health program will be supported by staff professional development.
- When appropriate community groups and services will be used to support the Health program.

The Student Engagement and Well Being Team will promote, and support:
- Healthy Eating Days
- The Social Competency programs
- Drug Education
- ‘Every Day Counts’ – addressing issues of absenteeism
- Mentoring of students
- And others as deemed appropriate

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
DRUG EDUCATION POLICY

PURPOSE
Drug Education is a joint responsibility between school, home and the broader community. Drug Education will be provided at all levels of schooling and will include a specific drug education curriculum.

AIM
To ensure all students feel safe from harm and supported to achieve their full potential. Drug education includes an emphasis on:
- developing students’ life skills and protective behaviours
- promoting the range of relationships in which students can engage
- ensuring that students are connected to their schooling
- external influences such as, media, family and peers.

GUIDELINES FOR ACTION
- The Curriculum Committee will oversee the implementation of a cross-curricula drug education program.
- The School has developed and will regularly review a four year drug education plan based on the 12 Principles for School Drug Education to ensure a whole school approach to drug education is achieved.
- The School will provide each student with a minimum of 10 hours per year of appropriate drug education and intervention programs.
- Drug Education will adopt a Harm Minimisation approach.
- Drug Education will be inclusive of resilience education and will encompass problem-solving skills and appropriate coping strategies at all year levels.
- The school has developed a network base of community agencies that may assist in the implementation of drug education.
- Professional learning will be provided as required focusing on classroom and playground strategies.
- DEECD guidelines on ‘duty of care’.
- Drug related incidents will follow processes documented within the school Emergency Management Plan.
- Appropriate resources will be used to enhance the curriculum e.g. ‘Get Real’, ‘Get Wise’ and other Australian Government resources.

EVALUATION
This policy will be reviewed with student, parent and community input as part of the school’s four-year Individual School Drug Education Strategy (ISDES) review process.

This policy was ratified by School Council in March 2014.
**LOTE POLICY**

**PURPOSE**

The ability to use a Language Other Than English (LOTE) and to understand and/or move between different cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

**AIMS**

- Students learn to communicate in an Asian language for many purposes and in many contexts; they are able to extend their social contacts, and have direct access to knowledge, ideas and information written or spoken in the targeted languages.
- In learning to use the language effectively, students develop an understanding of the cultural contexts in which the language is used, as well as the shared meanings, values and practices of the community as embodied in those languages.
- Students develop an understanding of the way language works (its structure, the role it plays, and its effects), which they can apply to other languages, including English.
- While learning an additional language, students gain knowledge of and make connections across a range of concepts drawn from other AusVELS areas.

**GUIDELINES FOR ACTION**

- Use role plays and simulations to recreate cultural and social context for language activities in the classroom.
- Provide the language and structures necessary to undertake a planned activity.
- Expand the range of text-types (discourse form) which children can use and produce.
- Introduce children to social and cultural conventions of the various text-types.
- Facilitate a traditional cultural performance/or workshop bi-annually with expert guest performers.
- Maintain a LOTE Indonesian specialist program.
- Continue to resource program and increase LOTE time with students.
- Organise use of native speakers in the program, such as email with an Asian school.
- Attempt to integrate LOTE with current classroom theme, and other specialist areas eg Art and Music.
- A budget to resource the program be submitted each year.

**EVALUATION**

This policy will be reviewed in the triennial review as part of the school’s four-year review cycle.

*This policy was last ratified by School Council in March 2014.*
**MATHEMATICS POLICY**

**PURPOSE**
To ensure students develop competency in Mathematics to enable them to fully participate in modern society.

**AIMS**
Through learning Mathematics in school, students will:
- Acquire mathematical skills, concepts and knowledge so they can deal confidently and competently with daily life now and in the future
- Develop knowledge and skills in using Mathematics for employment, further study and interest
- Be able to interpret and communicate quantitative and logical ideas accurately
- Use technology appropriately and effectively to support the learning of mathematics, and in carrying out mathematical activities in context
- Recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study

**GUIDELINES FOR ACTION**
- This school provides a challenging learning environment that encourages confidence and problem solving skills in Mathematics.
- Appreciate language and manipulation of concrete materials to develop concepts, symbols and their inter-relationships at all grade leAusVELS
- That we encourage pupil interaction in the knowledge that children learn from each other.
- That we build on the known, utilising children’s interests and experiences of ‘real life’ situations
- Assessment that includes student verbalization drives our teaching
- Mathematics is an essential learning area of the Australian Curriculum
- All Prep to Year 6 students at our school will study a sequential Mathematics course based upon the content descriptions contained within the Australian Curriculum
- All teachers are required to work with their respective professional learning teams to contribute to the development and implementation of a sequential Mathematics course for all students and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures
- The school will appoint a Mathematics coordinator who will coordinate the development and implementation of Mathematics across our school
- Student’s individual abilities will be measured and reported against the expected AusVELS and the Australian Curriculum achievement standards
- Student progress in Mathematics will be reported in half and end of year academic report
- Mathematics activities that reflect the topics being studied at school, and are appropriate to each child’s ability, will at times be a component of each student’s homework regime
- Budgets that provide for the needs of the Mathematics program will be developed by the Mathematics coordinator in consultation with all staff members and resourced by School Council
- Classroom teachers will ensure Mathematics receives 5 hours focused teaching per week (P-6)

**EVALUATION**
This policy will be reviewed as part of the school’s four-year review cycle.

**This policy was last ratified by School Council in March 2014.**
**SCIENCE POLICY**

**PURPOSE**
Science education contributes to developing scientifically and technologically literate citizens who will be able to make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live. They will be able to see the connections between science and people, note the relevance of science and technology to past achievements and current and future development and be aware of the impact of science and technology on society, the individual and the environment.

**AIMS**
Through learning science students will:
- Acquire scientific skills and conceptual knowledge
- Acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions – working individually or within groups.
- Develop scientific attributes such as flexibility, curiosity, critical reflection, respect for evidence and ethical considerations
- Recognise and understand the strengths and limitations of science, and that the breadth of scientific knowledge, is under a process of constant change
- Be able to interpret and communicate scientific ideas effectively
- Appreciate the dynamic role of science in social and technological change.

**GUIDELINES FOR ACTION**
- Science activities will reflect the topics being addressed in the Integrated Studies Program.
- Integrated Science activities and assessment will be “cross-linked” with the AusVELS and Australian standards.
- A budget that provides for the needs of the Science program will be developed by staff, and resourced by school council.
- A staff member will be allocated the responsibility of coordinating the school’s Science program and related activities.
- Use of the relevant community resources will be included.
- Use of technology will be an important component of the Integrated Studies Program.
- Equipment and resources made easily accessible.

**EVALUATION**
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was ratified by School Council in March 2014.
**HUMANITIES POLICY (INCLUDING GEOGRAPHY, HISTORY AND ECONOMICS)**

**PURPOSE**
To develop in our children comprehensive understanding of the social world and to ensure that they are equipped to be informed and active participants in our society.

**GUIDELINES FOR ACTION**
- Provide a classroom in which topical and/or controversial issues can be constructively addressed.
- Take account of the backgrounds, interests and needs of the students.
- Provide a program which has both coherence within year levels and continuity across year levels according to AusVELS.
- Unit development will be guided by the development of skills which enable students to:
  - Identify, collect and process data
  - Use the inquiry process
  - Reason and solve problems
  - Clarify values and attitudes about issues affecting the environment
  - Participate in Civics and Citizenship education
  - Use information technology to support learning about society and environment
- Where possible a cooperative planning approach be adopted in the development of units.
- Topics will be decided by teams listed on Term Planners in line with school throughlines.
- Resource acquisition will be an integral part of unit development and review and a resource list will be compiled for each unit.
- The approach to learning and teaching be based upon the ‘Inquiry approach’ incorporating thinking skills such as Bloom’s, Multiple Intelligence, De Bono’s Thinking Hats Models, PMI, Learning to Learn.
- The DEECD priority of Civics and Citizenship continue to be implemented as staff complete PD activities.
- Integrated approach throughout the school.
- Studies of Asia continue to be undertaken as part of a Cultural Unit.
- Use of computers, i.e., Internet, Bookmark sites, Power Point etc as research and presentation tools.
- A resource list has been compiled for each unit and complementary material purchased in conjunction with the librarian.
- Extend use of community personnel, facilities, eg, Community Liaison Officer of police, local City Council, representatives etc to enhance our program.
- All departments to integrate the delivery through the AusVELS where applicable.
- Continue to implement the Civics and Citizenship Education program 3-6.
- All purchases to be finalised by the end of term 3.
- Over a two year cycle AusVELS Level 4 will incorporate Economics, Geography and History.

**EVALUATION**
This policy will be reviewed as part of the school’s three year review cycle.

This policy was last ratified by School Council in March 2014.
**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) POLICY**

**PURPOSE**
The use of Information and Communication Technologies (ICT) in the classroom focuses on providing students with the tools to support and to enrich their learning environment across all Domains. Through ICT students will: develop more productive ways of working and solving problems individually; collaboratively create information products that demonstrate their understanding of concepts, issues, relationships and processes; communicate locally and globally to solve problems and to share knowledge; demonstrate an understand of the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

**GUIDELINES FOR ACTION**
- An eLearning plan that reflects and builds upon objectives detailed in DEECD’s priorities.
- Classroom utilise the resources provided through the eduSTAR image to support learning across all Domains.
- Maintain an in-classroom laptop ratio of no less than 1-to-3 for Grades Prep to 2 and no less than 1-to-2 for Grade 3 - 6.
- An endeavour be made to allocate sufficient funds to ensure the efficient provision of school infrastructure including servers to support staff and student content and a wireless network to support connectivity across the school.
- Maintain a technical support person for a minimum of one day per week (in addition to the DEECD allocated Technical Support to Schools Program (TSSP).
- Investing in software and hardware tools which facilitate learning including an Interactive Whiteboard for each classroom.
- All staff members will be required to include ICT as a component of their individual professional learning plans.
- A school council policy detailing the use of the internet, e-mail and computer access be signed by new users.
- The community will be kept abreast of all progress in ICT, will be invited to be involved in the program where practicable, and will be provided with ongoing in-service opportunities.
- ‘Cyber safe education’ to be addressed at the beginning of every year in Grades 3 to 6 and revisited periodically throughout the year.
- Staff encouraged to utilise the Teleconference resource where appropriate to participate in discussions, conferences and professional learning with other schools and education colleagues.
- The school website maintained as a source of general information about the school.

**EVALUATION**
This policy will be reviewed annually as part of the school’s four-year review cycle.

*This policy was last ratified by School Council in March 2014.*
STUDENT MANAGEMENT
SCHOOL PHILOSOPHY

OUR PURPOSE
To provide a caring and motivational learning environment, developing links with the wider Heathcote community, and preparing all students to become life-long learners in a constantly changing global society.

Our school’s vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in its purposeful learning environment.

OUR VALUES
The following values are central to the philosophy of our school and express how all members of the school community will conduct themselves:

- **Respect** – recognising and accepting individual differences and valuing our environment and belongings
- **Learning** – developing the skills, values and attitudes to become a lifelong learner
- **Teamwork** – learning together to achieve the best possible outcomes for all
- **Responsibility** – being accountable for our own actions, what we say and what we do

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

- An elected government.
- The rule of law.
- Equal rights for all before the law.
- Freedom of religion.
- Freedom of speech and association.
- The values of openness and tolerance.

Enactment of school philosophy.
In all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices the vision of the school will sit at the centre and there will be expectations about all work aligning with the school vision. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

The process at our school can be represented as the vision, values and beliefs at the centre. In an outer ring there will be a set of principles. As a further outer ring will be a set of practices. A detailed list of school policies will sit within this framework.

In all work in the school, the question “Is this work or process in line with the school vision, values and beliefs?” This question will be a fundamental part of the practice of all leaders in the school.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was ratified by School Council in March 2014
ENROLMENT POLICY

PURPOSE

As a school within the Victorian public school sector, our school will comply with all government and department enrolment requirements. The school will be a school without a zone but with a neighbourhood and it will take all students who make inquiries from its neighbourhood.

All students and a family member or a caregiver will be interviewed by a senior member of the teaching staff prior to enrolment to ascertain an appropriate year level and learning program. The enrolment policy of the school will take account of all requirements of laws relating to discrimination, equal opportunity, privacy and immunisation.

It will be an inclusive school and it will provide programs for all enrolees. A Disability and Impairment Program will cater for students who being special learning needs.

An enrolment register will be maintained. The enrolment register will be kept up to date by a dedicated member of the school office staff. Changes to the register will be done on a weekly basis to reflect current student numbers and movement of students into and out of the school. Student destinations will be tracked.

International students will be enrolled in a manner consistent with the guidelines for enrolment of international students of the Department of Education and Early Childhood Development.

EVALUATION

This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
1. **Student Behaviour – School Context**

The School actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The School works collaboratively with students and parents/carer to establish fair and respectful behaviour policies and practices, based on the school’s values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school’s curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our pastoral and mentoring programs (including peer support) are tailored to address students’ personal and social learning at various stages of their secondary education. Our Disability and Impairment program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, the house system, the role of the school captains and our peer support mentors.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes Heathcote PS staff as well as the DEECD Psychologist and Social Worker and School Chaplain. External agencies work with students and families on a more targeted and individualised level.

When relationships break down between members of the school community, we use “Restorative Practices” to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our Sub school Managers. Attendance conferences are an important mechanism through which teachers and parents can work together to combat absenteeism and truancy. (Refer to our Attendance Policy).

The School values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents’ Association in our efforts to build a sense of community.

2. **Rights and Responsibilities:**

It is the right of all members of the School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/carer have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation.
Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student. Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school’s educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child’s educational progress, model and reinforce positive behaviours and ensure their child’s regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child’s learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

3. Shared expectations:

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Parents/Carers</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>Demonstrate</td>
<td>Promote positive outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs</td>
<td>The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</td>
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<td></td>
<td>• preparedness to engage in and take full advantage of the school program</td>
<td>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</td>
<td>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</td>
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<td></td>
<td>• effort to do their very best</td>
<td>• Monitor their child’s school involvement and progress and communicate with the school when necessary</td>
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<tr>
<td>(participation in the classroom and other school activities)</td>
<td>• self-discipline to ensure a cooperative learning environment and model the school values</td>
<td>• Are informed and supportive of school programs and actively participate in school events/parent groups</td>
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<td></td>
<td>• team work</td>
<td></td>
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<tr>
<td>Attendance</td>
<td>All students are expected to:</td>
<td>Parents/Carers are expected to:</td>
<td>In accordance with DEECD procedures the school will:</td>
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<td></td>
<td>• attend and be punctual for all timetabled classes every day that the school is open to students</td>
<td>• ensure that enrolment details are correct</td>
<td>• Proactively promote regular attendance</td>
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<tr>
<td></td>
<td>• be prepared to participate fully in lessons</td>
<td>• ensure their child attends regularly</td>
<td>• mark rolls accurately each lesson and follow up on absences</td>
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<td></td>
<td>• bring a note from their parents/carers explaining an absence/lateness</td>
<td>• advise the school as soon as possible when a child is absent</td>
<td>• Identify trends via data analysis</td>
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<td></td>
<td></td>
<td>• account for all student absences</td>
<td>• Report attendance data in the school’s Annual Report</td>
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<td></td>
<td></td>
<td>• keep family holidays within scheduled school holidays</td>
<td>• Support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies</td>
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<td></td>
<td></td>
<td>• Support their child’s learning during absences and work with the school to reintegrate students after prolonged absences</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Students are expected to:</th>
<th>Parents/Carers are expected to:</th>
<th>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on pro-social behaviours in curriculum content</th>
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<tbody>
<tr>
<td></td>
<td>• take responsibility for their learning and have high expectations that they can learn</td>
<td>• have high expectations of their child’s behaviour and an understanding of the schools behavioural expectations</td>
<td>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</td>
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<td></td>
<td>• take responsibility for their behaviour and its impact on others</td>
<td>• Communicate with the school in regards to their child’s circumstances</td>
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<td></td>
<td>• model the schools core values of diversity, achievement, responsibility and endeavour</td>
<td>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</td>
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<td></td>
<td>• comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes</td>
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The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.

The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.

5. School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Student Engagement Policy).

Whole school practices include:
- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:
- Understanding the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”
Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Director of Student Engagement and Well-Being, the Pathways and Transition Manager, the Disability and Impairment manager and guidance officer where appropriate
- Mentoring and/or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

**Discipline Procedures – suspension and expulsion**

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a school support group.

**Individual consideration must always be given when implementing behaviour management strategies for students with disabilities, to ensure these students are not discriminated against as a result of their disability.**

When considering suspension or expulsion, the School follows the Department of Early Childhood and Development’s procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

**EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

**This policy was ratified by School Council in March 2014**
OFFENSIVE MATERIALS OR THEMES POLICY

PURPOSE
To ensure that children are not subjected to materials or themes which may be regarded as offensive, controversial or obscene.

GUIDELINES FOR ACTION
- All decision making processes associated with the selection of teaching and learning resources shall be guided by The School Policy and Advisory Guide
- Key considerations regarding the role of schools are:
  - Duty of care for students will be considered when selecting texts and planning educational activities to ensure curriculum resources are appropriate and suitable for the relevant age groups
  - The School Policy and Advisory Guide places emphasis on local community standards in relation to resolving issues that may arise over the suitability of teaching and learning resources. Thus the school council, as the body representing the local community, has an important role in resolving contentious issues over the suitability of teaching and learning resources
  - The guidelines provide procedures and principles for resolving related issues within local school communities
  - The expertise of teachers and principals is recognised
- When considering the suitability of resources for curriculum inclusion the proposed resources should be subject to questions and appropriate action taken as outlined in The School Policy and Advisory Guide”
- In deciding the suitability of curriculum resources for particular age groups, the school will consider community standards and values
- Principles and procedures in The School Policy and Advisory Guide will be used to resolve issues concerning objections to curriculum resources
- Key school staff directly responsible to closely liaise with the Principal to ensure effective implementation of the Policy are as follows:
  - The manager of relative Library resources
  - The Information Technology Co-ordinators in the management of the Internet, Email and Computer Access Code of Conduct
  - The Wellbeing Team in relation to the sensitive topic areas of personal development/sexuality, body image, death, relationships
  - Team contacts in relation to all themes and materials presented to children as a part of the ongoing delivery of curriculum

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
**DEECD INTERNET ACCEPTABLE USE POLICY**

**POLICY**

Internet facilities within DEECD are to be used for Departmental business purposes and in a manner which conforms with the *Code of Conduct for the Victorian Public Sector, April 1995*. Any misuse of Internet privileges may result in the revoking of any right to use the service and may lead to other disciplinary action.

**RATIONALE**

- The use of Internet resources at DEECD is a privilege, and, like any other privilege, carries with it responsibilities.
- The Internet is by far the largest and highest profile network providing public information services. There are many local, national and international Internet sites which provide information relevant to DEECD’s core business. Education Network Australia (EdNA) has established a national website directory of education and training information and resources with links to many other national and international sites. Many schools and TAFE institutions have already established web sites.
- It is essential that use of this valuable resource be controlled to:
  - maximise the benefit to the DEECD
  - manage the risks associated with its use, and
  - ensure that it is used in an appropriate manner.
- The process by which DEECD seeks to manage staff use of the Internet is through the adoption of this Acceptable Use Policy.

**RESPONSIBILITY**

It is the responsibility of managers and principals to ensure their staff are aware of this policy and to provide each of them with a copy. It is the responsibility of individuals to abide by the policy.

**GUIDELINES**

- Internet facilities are not to be used in any illegal manner, such as contravening copyright, defamation, censorship or criminal laws.
- Internet facilities are not to be used to achieve unauthorised access to systems, software or data.
- Only material relating to the DEECD’s business is to be issued via the Internet. The transmission of material must be in accordance with the authorisation, release and distribution mechanism approved for that material.
- The Internet must not be used to conduct a private business or to carry out research into non-work related topics.
- The Internet must not be used to send harassing, obscene or other threatening messages, nor may they contain content that may be considered offensive or disruptive. This includes sexually oriented messages or images and sexual harassment material. See *Rights and responsibilities under the Victorian Equal Opportunity Act 1995: Training for principals, staff and school councils*, DEECD and Victorian Equal Opportunity Commission, 1996.
- On-line conferences or discussion groups must be relevant and used for business purposes or professional learning activities. Such interaction requires that Internet etiquette should be observed along with current societal standards for respect and fairness.
- Where information obtained via the Internet is to be relied on by DEECD, appropriate steps must be taken to verify the integrity of the material.
• Large downloads should be minimised to ensure the Internet performance of other users is not adversely affected.
• All data, programs and files which have been downloaded from the Internet must be run through a virus scan program before being launched or opened. Material must not be downloaded from game sites, hobby sites or illicit sites. These sites are not relevant to the DEECD’s business and provide the greatest risk of importing viruses.
• Subscribing to list servers (LISTSERVS) and mailing lists must be for business purposes or professional learning reasons only.
• Schools should develop an Acceptable Use Policy which contains clear policies and guidelines for student use of the Internet. Information about developing a policy, including issues for consideration, can be found on the FUSE website

REFERENCE
Refer also to the DEECD Acceptable Use Policy for ICT Systems and Heathcote Internet, Email and computer Access, Code of Conduct.

EVALUATION
This policy will be reviewed in the triennial review as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
**DEECD E-MAIL ACCEPTABLE USE POLICY**

**POLICY**
- The purpose of electronic mail (e-mail) within DEECD is to conduct Departmental business.
- All e-mail communication must be handled in the same manner as a letter, fax, memo or other business communications in a manner which conforms with the *Code of Conduct for the Victorian Public Sector*, April 1995.
- Any misuse of e-mail privileges may result in the revoking of any right to use the service and may lead to other disciplinary action.

**RATIONALE**
- The use of electronic mail resources at DEECD is a privilege, and, like any other privilege, carries with it responsibilities.
- Communicating electronically is cost-effective, timely and efficient. However, it is essential that use of this valuable resource be controlled to ensure that it is used in an appropriate manner.
- Messages that are created, sent or received using the DEECD’s e-mail systems are the property of the Department and may be accessed as records of evidence in the case of an investigation. For example, all information produced on computer, including e-mail, is accessible under the Freedom of Information Act. E-mail messages can, and have been, retrieved from back-up systems and organisations have been held liable for defamatory e-mail messages sent by employees.
- The process by which DEECD seeks to manage staff use of e-mail is through the development and adoption of this Acceptable Use Policy.

**RESPONSIBILITY**
It is the responsibility of managers and principals to ensure their staff are aware of this policy and to provide each of them with a copy. It is the responsibility of individuals to abide by the policy.

**GUIDELINES**
- E-mail is not to be used in any illegal manner, such as contravening copyright, defamation, censorship or criminal laws.
- E-mail must not be used to conduct a private business or to carry out research into non-work related topics.
- E-mail must not be used for sending junk mail, for-profit messages or chain letters.
- Only material relating to DEECD’s business is to be issued via e-mail. The transmission of material must be in accordance with the authorisation, release and distribution mechanism approved for that material.
- No confidential DEECD information is to be sent via e-mail. While every attempt is made to assure the security of the Department’s e-mail systems, users should be aware that this security cannot be guaranteed.
- E-mail must not be used to send harassing, obscene or other threatening messages, nor may they contain content that may be considered offensive or disruptive. This includes sexually oriented messages or images and sexual harassment messages. See *Rights and responsibilities under the*

- Constructing electronic communication so it appears to be from someone else is not allowed.
- Obtaining access to the files or electronic mail of others for the purpose of satisfying idle curiosity, with no substantial Departmental business purpose is not permitted.
- Sending a message to a large number of people, outside normal distribution guidelines, is not allowed.
- Subscribing to list servers (LISTSERVS) and mailing lists must be for business purposes or professional learning reasons only.
- Appropriate record management practices for e-mail messages must be adhered to. See **DEECD Record Keeping Policy**.
- The sending of large mail messages or attachments should be minimised to ensure the e-mail performance of other users is not adversely affected.
- All data, programs and files which are attached and downloaded from e-mail messages must be run through a virus scan program before being launched or opened.

**REFERENCE**

Refer also to DEECD Acceptable Use Policy for ICT Systems and Heathcote Internet, Email and computer Access, Code of Conduct.

**EVALUATION**

This policy will be reviewed as part of the school’s four-year review cycle.

**This policy was last ratified by School Council in March 2014.**
Heathcote Primary School Computer Network

**Overview to the Heathcote Protocol**

Dear Parents,

It is most important our children can access and have ongoing use of the best information technology learning tools possible to assist their learning.

To ensure the right of all children to ongoing access to the system it is important all understand their responsibilities as users. These responsibilities involve treating the hardware with respect and care and behaving within the directions issued for use. Computer settings cannot be changed, assigned programs only can be used and others’ work cannot be accessed.

The opportunity to access, ‘information from anywhere at any time’ provides the ideal environment for learning to occur, for ideas to be pursued and talents and interests extended. This environment however, which involves increased contact with, and exposure to the wider world, also increases the chance of contact with undesirable aspects of the broader society. Accordingly, we must be alert to potential risks and be cautious to put into place protective barriers and procedures to protect our children.

The protocol is directed towards ensuring Heathcote children have maximum access to the best possible information technology resource the school can provide. The aim is to provide a protected learning environment within which responsible, active children collaborate or act independently to build skills, or to undertake inquiry/problem solving-based tasks.

The signing of the protocol by both children and parents indicates an understanding of the underlying aims of our information technology program and acceptance of the protocol requirements.

EVALUATION:

This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
HEATHCOTE PRIMARY SCHOOL
INTERNET, EMAIL & COMPUTER ACCESS
CODE OF CONDUCT PREP - 2

The use of the computer network and the computers is a privilege not a right and is to be used as an educational tool.

Students will:
- Work cooperatively and take great care of the equipment
- Not eat drink or play near the computers
- Use only their own user name and password
- Only look at others’ folders, work or files with their permission
- Store only school related materials on the network
- Not play games, music or programs from home on the school computers
- Print work after asking the teacher’s permission
- Be expected to follow the directions of the teacher
- Only access Internet sites for information relevant to current school tasks
- Use the “Back” button if they come across anything that makes them feel uncomfortable when using the Internet, and tell the teacher
- Not give out personal information such as my surname, address and phone number or that of my parents on the Internet
- Let the teacher know if they or others are breaking the rules

Student Agreement
I understand that if I break the rules, I will lose my access to the computers for a period of time determined by the Curriculum Committee.

I agree to be a responsible user of the ICT resources at Heathcote Primary School, and accept the conditions as stated above. I understand the consequences of not following the ICT User Policy.

_________________________________               __________________________
Student Name                                    Student Signature

_________________________________               __________________________
Parent Name                                     Parent Signature
HEATHCOTE PRIMARY SCHOOL
INTERNET, EMAIL & COMPUTER ACCESS
CODE OF CONDUCT GRADE 3-6

Protocol Context

- The Heathcote computer network has been installed to serve the teaching and learning delivery needs of the school. All persons using the system do so on the basis of this understanding.
- All teachers have access across all student files. Teachers will normally only access the files of students for whom they are directly responsible.
- Persons nominated by the Principal as Administrators have access to all files.
- All users of the system shall only engage in behaviour which reflects positively upon the Heathcote school and its curriculum delivery.

Contract

1. I will always use friendly and appropriate language when using E-mail and computer program facilities.
2. I will tell teachers straight away if I see any inappropriate messages on E-mail or other programs and I will not respond to these messages.
3. I will not give out personal information such as my address, telephone number, the school’s or my parent’s/friends addresses/telephone numbers.
4. I will only use only my user name and password.
5. I will only look at others’ folders, work or files with their permission.
6. In the event of planned class activities, with parent and teacher permission, will any students be able to meet a student or expert who they have corresponded with online.
7. I will get written permission from my parents and the permission of my teacher before sending photographs of myself to anyone by E-mail.
8. I will do as I am instructed by my teacher at all times when I am using the Internet, Email and Computer Program facilities.
9. I will only open programs that are part of my program list. (Program list to be established with classroom teacher).
10. I will not play games, music or programs from home on the school computers or, introduce floppy disks, CDs, DVDs or USB memory sticks that are foreign to this network.
11. I will treat the computer monitor, hard disk and keyboard with respect at all times.
12. No food or drink is to be taken near computers both in library or classrooms.
13. If permitted to work on the computers in a classroom unsupervised I will follow the protocol rules and be on my best behaviour.

I have read and understand the above Code of Conduct and I agree to obey it when I am online.

I also understand that access is a privilege and not a right and if that I break the Conduct Code, I will forfeit my access rights (period determined by the Network Administrators).

I have shown this agreement to my parents and we have discussed my responsibilities regarding access to the schools Internet, Email and Computer Program facilities.

I _____________________________________________ agree to obey the above Code of Conduct and Access Rules when I am using the Internet, Email and Computer Program facilities.

Signed _____________________________________________ (student)

Signed _____________________________________________ (parent)
SCHOOL UNIFORM POLICY

PURPOSE

- To ensure all students are dressed appropriately for all school activities and to ensure that all members of the School Community are aware of the guidelines.
- To support the concept of equality and of being part of the school.
- To provide a school uniform which has a pleasing appearance, is Sunsmart and can be provided at a modest, affordable cost.

GUIDELINES

- The wearing of Heathcote school uniform is compulsory.
- Uniforms should allow all children to participate actively and safely in school life.
- All clothing worn must meet acceptable school community standards.
- Promotion of Sunsmart clothing- shirts with collars and elbow length sleeves and longer style shorts and skirts. Sunglasses are acceptable but should comply with minimum ASA standards and be clearly named.
- The school uniform colours are plain navy blue and plain red.
- Student head gear needs to be a plain navy or plain red headband.
- Hair shoulder length or longer is required to be tied back; to support the management of headlice.
- Denim, ‘designer’ and clothing with stripes is not within the uniform guidelines.
- The following garments are considered to make up the Heathcote School uniform:

  **Navy:**
  - Short sleeve polo shirt
  - Long sleeve polo shirt
  - Rugby windcheater
  - Polar fleece vest
  - Polar fleece jacket
  - Skort/Pinafore
  - Track pants – zip pocket
  - Track pants – open leg
  - Basketball shorts
  - Microfibre shorts
  - Heathcote bucket and broadbrim hat.

  **Red:**
  - Short sleeve polo shirt
  - Long sleeve polo shirt

  **Red/White:**
  - Check summer dress

  **Footwear:**
  - black, navy blue or brown shoes/sandals
  - runners
IMPLEMENTATION

- School Council will manage the matters related to uniform; eg. policy, lost property.
- Earrings are to be stud or sleeper style.
- Footwear should protect the feet and be appropriate for Physical Education. Thongs and ‘rip-up’ sandals are not permitted. High/wedge heels are not appropriate.
- The compulsory wearing of a bucket or broadbrim Heathcote hat during Terms 1 and 4.
- Out of school activities eg. sports days, excursions (unless otherwise specified) require wearing of uniform for participation in activity.
- Any child out of uniform is respectfully spoken to by staff to remind the student of the school uniform policy.
- Parent of students continually out of uniform will be contacted by either the Principal.
- Unnamed uniform and second hand uniform will be made available for sale at specific times throughout the year.
- Children who are out of uniform must bring a note of explanation.
- A copy of this document is to be given to all staff members.
- A Uniform Policy is to be included within the Information Booklet given to new families.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
CLASS PLACEMENT POLICY

PURPOSE
To create the best possible learning environment which is equitable to all students and their families.

GUIDING PRINCIPLE
That the underlying principles are educational and in the best interests of all children.

GUIDELINES FOR ACTION
- The specified criteria for movement of a child from one class to another are as follows:
  (a) Special needs of children (i.e. emotional, psychological, behavioural, disabilities and impairments).
  (b) Equitable distribution of children (i.e. learning, gender, behaviour considerations).
  (c) Within department requests (i.e. for children to be placed or not placed within a class for family groupings).
  (d) Flexibility in grouping will be encouraged in movement between departments or grade levels.
  (e) Each child should have at least one friend accompany him or her to the next class.
  (f) Parents of a pre-school child could indicate a friend they would like their child placed with.
- People who may be involved in the class selection process are as follows:
  (a) The child’s class teacher.
  (b) The school’s transition teachers.
  (c) Parent(s) of a special needs child.
  (d) Parent(s) who have views regarding family groupings(s). *
  (e) Other staff involved in the child’s education, such as specialists who have specific special needs information.
  (f) Kindergarten staff.
  (g) Junior and Senior Unit staff.
  (h) The Principal.
  * Parents are to write to the Principal regarding these special considerations.
- Records of decisions which have been made regarding placement of children for various reasons, especially behaviour, will be kept. The Principal will be responsible for keeping this information.
- If there has been an on-going concern during the year and there has been contact between parent, teacher and Principal, a child could be moved to another class in the following year. This action should take place only after discussions with the Principal and the involved parties.
- Parents are unable to request a particular classroom teacher.
- Student enrolment numbers during the year will be a major factor in class structures.
- That the final responsibility for class placement and or pupil movement remains primarily with the Principal.

EVALUATION
This policy will be reviewed in the triennial review as part of the school’s four-year review cycle
This policy was last ratified by School Council in March 2014.
STUDENT MOBILE PHONE POLICY

PURPOSE
To establish the protocols for the acceptable use of mobile phones.

GUIDING PRINCIPLES

- The School Council and Staff acknowledge that the use of mobile phones while children are at school is not necessary. In these circumstances both parents and students have access to each other through the normal communication channels at school.

- Parents are able to ring and get messages to children to alter plans or to ensure their safety in cases of family emergency. Children can be called to the phone if it is essential that the parents speak to the child directly. Similarly, children are able to use the school phone to contact parents if required.

- The School Council and Staff of Heathcote Primary School acknowledge the importance parents place on the safety of their children. The ability for children to be able to contact parents in cases of emergency or danger is essential. Access to mobile phones by children has become a useful tool for families to keep in contact with each other in such circumstances.

GUIDELINES FOR ACTION

- Students are not permitted to bring mobile phones to school.

- If for some extenuating circumstance, a student needs to occasionally bring a mobile phone to school, the following will apply:
  - The school accepts no responsibility for the theft, breakage or loss of phones. Under no circumstances are the mobile phones to be used while at school.
  - Phones must be handed into the Office on arrival at school. Any emergency contact with parents can be arranged through the class teacher or office.

- The school accepts no responsibility for the exchange of contact details between students however use of these details for prank calls, harassment or bullying will be dealt with through normal behaviour management procedures.

- Students who attend camps or excursions will not be permitted to take phones with them. Teachers carry phones, which can be used in the case of emergency. In a camp situation, contact details will be made available to parents prior to departure.

- DEECD does not hold insurance for personal property brought to schools and it will not pay for any loss or damage to such property. Staff and students are therefore discouraged from bringing any unnecessary or particularly valuable items to school.

EVALUATION

This policy will be reviewed as part of the school’s three year review cycle.

This Policy was ratified by School Council in March 2014.
HEATHCOTE HOME LEARNING POLICY

PURPOSE
Heathcote Primary School acknowledges that home learning plays an important role in the academic and personal development of students from Grade Prep to Six. Home learning benefits students by complementing classroom learning, valuing learning which occurs outside of school, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

AIM
The Home Learning Policy aims to give teachers, parents and students the opportunity to share responsibility for encouraging the view that learning occurs beyond school and can be actively pursued at home.

IMPLEMENTATION
- The school’s Home Learning Policy is to be read in conjunction with the CHPS Home Learning Guidelines.
- The school’s Home Learning Guidelines will be communicated to the school community in a variety of ways including information sessions, letters and the school newsletter at the commencement of each school year.
- Home learning activities will be interesting and relevant and cater for different learning styles and individual needs.
- Home learning requirements will be clear to maximise parent understanding.
- Home learning will support the classroom program.
- Home learning will acknowledge the formal and informal learning that students complete out of school hours.
- Home learning will further help students practise organisational, goal setting, and time management strategies.
- Home learning efforts will be acknowledged and appropriate feedback given
- Home learning will periodically require access to the internet. Provisions will be made for students with limited or no access to the internet.

HOME LEARNING GUIDELINES

Grade Prep - Reading each night to a Parent/Carer and recording each night’s reading in the Read It Diary and returned to school each day
- Sharing a bedtime story each night and discussing the text as you read together.
- activities linked to learning the alphabet
- high frequency words will be sent home throughout the year
- incidental writing such as cards, shopping lists and letters
- Making links between numeracy at school and numeracy in real life
- Family activities e.g. board games, card games, guessing games (e.g. “I Spy”) with Parent/Carers
- Discussion with a Parent/Carer about what is happening at school including the current theme is encouraged. Relevant information about classroom activities will be included in the Newsletter.
Welcome to Home Learning at Heathcote Primary School

Dear Parents and Carers,

Learning happens all the time, not just at school. Family life, real life experiences and children’s extra activities outside school contribute greatly to a child’s learning and development. At Heathcote Primary School we acknowledge that families lead busy lives. Parents and Carers work and students have after school commitments.

Home Learning is about BALANCE- a balance between school and home, formal and informal learning- and a way to promote the development and understanding of the whole child.
The home learning approach broadens the traditional idea of homework. It promotes independence and self-directed learning. It values all the wonderful learning the students are already doing as part of their everyday life. Learning opportunities are all around and can happen at any time. We acknowledge and value activities which take advantage of these valuable learning opportunities.

Students are expected to complete set work at home that supports their classroom learning. Activities will be based at your child’s level of ability. Other activities are provided either to give families ideas on how to enjoy learning time together or allow students to extend and enrich their own learning. At each department level we have aimed to increase the complexity of the Home Learning tasks.

**Guidelines for Each Level**

**Grade Prep**
- Reading each night to a Parent/Carer and recording each night’s reading in the *Read It Diary* and returned to school each day
- Sharing a bedtime story each night and discussing the text as you read together.
- Activities linked to learning the alphabet
- High frequency words will be sent home throughout the year
- Incidental writing such as cards, shopping lists and letters
- Making links between numeracy at school and numeracy in real life
- Family activities e.g. board games, card games, guessing games (e.g. “I Spy”) with Parent/Carers
- Discussion with a Parent/Carer about what is happening at school including the current theme is encouraged. Relevant information about classroom activities will be included in the Newsletter.

**Grade 1-2**
- Reading each night to a Parent/Carer, discussing the text and recording each night’s reading in the *Read It Diary* and returned to school each day
- Sharing a bedtime story each night and discussing the text as you read together.
- Incidental writing such as cards, shopping lists and letters
- Revision of individual spelling words will be sent home frequently.
- Practise and revise basic number facts
- Making links between numeracy at school and numeracy in real life
- Family activities e.g. board games, card games, guessing games
- Discussion with a Parent/Carer about what is happening at school including the current theme is encouraged. Relevant information about classroom activities will be included in the Newsletter.
- Home learning will periodically require access to the internet to support specific learning tasks

**Grade 3/4**
- Reading each night recorded in their reading diary with a focus on discussion. Reading Diaries are to be returned daily.
- Incidental writing such as cards, letters, invitations.
- School revision activities may include extra practise of basic number facts, spelling tasks or completing unfinished work.
- Integrated Inquiry activities may include following up work at home, or researching a topic.
- Family activities include things such as sport training, instrumental practice, helping with shopping, playing a board game.
- Home learning will periodically require access to the internet to support specific learning tasks
Grade 5/6
The purpose of home learning tasks is for students to consolidate concepts learnt in class and to build specific skills across all learning areas.
- Home learning will help prepare students for the expectations of secondary school by promoting independent work habits such as organisation and time management.
- Home learning will consist of a diverse range of activities throughout the term. Tasks will link to a variety of domains across the curriculum.
- Home learning may include project based tasks which run over an extended period.
- Students may be required to read at home in preparation for Lit Clubs.
- Home learning tasks are reviewed in class through individual, small group or whole class forums.
- Home learning will periodically require access to the internet to support specific learning tasks.
Please contact your class teacher if you have any issues or concerns.
We hope you all enjoy the home learning experience.
Yours sincerely,
Heathcote Staff

Some Other Suggested Activities to Enjoy as a Family
Household Helper- Encourage your child to help around the house and to contribute in a meaningful way to family life.
Family Fun – Focus on spending time together
Caring for Others- Encourage your child to care for a pet, a friend or relative, or to take up a project together to care for the environment.
Physical activity- Physical activity is important for the healthy development of all children. Some physical activities that your child may be involved with include: dance classes, going for a walk in the park, riding their bike or scooter, walking together, jumping rope, ball games, school sporting teams and organised sports practice.
Cultural activity- This focus aims to develop an interest and appreciation of a broad range of ‘The Arts’ and take advantage of the ‘Arts Precinct’ Heathcote is located in. You might listen to music together, sing and dance, visit the Art Gallery or a museum, look at works of art in books, learn an instrument, make up a play about a story you have read, dress up and make believe or do some craft work.
Shopping activity- Shopping is an incredibly rich and exciting opportunity for discussion, problem solving and learning. Here are a few suggestions for how to harness the learning opportunities presented in a family trip to the shops: read the signs around the shops, read and compare prices of items, allow your child to play with and count money, see if they can work out the change, read shopping catalogues at home and decide what you would like to purchase and allow your child to pick and pack the fruit and vegetables e.g. find me 4 big oranges.

EVALUATION:
This policy will be reviewed as part of the school’s four-year review cycle.

This Policy was last ratified by School Council in March 2014
SCHOOL TRANSITION POLICY

PURPOSE
To ensure all new and existing children attending Heathcote School have the opportunity to participate in positive transition experiences relevant to their year level.

GUIDELINES
The following will be the responsibility of the Student Transition and Pathways Committee:
• Provision of smooth and efficient transition from Kindergarten to Primary School.
• Provision of transition experiences relevant to existing students’ year level and exposure to prospective Departments, peers and staff.
• Access to Transition opportunities for Grade 6 students entering Secondary School education.
• Facilitate Secondary School visits where appropriate to Heathcote Primary School to assist students in becoming aware of programs available and provide further familiarity (e.g. Band visits).

IMPLEMENTATION

Prep Transition
• Three information sessions will occur to inform parents about the school’s programs and procedures, and an opportunity will be provided for questioning and discussion.
• Transition program comprising of at least four School visits during fourth term will be organised for all children (and their parents).
• Visits will consist of familiarisation tours of the school, activities in classrooms, specialist lessons and visits to the Principal’s office. Any visiting artists or performances that are occurring during term 4 may be incorporated into the Transition program.
• Two school experiences will occur during Term 4 including a Transition Barbeque activities session and Orientation Day. An information session for parents will occur related to the first day of school.
• All parents will receive detailed information packages about the school.
• Senior buddies will assist in the settling in period by eating lunch with their prep buddy and playing with them outside (initially). The senior buddy will also act as a contact for the Prep students outside.
• Ongoing communication with each feeder Kindergarten or Childcare centre will take place during Term 4 (Kindergarten to Primary School Network) to inform the Transition Co-ordinators of friendship groups conducive to learning and students needs to better inform class placements.
• Information will be sought about each child from the Kindergartens and Childcare Centres, and meetings will be organised with parents of children with special needs to discuss programs and resource requirements.
• A morning tea for parents will be provided on the first day of school, with specialist staff assisting classroom teachers with the needs of the new students.
• Prep students will not attend school on Wednesdays’ for their initial period of Schooling.
Existing School Transition

- The Step-Up Program will entail at least three visits to students’ prospective new year level. Each visit will enable students to get to know new staff and students.
- “New Class Day” will occur whereby students are able to spend time in their new class, with their peers and teacher for the prospective year.
- All teachers will discuss students’ queries and questions regarding expectations for the following year and will assist in teaching students coping skills (encompassing social competencies) to further equip the students to handle the upcoming change.
- Teachers will pass on all student’s files and will discuss any issues related to students with their teacher for the following year.
- Opportunities will be provided for parents to visit classes or communicate with the school regarding their child’s progress at all times, and any issues that arise will be attended to as soon as possible.

Exiting School Transition

- An experienced Grade 6 Co-ordinator will be appointed to liaise with feeder Secondary Colleges regarding Transition experiences.
- Enrolment packs and information provided by Secondary Schools will be given to students.
- Student data will be transferred and discussed where appropriate.
- Further Transition experiences for targeted students who require greater exposure to Secondary School life due to special needs will be arranged.
- Grade 5/6 staff will continue to facilitate positive discussions regarding transitioning into Secondary School life with students.
- Grade 6 students will be given the opportunity to attend the Senior School Expo if possible.
- All Grade 6 students will be given the opportunity to attend the Secondary School of their respective choice on the state-wide Orientation Day.

EVALUATION:
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
ON-SITE SUPERVISION OF STUDENTS POLICY

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

The school will normally satisfy the duty of care for the on-site management of students outside normal timetabled class time by allocating responsibilities for supervision to different staff.

The principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in the school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury.

GUIDELINES
As part of its duty of care the school is required to adequately supervise students for a defined period before school; at recess time and lunch time; and after school.

This on-site supervision requires not only protection from known hazards, but also protection from those that could arise (that is, those the teacher should reasonably have foreseen) and against which preventive measures could be taken.

It is essential parents/carers are kept informed as to when supervision of students is available before and after school, and that outside these times supervision and/or the collection of students is the responsibility of parents/carers. This information should be clearly provided to parents/guardians on a regular basis.

Parents/carers may require their child to leave the school grounds to:
• go home for lunch
• be dismissed early from school to attend an appointment

It is important the school has a process to authorize these requests and accurate student records are maintained.

PROGRAM
A roster system will be used to timetable staff members for yard supervision.

Yard supervision will include before school, recess and lunch breaks, and after school.

In determining whether supervision of students entering or exiting the school is adequate, the principal or their nominee will consider a number of factors including:
• which entry/exit points should be or are used by students
• whether any entry or exit points should be locked, designated as out of bounds, or supervised
• road traffic conditions
• designated pick up and drop off areas
The supervision of the arrival and departure of any school contract buses is a matter for the discretion of the principal who will consider the following:

- the number of students alighting from and boarding the bus at the school
- the age of students alighting from or boarding the bus
- the times of the arrival and departure of the bus(es)
- the location of the pick-up and drop-off points in relation to the other areas of the school
- whether supervision is required to protect students on the bus, or from unruly student behaviour when boarding or alighting from the bus

The supervision of the arrival and departure of any students on public transport is a matter for the discretion of the principal who will consider whether supervision is required to protect students on the bus, or from unruly student behaviour when boarding or alighting from the bus.

Parents/carers are discouraged from sending their children to school before the designated supervision time in the morning. Parents/carers are encouraged to pick up their child by the end of the designated end of day supervision period. Parents will also be informed via the school’s newsletter the times when staff members will be rostered to undertake yard supervision before and after school each day.

The school must receive written permission from a parent/carer before the school will authorise a student to be dismissed to:

- go home for lunch
- to attend an appointment during school hour

Students must be signed out of the school if departing prior to dismissal time. A record of early departures is to be kept in the Administration Office and completed for all students departing the school early.

**Note:** When a student departs from the school (following initial attendance) without authorisation, the parent/guardian will be informed.

**This policy is to be read in conjunction with the school’s ‘Duty of Care Policy’**

**LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:

- [DEECD Student Supervision Policy](#)

Appendices which are connected with this policy are:

- [Appendix A: On-Site Supervision of Students Procedures](#)

**EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

**This Policy was last ratified by School Council in March 2014**
Appendix A

On-Site Supervision of Students Procedures

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

Supervision before and after school
The school will provide staff supervision for students arriving before school between 8.45am and 9.00am.

The school will provide staff supervision for students after school between 3.15pm and 3.30pm.

This information is provided to parents/guardians on a regular basis via the school newsletter. Outside of these times the supervision and/or the collection of students is the responsibility of parents/guardians.

Sufficient teachers will be allocated by the school principal or their nominee to supervise students during these periods.

Should a teacher be called away to other duties alternate supervision arrangements will be put in place in consultation with the principal or their nominee.

Supervision at recesses and lunch time
Students are required to be adequately supervised during recesses and lunch times. In order to ensure that students are adequately supervised, a ‘Yard Duty Roster’ will be created each term allocating teachers to supervise students in defined areas of the school grounds during these times.

Details of the roster are communicated to teachers at staff meetings, daily bulletin and via the staff noticeboard.

For students who seek to leave school premises during lunch or recess, procedures must be in place that incorporate:
• written parent/guardian requests for students under 18
• short and long term lunch passes.

Unauthorised student departure from school
When a student departs from the school (following initial attendance) without authorisation, the parent/guardian will be informed.

Where there is reasonable concern for the student’s safety or the safety of others, immediate contact will also be made with the police and the Department’s Emergency and Security Management Branch, telephone 9589 6266 (24 hour service).

Early departure of students prior to dismissal time
Students must be signed out of the school if departing prior to dismissal time.

A record of early departures is to be kept in the Administration Office and completed for all students departing the school early. Details will include the student’s name, grade, the time of departure and the name of the person collecting the student.
• No parents/carers are permitted to take students directly from the classroom.
• Students can only be collected by a responsible person 16 years and over.
• No students will be sent home on their own outside of normal dismissal time.
**Arrangements for students not collected after school**
Parents/guardians will be informed when supervision of students is available before and after school hours and that supervision outside of these times and/or the collection of students is the responsibility of parents/guardians. Students remaining in the school yard awaiting collection after 3.30pm will be directed to the office waiting area.

If it becomes known that a student who is normally collected from the school, remains at the school well beyond the normal time of collection, attempts will be made to contact the parents/guardians, or the emergency contact person identified by the parent/guardian in the school records.

Where all reasonable attempts have been made to locate the parents/guardian and the emergency contact persons, and the time is well beyond a reasonable time for collection, consideration will be given to contacting the police or the Department of Human Services and for them to arrange for the care and protection of the student.

Information about the whereabouts of the student will be left with appropriate friends of the student, or next-door neighbours, if known, and at the school.

**Arrangements for student supervision on school camps and excursions**
The school will provide supervision ratios in line with the Department’s policy as outlined in the DEECD School Policy & Advisory Guide, depending on the nature and location of the school activity.

**EVALUATION:**
This policy will be reviewed as part of the school’s four-year review cycle.

**This policy was last ratified by school council in March 2014**
**CAMPS & EXCURSIONS POLICY**

**PURPOSE**

To give each child the opportunity through direct experiences, to learn new worthwhile skills which would otherwise not have been undertaken in the school or the local environment.

To assist the overall social development of children whilst developing a positive approach to the use of leisure time and the outdoors.

To reinforce, compliment and extend learning opportunities beyond the classroom.

**GUIDELINES FOR ACTION:** An excursion is defined as an activity beyond the school gate/park area

A sequential camps program will be provided from Grades P-6:

<table>
<thead>
<tr>
<th>Year</th>
<th>Possible Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>School Sleepover and Major excursion</td>
</tr>
<tr>
<td>Gr1</td>
<td>School Sleepover and Major excursion</td>
</tr>
<tr>
<td>Gr 2</td>
<td>School Sleepover and Major excursion</td>
</tr>
<tr>
<td>Gr 3/4</td>
<td>Camp program and Major excursion</td>
</tr>
<tr>
<td>Gr 5/6</td>
<td>Camp program and Major excursion</td>
</tr>
</tbody>
</table>

- Learning experiences will be integrated with all other areas of the school curriculum. The direct experiences undertaken at camps will be based on pre-camp activities.
- Camping experiences and follow-up activities will be integrated into the AusVELS/Integrated Inquiry-Learning themes.
- Pre-camp information to be provided to parents.
- When planning for camps, consideration will be given to the reduction of camp time lost due to travel by using earlier departure and later return times.
- School Council must receive the appropriate DEECD Camp/Major excursion documentation in order to approve the activity.
- The teacher in charge will notify the Principal 3 weeks prior to the camp/excursion to complete the DEECD online ‘Notification of a School Activity’ form.
- When required, parents will be invited to be included with camp staff. Parents used as staff for overnight camps must have a current Working With Children Check. Parents will be chosen, after an expression of interest or because of specific skills or training or through a ballot.
- Briefing sessions will be run with Volunteer Parents prior to accompanying students and staff on excursions or camps.
- Timetabling during camp times will be designed to reduce disruption to normal school program operation. The Principal will endeavour to make arrangements to assist all children to participate in the program.
- Parents experiencing financial difficulty who want their children to attend the camp/excursion will be required to discuss their individual situation with the Principal. Decisions relating to alternative payment arrangements will be made by the Principal or a case by case basis.
- All families will be given sufficient time to make payments for camps/excursions. Parents will be sent notes before the camp/excursion date reminding them of the need to finalise payment.
- Office staff are responsible for managing and monitoring the payments made by parents.
- Prior to any child attending an excursion, parents, guardians must have provided to the school a signed permission form. These forms need to be carried by camp/excursion staff.
• No alcohol will be consumed by teachers or parents throughout the duration of the camp.
• Staff resourcing to be included in the budget for school camps, eg male/female mix.
• Buses hired for out of Heathcote activities need to be fitted with seat belts. Buses hired need to be from the School Council approved list (located on the office noticeboard).
• Children who do not display sensible, reliable behaviour at school may not be able to participate in school camps or excursions. Parents will be notified if a child is at risk of not being able to participate due to poor behaviour choices at school. The decision to exclude a student will be made by the Principal, the classroom teacher and the teacher in charge.
• The school will provide a mobile phone and first aid kits for all camps/excursions.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
**INCURSIONS POLICY**

**BASIC BELIEFS**
The school’s incursion program enables students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community. Incursions complement, and are an important aspect of the educational programs offered at our school. An incursion is an activity that involves school visitors who provide a performance, lesson or service for students.

**AIMS**
- To reinforce, complement and extend the learning opportunities beyond the classroom
- To develop an understanding that learning is not limited to school and teachers, and that valuable and powerful learning is often achieved with other people and experiences.

**GUIDELINES FOR ACTION**
- All incursions must be approved by the Principal.
- Staff wishing to organize an incursion must complete an incursion proposal form and lodge this for approval. All incursions must be approved at least two weeks prior to running. Where an incursion approval form has not been submitted, that incursion will not run, unless special circumstances are pending. This decision will be made by the Principal who will consider the educational outcome of the incursion as well as the impact on the school for the proposed date.
- The Principal must approve incursions to ensure there are cost neutral and that they complement the curriculum and comply with all DEECD requirements.
- All incursions will be attended by school staff to ensure appropriate supervision of students at all times. In the event of an accident or emergency the teacher in charge will be responsible for the administration of first aid, and will contact parents as appropriate. In the event that parents cannot be contacted, the teacher in charge will follow first aid and emergency policies as set out by the school.
- All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an incursion, are invited to discuss alternative arrangements with the Business Manager. Decisions relating to alternative payment arrangements will be made by the Business Manager in consultation with the appropriate staff, on an individual basis.
- All families will be given sufficient time to make payments for incursions. Parents will be provided with permission forms and incursion information clearly stating payment finalization dates. Student payments not finalized prior to the incursion will not be allowed to attend unless alternative payment arrangements have been organized with the Business Manager.
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide organizing teachers with detailed records on a regular basis.
- A designated “Teacher in Charge” will coordinate each incursion.
- The Teacher in Charge must provide the General Office with a final student list. This list must also include the location of students not involved in the incursion. A copy of this list should also be posted on the staff noticeboard and on the intranet.
- Students not attending the incursion will be provided with suitable alternative activities.
- Where applicable, students must have returned a signed permission note and payment to be able to attend the incursion.
- Only students that have displayed sensible, reliable behaviour at school will be permitted to participate in school incursions. Parents will be notified if their child is in danger of losing the privilege to participate in an incursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with the organizing teacher. Both the parent and student will be informed of this decision prior to the incursion.
DUTY OF CARE

Incursions

• Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
• Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.
• Be aware that incursions require the teacher to fully comply with DEECD guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and remain the person designated with duty of care.
• Be aware that incursions require the teacher to ensure that the venue adheres to DEECD guidelines.
• Be aware that school policy is for students to be counted and at other times on a regular basis whilst participating in the incursion.
• Arrangements will be made for students not attending the incursion to continue their normal program at school under supervision of another classroom teacher.

EVALUATION

This policy will be reviewed as part of the school’s four-year review cycle.

This Policy was last ratified by School Council in March 2014
STUDENT WELLBEING
PROGRAM FOR STUDENTS WITH DISABILITIES POLICY

PURPOSE
To ensure the successful integration of all children who have a disability.

GUIDELINES FOR ACTION

- Appropriate information will be gathered from parents, teachers, ES staff and health professionals, regarding the requirements necessary for each child to be successfully integrated into the school program.
- A Student Support Group (SSG) will be established for each student who receives Program for Students with a Disability funding, and other students at the discretion of the Principal.
- Student Support Group membership will consist of the parent/s, parent advocate if required, Principal or Principal nominee, class teacher and ES staff.
- Where deemed appropriate, the Principal will initiate the necessary processes in applying for funding from the Program for Students with Disabilities.
- Where the SSG considers that resources are inadequate or the demands of the physical setting are prohibitive, then placement in an alternative setting would be recommended.
- The SSG must meet on a regular basis (each term) or as needs arises, to review the progress of the child and to ensure an Individual Learning Plan as set at a SSG is being implemented, reviewed and assessed.
- Where necessary, professional learning activities will be undertaken by teaching and ES staff to cater for the needs of the individual student.
- Each ES integration aide works within their individual roles & position statement and participates in performance and development.
- The Principal will oversee the operation of the school’s Disability Program including the coordination of applications for funding, the coordination of Student Support Groups, and the implementation of program budgets, coordination of staff professional learning and all other issues related to students with disabilities and their respective program needs.
- Students will disabilities will have individual learning plans developed, using the Abilities Based Learning and Education Support Program (ABLES) where appropriate.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was ratified by School Council in March 2014.
BULLYING AND HARASSMENT POLICY

PURPOSE
To create a positive approach to behaviour management and thus addressing bullying and harassment. To operate within the Health Promoting School guidelines.

GUIDELINES FOR ACTION
- Children to be taught what bullying is so that bullying can be identified and action taken.
- The Code of Conduct to be the guiding document for student, staff and parent behaviour.
- Each classroom, early in Term One is to establish classroom rights and responsibilities.
- Classroom and specialist area to have clear codes of behaviour.
- To implement a discipline approach that is consistent, non-confrontational and uses logical sequences and a win/win philosophy.
- Regular ‘student forums’ with students addressing personal safety issues.
- Encourage and facilitate parental involvement in all problem solving and behaviour management programs.
- Provide parents, guardians, teachers and students with the opportunity to develop and refine problem-solving strategies through access to support and guidance services.
- Promote the use of the School Wide Positive Behaviour Support Program across the school.
- To use study themes in classroom delivery – Restorative Practices, You Can Do It, Peer Mediation, Bounce Back.
- Negotiation of conflict situations within the playground through a Peer Mediation program.
- Use Student Support Group structures to involve parents/guardians to facilitate effective communication and planning.
- The Junior School Council to play a key role in student input in regards to bullying and harassment strategies.
- Ongoing professional learning in areas of student management.
- Setting clearly defined and meaningful behavioural goals that result in outcomes that are important to the student.
- Continue to refer all members of the school community to the School Community Behaviour Management Partnership Agreement.

EVALUATION
This policy will be reviewed as part of the school’s review cycle.

This policy was last ratified by School Council in March 2014.
School Community Behaviour Management Partnership Agreement

Our children are our future and at Heathcote Primary School we believe that:

1. All members of the school community should feel welcomed, supported, respected and safe because relationships have been developed and are valued.
2. The needs of the students are the cornerstone of all decision making which is best achieved through partnership with the whole school community.
3. All children have a right to an excellent education, to be guided and encouraged to be their best.
4. By working together our students can become optimistic about their future, and develop as caring, respectful learners with high expectations of themselves to reach their full potential.
5. A calm, safe educational environment where students behave appropriately and are given every opportunity to learn at their personal best is essential, and as a whole school community ‘we can do it!’
6. N.B. Students with a diagnosed disability will have individual behaviour management plans which reflect this agreement but not necessarily mirror it. Teachers will teach their students why these differences occur, in a sensitive manner.

We will achieve this by:

<table>
<thead>
<tr>
<th>Parents:</th>
<th>Staff:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Talking positively about school and staff at home, in the car park and at school.</td>
<td>• Developing simple behaviour management charts</td>
<td>• Respecting and following school rules</td>
</tr>
<tr>
<td>• Encouraging students to behave appropriately.</td>
<td>• Implementing known consequences consistently</td>
<td>• Taking responsibility for our own behaviour and the options we choose</td>
</tr>
<tr>
<td>• Behaving appropriately in the car park and at school; using appropriate language, non-bullying behaviour and no smoking.</td>
<td>• Suspending students who display violent behaviour</td>
<td>• Talking to teachers about problems</td>
</tr>
<tr>
<td>• Backing the teachers and principal when students are disciplined</td>
<td>• Enforcing suspensions enforced and repeating as required</td>
<td>• Solving problems in a peaceful manner</td>
</tr>
<tr>
<td>• Accepting that the school staff are disciplining students in the best interest of the students and to refrain from blaming staff for the child’s behaviour.</td>
<td>• With severe examples of inappropriate behaviour such as bullying, notifying both sets of parents and, if necessary, conducting a reconciliation session.</td>
<td>• Respecting teachers and following teacher instructions</td>
</tr>
<tr>
<td>• Making an appointment to see the relevant person when there is an issue, preferably the day after the incident or when everyone is calm.</td>
<td>• Conducting re-entry interviews with all suspended students and their parents before the student is accepted back into school</td>
<td>• Eliminating fighting and bullying</td>
</tr>
<tr>
<td>• Being confidential about interviews held between parents, staff and students</td>
<td>• Using correct speech and insisting on manners</td>
<td>• Developing a caring attitude towards staff and other students</td>
</tr>
<tr>
<td>• Being confidential with what happens at school when a volunteer.</td>
<td>• Providing challenging curriculum for over and under achievers</td>
<td>• Assisting other students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introducing parents to teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Coming to school as often as possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Encouraging parents to be involved with school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading regularly at home and completing homework</td>
</tr>
</tbody>
</table>

- Fully implementing the following programs:
  - Habits for Harmony
  - Clubs
  - Daily parent hearing of reading
  - Cross age tutoring and buddies
BULLYING AND HARASSMENT POLICY

Definition
A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. Bullying can take many forms:

Physical Bullying – includes fighting, pushing, shoving, gestures, standing over or invading someone’s personal space
Verbal Bullying – includes name calling, offensive language, putting people down behind their back, picking on people because of their race, gender or religion
Victimisation – includes stand-over tactics, picking on others, threats to ‘get’ people
Sexual Bullying – includes touching or brushing against another person in a sexual manner, sexually oriented jokes
Exclusion Bullying – leaving people out of activities on purpose
Racial Discrimination – racial discrimination of any kind is bullying
Cyber Bullying – includes teasing, spreading rumours, sending unwanted messages, or defaming others, through the use of email, chat rooms, instant messages and SMS (see Cyber Bullying Appendix)

Rationale
• The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of to be respected by others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims
• To reinforce within the school community what bullying is and is not, and the fact that it is unacceptable.
• To alert everyone within the school community to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
• To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
• To seek parental and peer-group support and co-operation at all times.

Implementation
• Parents, teachers, students and the community will be aware of the school’s position on bullying.
• The school will adopt a four-phase approach to bullying.

A. Primary Prevention:
• Professional development for staff relating to bullying, harassment and proven counter measures.
• Community awareness and input relating to bullying, its characteristics and the school’s programs and response.
• To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
• School and class values to be established and to underpin daily practice.
• The program to be implemented across the school.
• Each classroom teacher to clarify at the start of each year the school policy on bullying.
• The curriculum to include anti-bullying messages and strategies eg: ‘Bounce Back’ and ‘The Friendly Schools & Families’ programs.
• Junior School Council, Peer Activity Leaders, staff and students to promote the philosophy of ‘No Put Downs’.
• Structured activities available to students at lunch breaks.

B. Early Intervention:
• Promote students and staff reporting bullying incidents involving themselves or others.
• Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
• Parents are encouraged to contact the school if they become aware of a problem.
• Public recognition and reward for positive behaviour and resolution of problems.

C. Intervention:
• Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
• Restorative Practice principles will be followed.
• Students and staff identified by others as bullies will be informed of allegations.
• Both bullies and victims will be offered counselling and support.
• If student bullying persists parents will be contacted
• If staff bullying persists the principal will commence formal disciplinary action.

D. Post Violation:
• Consequences implemented will be consistent with the school’s Code of Conduct
• Consequences for ongoing behaviour will be individually based and may involve:
  - exclusion from class.
  - exclusion from yard.
  - school suspension.
  - withdrawal of privileges.
  - ongoing counselling from appropriate agency for both victim and bully, if needed
• Reinforcement of positive behaviours.
• Classroom Meetings.
• Support Structures.
• Ongoing monitoring of identified bullies.
• Rewards for positive behaviour.
• Consequences for staff will be individually based and may involve:
  - counselling
  - a period of monitoring
  - a formal support group
  - disciplinary actions

Evaluation
This policy will be regularly reviewed with whole staff, student, parent and community input.

This policy was last ratified by School Council in March 2014.
Cyber Bullying Appendix

Definitions:

Bullying is when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

Cyber bullying includes teasing, spreading rumours, sending unwanted messages, or defaming others, through the use of email, chat rooms, instant message and SMS.

Context:
Students will be informed that if they use technology in an inappropriate fashion then they could be committing a crime. Filming and passing on inappropriate material, for example, can be an offence and is treated seriously by schools and the relevant authorities.

Prevention:

1. Student awareness campaign
2. Community awareness campaign via school newsletter
3. ICT School Users Agreement – student and family to sign at the beginning of each school year.
4. Internet Safety via My Internet school provider and regular monitoring of student log on activity by TSSP and ICT school leader
5. Known Mobile Phone school strategy

Mobile Phones:

1. School
   If brought to school mobile phones are to be left at the office.

<table>
<thead>
<tr>
<th>Student Action</th>
<th>School Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student brings mobile phone to school</td>
<td>All phones to be left at the office prior to the start of school</td>
</tr>
</tbody>
</table>

Incident 1
Student has mobile phone in class/bag/in possession

Phone confiscated and taken to the office. Student to collect phone at the end of the day.

Incident 2
Student has mobile phone in class/bag/in possession

Phone confiscated and taken to the office. Parent to collect phone.

Cyber Bullying Offence

Immediate withdrawal from school program – in school suspension. Parents contacted. Parent meeting scheduled before the student is allowed to resume classes. Police may be contacted in severe cases.
2. Camps / Excursions

Mobile phones are NOT required on school excursions and camps. The teacher in charge will at all times have access to a phone. All parent contact will be made via the teacher/s in charge.

<table>
<thead>
<tr>
<th>Student Action</th>
<th>School Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident 1</td>
<td>Mobile phone taken on school excursion and/or camp</td>
</tr>
<tr>
<td>Incident 2</td>
<td>Mobile phone used on school excursion and/or camp</td>
</tr>
<tr>
<td>Cyber bullying offence whilst on school excursion and/or camp</td>
<td>No further participation on any out of school events for remainder of the year. Police may be contacted in extreme cases.</td>
</tr>
</tbody>
</table>

1. Students who bring mobile phones to school do so at their own risk.
2. No school resources will be used to try and find lost or stolen phones.
3. The school takes not responsibility for mobile phones that are not collected from the front office.

3. Email, Chat Rooms, Accessing Offensive Sites and Materials

All computer usage is supervised by staff. (Educational Cache)

1. The email account to be used at Heathcote Primary School
2. Chat room activities are not authorised unless they relate to a shared project under the leadership of the teacher.
3. An educational BLOG is not defined as a “chat room”
4. Offensive materials include photos and language.

<table>
<thead>
<tr>
<th>Student Action</th>
<th>School Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident 1 – Offensive Email Offensive email sent to another student</td>
<td>No access to school network until parent meeting is held to discuss a way forward</td>
</tr>
<tr>
<td>Incident 2 – Offensive Email Offensive email sent to another student</td>
<td>No access to school network for remainder of the school term. Parent meeting. A further episode will result in no access for a semester. (two terms)</td>
</tr>
<tr>
<td>Incident 1 – Unauthorised Chat Room Contribution to an unauthorised chat room</td>
<td>No access to school network until parent meeting is held to discuss a way forward.</td>
</tr>
<tr>
<td>Incident 2 – Unauthorised Chat Room Contribution to an unauthorised chat room</td>
<td>No access to school network for remainder of the school term. Parent meeting. A further episode will result in no access for a semester (two terms)</td>
</tr>
<tr>
<td>Incident 1 – Inappropriate Materials Posting or viewing inappropriate, offensive materials</td>
<td>No access to school network until parent meeting is held to discuss a way forward.</td>
</tr>
<tr>
<td>Incident 2 – Inappropriate Materials Posting or viewing inappropriate, offensive materials</td>
<td>No access to school network for remainder of the school term. Parent meeting. A further episode will result in no access for a semester (two terms)</td>
</tr>
</tbody>
</table>
MANDATORY REPORTING POLICY

PURPOSE
To ensure that children’s rights to be safe are maintained and that each child is protected against physical or sexual abuse, or neglect.

GUIDING PRINCIPLES
All children have a right to feel safe and to be safe. As teachers, we have a legal and moral responsibility to respond to serious incidences involving abuse and neglect of the children with whom we have contact, and to report instances that we believe involve physical abuse, sexual abuse or neglect.

IMPLEMENTATION
- All members of the Teaching Service are mandated by law to report signs of physical or sexual abuse, and neglect.
- New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.
- Staff will be reminded of mandatory responsibilities annually.
- All concerns must be reported immediately to the Principal, or in his/her absence, the Assistant Principal.
- The Principal will keep a record of all discussions about a student with whom there is a concern.
- If a belief has been formed by a staff member that sexual or physical abuse or neglect has taken place a “Mandatory Reporting Information Sheet” available from the Principal must be completed and filed in the office.
- The teacher and/or the Principal class officer will contact the Department of Human Services by telephone as soon as possible to make an official notification on: (03) 9479 6222 or the after school hours crisis line 131278.
- Members of the Department of Human Services, or associated support or intervention services that visit the school following a notification, will interview staff and children only in the presence of a Principal class officer or his/her nominee.
- All “Mandatory Reporting Information Sheets” remain filed in the Principal’s office.
- All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential.
- All incidents are to be monitored and any subsequent signs or indications of abuse are also to be reported.
- While mandated by law to report incidents of physical and sexual abuse, and neglect; teachers are also encouraged to report incidents of emotional abuse or neglect.
- Students, who disclose to staff a desire to harm themselves or others, must be reported by staff to the Principal.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
**STUDENT HEALTH AND FIRST AID POLICY**

**POLICY STATEMENT**

At any one time, a student can have a health condition or care need that could impact on their attendance and participation within school. This can require short or long-term first aid planning, supervision for safety, routine health and personal care support and occasionally complex medical care needs.

The School has a responsibility to provide equitable access to education and respond to diverse student needs, including health care needs.

This policy has been developed to assist supporting student health within a school environment in a pro-active manner.

**GUIDELINES**

Generally, schools are unable to provide for ill and recuperating students. Teachers require students to have relatively stable health and clear care plans. For example, teachers can generally safely supervise a child with a chronic health condition such as asthma or diabetes where the individual’s health is relatively stable and predictable and care recommendations have been documented and agreed to by the school.

If, however, a student has recently contracted an illness, is infectious and/or needs rest and recuperation, his or her care generally should be the responsibility of the family.

The school principal will ensure that families understand and follow the school’s health support procedures.

At the initial meeting with families, prior to acceptance of enrolment, the principal or their nominees should specifically ask whether a child or student has any individual emergency or routine health and personal care support needs, such as: predictable emergency first aid associated with, for example, anaphylaxis (severe, life threatening allergy), seizure management or diabetes routine supervision for health care safety, such as supervision of medication personal care, including assistance with personal hygiene, continence care, eating and drinking transfers and positioning, and use of health related equipment.

Parents/carers are primarily responsible for the health and wellbeing of their children.

The school principal will ensure that allocation of staff duties anticipates predictable short and long-term health support needs of children and students in their care.

First Aid support in the school will be provided in response to unpredictable illness or injury.
FIRST AID

Our school has procedures for supporting student health for students with identified health needs (see Appendix A) and will provide a basic first aid response to ill or injured students due to unforeseen circumstances (see Appendix B) and requiring emergency assistance.

The first-aider will seek emergency assistance in situations where his or her training is not sufficient to keep the student safe. First aid trained staff should not have to wait for parent or guardian approval to take this emergency action. Delays could compromise safety. The first-aider should, however, notify the child’s or student’s emergency contact person as a matter of priority to inform him or her of the action taken. School procedures should ensure parents / carers are aware of, and accept, this policy with its associated obligation for payment by families for ambulance and other emergency services.

It is the principal’s responsibility to:
- alert families to the need for health care plans if children or students need individual support
- develop, monitor and review the school’s health support procedures
- manage health support planning
- involve relevant teachers in health support planning
- manage confidentiality
- ensure staff training requirements are fulfilled
- ensure delegated staff responsibilities reflect duty statements
- ensure facility standards are met
- be aware of health care services which visit the school
- manage archives of documented information

(See Appendix A: Management of Students with Health Care Needs)

If there is an indication that individual health care may be needed by a student, the parent/carer should be asked to provide a health care plan, written by a relevant health professional. The care plan should document recommended emergency and routine health and personal care support for the child or student. Information about medical conditions (such as asthma, epilepsy and incontinence) must be provided by a doctor or, in some cases, a clinical nurse consultant working under the direction of a doctor. A therapist (for example, a physiotherapist or a speech pathologist) will usually document information about therapeutic such as transfers and positioning, and mealtime assistance.

Some students will have a health care need identified after enrolment. The same steps should be followed. An interim health support plan might be needed.

It is the responsibility of parents/carers to:
- provide relevant health care information to the school
- liaise with health professionals to provide care plans which create minimum disruption to learning programs
- assist children or students for whom they are responsible to self manage, as much as is safe and practical, their health and personal care needs

(See Appendix A: Management of Students with Health Care Needs)

It is the responsibility of parents/carers to:
administer first aid for unpredictable illness or injury
coordinate provision of first aid, including monitoring of equipment and facilities
administer additional individual first aid support as negotiated (for example, administration of adrenalin via Epi-Pen for anaphylaxis)

**Note:** Invasive emergency care (such as administration of rectal diazepam for seizure management) is not a standard first aid procedure and so requires the involvement of a registered nurse.

(See Appendix B: First Aid Care Procedures)

The school will have a number of teachers and educational support staff trained in first aid able to treat unpredictable illness or injury.

One member of staff will be delegated the task of coordinating first aid procedures, supervising the first aid facility and maintaining and securing the contents of the school’s first aid kit. A relief staff member will be nominated in the event of the absence of the first aid coordinator. Other staff with first aid qualifications will be identified and available to assist.

(See Appendix B: First Aid Care Procedures)

**LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:


Appendices which are connected with this policy are:

- Appendix A: Managing Students with Special Health Needs
- Appendix B: First Aid Care Procedures
- Appendix C: Anaphylaxis Management Plan

**EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

**This policy was ratified by School Council in March 2014**
PARENTS AND VISITORS POLICY

Context
We aim to make the school ground a safe and secure environment for all students in our care. To help achieve this we need to know where students are at all times and who has responsibility for them. We also need to know when parents have collected children outside the normal arrival or dismissal times. We need to know if parents or visitors are on the premises especially if they need to be contacted; or in the case of emergency evacuation procedures.

Purpose
To provide guidelines for parents and visitors to the school so that we can be sure that all children are provided with the highest level of supervision at all times and visitors can be accounted for in emergencies.

Guidelines for Parents
- Parents wishing to collect children (outside of normal delivery and collection times) will report to the general office first to sign their child out.
- Parents who are in the school need to sign in at the office and sign out on their departure.
- During morning or lunch recess, any student who is to be collected will be paged from the office so we can ensure they leave the school grounds safely.
- Parents are welcome to be part of classroom programs at designated times as implemented by the teacher e.g. daily Reading Time and at other times as arranged with the classroom teacher.
- Drop off and collection of students is not permitted in the Staff car park or bus area.
- Heathcote Primary School is a smoke free zone.

Guidelines for Visitors/Contractors
- That all contractors and people conducting works at the school report to the office on arrival to identify themselves and where they will be working.
- All contractors and people working on the school premises must ensure that their equipment is kept in a safe position and where practical that vehicles are parked outside the school.

Outcomes
- All students who leave the school early will be recorded.
- Improved health and safety procedures for all students.
- Supervised end of day parent / student meeting area.
- Improved knowledge of visitors and their whereabouts in the school in case of emergencies.

Implementation
- Policy reviewed annually in Term 4 with opportunities for community input
- Copies of the policy distributed to all families at the start of the school year and/or on enrolment.
- Newsletter reminders each term regarding this policy.
- Information signs have been placed at the main entrance of the school which state: ‘All visitors please report to the general office upon arrival’ and ‘no smoking’.

This Policy was last ratified by School Council in March 2014.
HEAD LICE POLICY

PURPOSE
To outline roles, responsibilities and expectations of the school community to assist with the treating and controlling of head lice in a consistent manner.

GUIDELINES FOR ACTION
- Whilst parents have the primary responsibility for the detection and treatment of head lice our school community will assist all families to manage head lice effectively.
- The school policy draws on information obtained from the DEECD recommended website – www.dhs.vic.gov.au/phd/headlice
- Children’s hair should be checked for head lice on a regular basis, at home, using the recommended conditioner/combing detection method, with hair treated if necessary
- Classroom teachers may visually check children’s hair when it is suspected that head lice may be present. They do not physically touch the child’s hair.
- Parents/carers need to ensure that students do not attend school with untreated live head lice (in accordance with Health Infectious Diseases Act 2001). The responsibility to exclude a child from school rests with the Principal.
- Parents/carers are required to notify the school if a child is found to have live lice and advise when appropriate treatment was commenced (in accordance with Health Infectious Diseases 2001)
- Children with hair at shoulder length will be required to attend school with hair tied back
- Boys and girls without long hair tied back will be supplied with a hair tie by staff.
- A sympathetic attitude, avoiding stigmatising/blaming be maintained with families experiencing difficulty with control measures
- Distribute up to date and accurate information on the detection, treatment and control of head lice to parents and staff as required
- A letter is sent home with students in classes where a case of head lice is reported.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
**MEDICATION POLICY**

**PURPOSE**
It is important that such requests are managed in a manner that is appropriate, ensures the safety of students, and fulfils the duty of care of staff.

**AIMS**
To ensure that medications are administered and stored appropriately.

**GUIDELINES FOR ACTION**
- Children who are unwell should not attend school
- Medication Management plans and medication logs are located at the office
- All parent requests for the administration of prescribed medications to their child must be in writing on the Medication Authority Form. Parents are required to record the student name, the drug, dosage, time to be administered, method of administration, the name of the medical practitioner prescribing the drug and the pharmacist dispensing it
- All completed Medication Request Forms and details relating to students, their prescribed dosage quantities and times of administration will be kept and recorded in a confidential official medications register located in the school office
- The school will not administer non-prescribed oral medications (e.g. analgesic pain relievers) unless directed by parents as part of an agreed Medication Authority Form
- Staff nominated to administer the medication must maintain a Medication Administration Log, in which they complete the administration checklist, recording their own details, those of the child and the medication being administered. Each time the medication is administered it must be recorded in the log
- It is the parent’s responsibility to ensure all medications supplied to school have not passed their use by date. The school will not administer medication, which is out of date.
- All student medications must be in the original containers, clearly labelled and be stored in either the staff room refrigerator or office
- Parents/carers of students that may require injections are required to meet with the principal to discuss the matter, and an individual Management Plan will be devised
- Consistent with the school’s Asthma Policy, parents will be required to complete an Asthma Management Plan and have it endorsed by their doctor. These students may provide an asthma inhaler, labelled with their names to the school, which will be stored in the classroom or at the office
- Consistent with the school’s Anaphylaxis Policy, parents will be required to complete an Anaphylaxis Management Plan and have it endorsed by their doctor. Epipens/Anapens are stored in the school sick bay and are to be administered by a staff member trained in the administering of an Epipen/Anapen
- Classroom teachers will release students at prescribed times so that they may visit the office to have their medication administered
- Students involved in school camps or excursions will be discreetly administered prescribed medications by the ‘Teacher in Charge’ in a manner consistent with above procedures, with all details recorded on the Medication Administration Log. Completed pages will be returned to the official medications register on return of the camp/excursion to school

**EVALUATION**
This policy will be reviewed as part of the school’s four-year review cycle.

*This Policy was last ratified by School Council in March 2014.*
CARE ARRANGEMENTS FOR ILL STUDENTS AND STUDENTS WITH MEDICAL CONDITIONS POLICY

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

Our School will:

- administer first aid to children when in need in a competent and timely manner.
- communicate children’s health problems to parents when considered necessary.
- provide supplies and facilities to cater for the administering of first aid.
- maintain a sufficient number of staff members trained with a level 2 first aid certificate.

Implementation:

- A sufficient number of staff (including at least 1 administration staff member) to be trained to a level 2 first aid certificate, and with up-to-date CPR qualifications.
- A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a locked cupboard in the first aid room.
- First aid kits will also be available in each wing of the school, as well as the staff room and administration offices.
- A supply of medication for teachers will be available in a locked drawer in the staff room.
- Supervision of the first aid room will form part of the daily yard duty roster. Any children in the first aid room will be supervised by a staff member at all times.
- All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the teacher on duty in the first aid room.
- A confidential up-to-date register (kept under lock and key) located in the first aid room will be kept of all injuries or illnesses experienced by children that require first aid.
- All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.
- Minor injuries only will be treated by staff members on duty, while more serious injuries-including those requiring parents to be notified or suspected treatment by a doctor - require a level 2 first aid trained staff member to provide first aid.
- Any children with injuries involving blood must have the wound covered at all times.
- No medication including headache tablets will be administered to children without the express written permission of parents or guardians.
- For serious injuries/illnesses, the parents/guardians must be contacted by the administration staff so that professional treatment may be organised. Any injuries to a child’s head, face, neck or back must be reported to parents/guardian.
- Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than “minor” will be reported on Department of Education Accident/Injury form LE375, and entered onto CASES.
- Parents of ill children will be contacted to take the children home.
- Parents who collect children from school for any reason (other than emergency) must sign the child out of the school in a register maintained in the school office.
- All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action.
- All school camps will have at least 1 Level 2 first aid trained staff member at all times.
- A comprehensive first aid kit will accompany all camps, along with a mobile phone.
- All children attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms to be taken on camps and excursions, as well as kept at school.
- All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.
- A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room.
- At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma, diabetes and anaphylaxis management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.
- General organisational matters relating to first aid will be communicated to staff at the beginning of each year. Revisions of recommended procedures for administering asthma, diabetes and anaphylaxis medication will also be given at that time.
- It is recommended that all students have personal accident insurance and ambulance cover.

The attached Example proformas (Diabetes / Epilepsy) are also to be read in conjunction with the school Student Health (First Aid) Policy which outlines the school’s responsibility and procedures in respect of our “responsibility to provide equitable access to education and respond to diverse student needs, including health care needs”. Confidential records of all students with specific health needs are maintained securely in the general office for reference as required. A First Aid Register is also maintained noting ailments and treatment for all presenting students.

Key Reference:

EVALUATION:
This policy will be reviewed as part of the school’s four-year review cycle.

This Policy was last ratified by School Council in March 2014
ANAPHYLAXIS POLICY

PURPOSE
To respond promptly and appropriately to any incidence of anaphylaxis that may occur.

GUIDELINES FOR ACTION
The Principal is responsible for ensuring that an individual anaphylaxis management plan is developed, in consultation with the student’s parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.

An anaphylaxis Australian Society of Clinical Immunology and Allergy Inc (ASCIA) management plan will be put in place as soon as practicable after a student enrols, and where possible before the student’s first day of school.

Individual anaphylaxis (ASCIA) management plans will contain:
- Information about the diagnosis, including the type of allergy or allergies the student has (based on a diagnosis from a medical practitioner).
- Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out-of-school settings including camps and excursions.
- The name of the person/s responsible for implementing the strategies.
- Information on where the student’s medication will be stored.
- The students’ emergency contact details.
- ASCIA Action Plan

An emergency procedures plan (ASCIA Action Plan), provided by the parent, that:
- sets out the emergency procedures to be taken in the event of an allergic reaction;
- is signed by a medical practitioner who was treating the child on the date the practitioner signs the emergency procedures plan; and
- includes an up-to-date photograph of the student.

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

It is the responsibility of the parent to:
- provide the emergency procedures plan (ASCIA Action Plan)
- inform the school if their child’s medical condition changes, and if relevant provide an updated emergency procedures plan (ASCIA Action Plan)
- provide an up to date photo for the emergency procedures plan (ASCIA Action Plan) when the plan is provided to the school and when it is reviewed.
- Provide replacement EpiPen/Anapens prior to their expiry date.

Communication Plan
The Principal will be responsible for ensuring that a communication plan is developed to provide information to all staff, students and parents about anaphylaxis and the school’s anaphylaxis management policy.
The communication plan will be taken to respond to an anaphylactic reaction by a student in a classroom, in the school yard, on school excursions, on school camps and special event days.

Volunteers and casual relief staff of students at risk of anaphylaxis will be informed of students at risk of anaphylaxis and their role in responding to an anaphylactic reaction by a student in their care by the Principal/Assistant Principal/classroom teacher.

All staff will be briefed once each year by a staff member who has up to date anaphylaxis management training on:
- the school’s anaphylaxis management policy
- the causes, symptoms and treatment of anaphylaxis
- the identities of students diagnosed at risk of anaphylaxis and where their medication is located
- how to use an auto adrenaline injecting device
- the school’s first aid and emergency response procedures

Staff Training and Emergency Response
Teachers and other school staff who conduct classes that students at risk of anaphylaxis attend, or give instruction to students at risk of anaphylaxis must have up-to-date training in an anaphylaxis management training course.

At other times while the student is under the care or supervision of the school, including excursions, yard duty, camps and special events days, the Principal must ensure that there is sufficient number of staff present who have up-to-date training in an anaphylaxis management training course.

Anaphylaxis training will be provided for all staff by a registered training provider in accordance with DEECD guidelines. The school’s first aid procedures and student’s emergency procedures plan (ASCIA Action Plan) will be followed in responding to an anaphylactic reaction.

Location Specific General Guidelines
- Informing the community about anaphylaxis via the newsletter.
- Not allowing food sharing, and restricting food to that approved by parents.
- Keeping lawns well mown, ensuring students always wear shoes and not allow drink cans at school.
- Requiring parents to provide an emergency management plan developed and signed by a health professional and an up-to-date Epipen if necessary, both of which will be maintained in the Sick Bay for reference as required.
- Staff will be made aware of student anaphylaxis management plans and Epipens located in Sick Bay.
- Parents of students with severe allergies will receive a copy of their roles and responsibilities as outlined in the DEECD guidelines.
- Epipens are the responsibility of the students’ teachers on camps and excursions.
- In the case of a first time reaction of an undiagnosed student, staff are requested where possible to seek advice from the ambulance service, regarding treatment of the student.
- The school will not implement a nut ban but will encourage parents via the school newsletter not to send nuts or nut products to school. Letters will be sent home to parents of students who are in a class with an anaphylactic student, alerting them to the allergy.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.
This Policy was last ratified by School Council in March 2014.
SUPERVISION AND DUTY OF CARE POLICY and PROCEDURES

All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

Definition

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

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

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

Rationale:

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

Aims:

To ensure that staff have an understanding of their duty of care to students, and behave in a manner that does not compromise these legal obligations.

Implementation:

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

A teacher’s duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher’s instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have ‘assumed’ the teacher pupil relationship.

Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.

The teacher’s duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.
Whilst each case regarding a teacher’s legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:

- arriving late to class or leaving a class early
- arriving late to scheduled timetabled yard duty responsibilities
- failing to act appropriately to protect a student who claims to be bullied
- believing that a child is being abused but failing to report the matter appropriately
- being late to supervise the line up of students after the bell has sounded
- leaving students unattended in the classroom
- failing to instruct a student who is not wearing a hat to play in the shade
- ignoring dangerous play
- leaving the school during time release without approval
- inadequate supervision on a school excursion

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

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

**Risks to students outside the school environment**

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

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

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

Staff are responsible for their students at all times.

The following instructions and notices apply to all staff...

**Classroom Supervision**

Staff must not leave the classroom unattended at any time during a lesson.

It is not appropriate to leave students in the care of ancillary staff, parents or trainee teachers (At law, the
Duty of care cannot be delegated)

It is not appropriate to leave students in the care of external education providers for example incursions (At law, the duty of care cannot be delegated)

In an emergency situation use the phone for the Principal or Assistant Principal or contact the teacher in the next room. (If appropriate – send another student for assistance)

No student should be left unsupervised outside the classroom as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague’s classroom, or to the Principal. This should be accompanied by documentation and appropriate follow up. The teacher or Principal is to be contacted first to alert them that the student is on their way.

Movement of Students

Care needs to be taken in allowing students to leave the room to work in other areas of the school.

Use of students as monitors outside the room during class time must only occur with the approval of the Principal.

Discretion is to be used when allowing students to visit the toilet or the Resource Centre during class time.

Yard supervision

Yard supervision is an essential element in teachers' duty of care. It is now clearly established that in supervising students, teacher's duty of care is one of positive action.

Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

Be aware that yard duty supervision within the school requires the teacher to fully comply with DEECD guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and duty of care responsibilities. Teachers are also expected to follow school policy whilst on yard duty.

Teachers rostered for duty are to attend the designated area at the time indicated on the roster.

Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable.

The handing over of duty from one teacher to another must be quite definite and must occur in the area of designated duty. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, but not leave the area until replaced.

No changes to the yard duty roster are to be made without the approval of the Principal.

Be alert and vigilant - intervene immediately if potentially dangerous behaviour is observed in the yard - enforce behaviour standards and logical consequences for breaches of safety rules.

You should always be on the move and highly visible.

Excursions, Incursions and Camps

Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.

Be aware that camps and excursions outside the school require the teacher to fully comply with DEECD guidelines and bring with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and remain the person designated with duty of care.

Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to DEECD guidelines.

Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities.

The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.

Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher. The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.

If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parents can be contacted and a senior staff member will remain at school until they arrive.

If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

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

Informing Staff of the legislative liability of Duty of Care

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

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


EVALUATION:

This policy will be reviewed as part of the school’s four-year review cycle.

This Policy was last ratified by School Council in March 2014

CRITICAL INCIDENT RECOVERY POLICY AND PLAN
RESPONDING TO A TRAUMATIC OR CRITICAL INCIDENT IN WHICH THE SCHOOL IS INVOLVED

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

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

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

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

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

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

Incidents vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases. However, the following 4 principles must be followed:

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

• Obtain accurate information. Deal only with substantiated facts.
• As soon as possible inform staff, especially those most directly involved. Inform close friends and family individually. Allow questions and discussion as they arise. Dispel rumours
• Appoint a skilled Critical Incident Recovery Team to assist in the management of the incident. The team may include staff members, psychologists, counsellors, external DEECD personnel, support agencies etc. The size and composition of the team will be related to the nature of the incident. Distribute names of the Critical Incident Recovery Team members, and inform others of the role of the team.
• As soon as possible provide information to the community as to what has happened, and what is being done.
• Appoint a skilled Critical Incident Recovery Team member to respond to media enquiries. A written press release may be useful. If necessary, protect others from contact with the media. Advice regarding this may be obtained from the DEECD Emergency Communications Centre and the DEECD Media Unit.
• Establish an open line of contact with the family or families directly involved.
• Provide out of school hours contact if necessary. This could be as simple as circulating the Principal’s telephone number. In more complex situations it may mean maintaining telephone contact at the school.
• Continue contact with the family to identify their expectations of the school, e.g. student participation in funeral or memorial service.
• Try to identify those most likely to need help, e.g. classmates, teacher, special friends. Some students not directly affected may become distressed.
• Ensure that counselling help is available. Contact the Regional Office and/or DEECD if necessary. All emergency or criminal activity, in which the safety or well-being of staff or students is at risk, or where there is a threat to property, must be reported immediately to the Department’s 24 hour Emergency and Security Management Branch on (03) 9589 6266.
• Continue to keep staff, students and parents informed, especially about what has happened and what the school is doing about it.
• As soon as possible call students together and provide information about what has happened and what the school is doing about it. A follow up letter home may be important.
• Provide counselling services for all. Ensure that there are suitable places in which this can take place. Be prepared to modify the timetable and other arrangements so that people are free to make use of available help.
• The class teacher may be the person to whom students first turn for help.
• Children wishing to attend funerals should do so in the company of their parents. Provide meaningful participation for those not actually attending the service.
• Continue normal routines at school but acknowledge the effect of tragedy on the school community. Be flexible with those in need of help. Be aware that many people may be deeply affected, e.g. an event may cause a person to recall some traumatic event involving them in the past. The anniversary may also be a difficult time.
• Maintain links with the family. The school and family may wish to develop a memorial garden, erect a memorial plaque, or display a photo in a prominent position in the school.
• Be sensitive to staff and student’s needs over a period of time.

LINKS

Links which are connected with this policy are:

• DEECD Emergency Management Planning
• Emergency and Critical Incident

EVALUATION

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

This policy will be reviewed as part of the school’s four-year review cycle.

This Policy was last ratified by School Council in March 2014

FIRST AID POLICY

Introduction

The school has procedures for supporting student health for students with identified health needs (see Care Arrangements for Ill Students Policy) and will provide a basic first aid response as set out in
the procedure below to ill or injured students due to unforeseen circumstances and requiring emergency assistance.

These procedures have been communicated to all staff and are available for reference from the school office.

First Aid Officers

Consistent with the Department’s First Aid Policy and Procedures, the school will allocate staff member/s as First Aid Officer/s. The names and details of First Aid Officers, including their level of first aid and first aid expiry dates, will be provided as soon as they are known.

First Aid Officer Duties

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

Their specific duties include:

- Participating in the risk management process within the school as part of the school’s OHS team. This may include contributing to risk management solutions and providing feedback on injury reports and first aid register data to identify persistent or serious hazards.
- Providing first aid emergency awareness training for staff including emergency notification processes, a list of responsible officers and provision of emergency phone numbers.
- Coordinating first aid duty rosters and maintaining first aid room and first aid kits.
- Providing first aid services commensurate with competency and training. This may include all or some of emergency life support including response to life threatening conditions which may occur in the school (e.g. cardiac arrest or respiratory difficulties associated with asthma), management of severe bleeding, basic wound care, fractures, soft tissue injury.
- Recording all first aid treatment. A copy of treatment provided shall be forwarded with the patient where further assistance is sought. The first aider should respect the confidential nature of any information given.
- Providing input on first aid requirements for excursions and camps.

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

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

Procedures for Medical Treatment

In the event of a student requiring medical attention, an attempt will be made to contact the parents/guardians before calling for medical attention except in an extreme emergency.

In serious cases, parents/guardians will always be informed as quickly as possible of their child’s condition and of the actions taken by the school.
All accidents and injuries will be recorded on the Department’s injury management system on CASES21.

A Record of First Aid Treatment will be kept in the Sick Bay and information recorded for all students treated in the Sick Bay. A pink slip will be filled in and sent home with the student indicating date and time of attendance in the Sick Bay, the treatment given and the person administering the first aid.

It is the policy of the school that all injuries to the head are reported to Principal Team Member in charge of First Aid and that parents/emergency contacts are contacted regarding the injury.

First aid kits will be available for all groups that leave the school on excursions. The content of these kits will be dependent on the nature of the activities, the number of students and staff, and the location of the excursion.

Portable first aid kits will be available for staff on yard duty. These kits will contain:

- A pair of single use plastic gloves
- A bottle of sterile eye solution
- Gauze and band-aids
- Record book & pen
- First Aid passes

**Assessment and First Aid Treatment of an Asthma attack**

If a student develops signs of what appears to be an asthma attack, appropriate care must be given immediately.

**Assessing the severity of an asthma attack**

Asthma attacks can be:

- **Mild** - this may involve coughing, a soft wheeze, minor difficulty in breathing and no difficulty speaking in sentences
- **Moderate** - this may involve a persistent cough, loud wheeze, obvious difficulty in breathing and ability to speak only in short sentences
- **Severe** - the student is often very distressed and anxious, gasping for breath, unable to speak more than a few words, pale and sweaty and may have blue lips.

All students judged to be having a severe asthma attack require emergency medical assistance.

Call an ambulance (dial 000), notify the student’s emergency contact and follow the ‘4 Step Asthma First Aid Plan’ while waiting for the ambulance to arrive. When calling the ambulance state clearly that a student is having ‘breathing difficulties.’ The ambulance service will give priority to a person suffering extreme shortness of breath. Regardless of whether an attack of asthma has been assessed as mild, moderate or severe, Asthma First Aid (as detailed below) must commence immediately. The danger in any asthma situation is delay. Delay may increase the severity of the attack and ultimately risk the student’s life.

**Asthma First Aid**

If the student has an Asthma Action Plan, follow the first aid procedure immediately. If no, Asthma Action Plan is available in the steps outlined below should be taken immediately.
**The 4 Step Asthma First Aid Plan (displayed in Sick Bay and classrooms):**

**Step 1**

Sit the student down in as quiet an atmosphere as possible. Breathing is easier sitting rather than lying down. Be calm and reassuring. Do not leave the student alone.

**Step 2**

Without delay give 4 separate puffs of a blue reliever medication (*Airomir, Asmol, Epaq or Ventolin*). The medication is best given one puff at a time via a spacer device. If a spacer device is not available, simply use the puffer on its own. Ask the person to take 4 breaths from the spacer after each puff of medication.

**Step 3**

Wait 4 minutes. If there is little or no improvement repeat steps 2 and 3.

**Step 4**

If there is still little or no improvement; call an ambulance immediately (dial 000). State clearly that a student is having ‘breathing difficulties.’

Continuously repeat steps 2 and 3 while waiting for the ambulance.

**Assessment and First Aid Treatment of Anaphylaxis**

**What is anaphylaxis?**

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. Although allergic reactions are common in children, severe life threatening allergic reactions are uncommon and deaths are rare. However, deaths have occurred and anaphylaxis is therefore regarded as a medical emergency that requires a rapid response.

**Signs and symptoms**

The symptoms of a mild to moderate allergic reaction can include:
- swelling of the lips, face and eyes
- hives or welts
- abdominal pain and/or vomiting.

Symptoms of anaphylaxis (a severe allergic reaction) can include:
- difficulty breathing or noisy breathing
- swelling of the tongue
- swelling/tightness in the throat
- difficulty talking and/or a hoarse voice
- wheezing or persistent coughing
- loss of consciousness and/or collapse
- young children may appear pale and floppy.

Symptoms usually develop within 10 minutes to one hour of exposure to an allergen but can appear within a few minutes.

The role and responsibilities of the principal
This principal or nominee has overall responsibility for implementing strategies and processes for ensuring a safe and supporting environment for students at risk of anaphylaxis. The principal will:

- Actively seek information to identify students with severe life threatening allergies at enrolment.
- Conduct a risk assessment of the potential for accidental exposure to allergens while the student is in the care of the school.
- Meet with parents/carers to develop an Anaphylaxis Management Plan for the student. This includes documenting practical strategies for in-school and out-of-school settings to minimise the risk of exposure to allergens, and nominating staff who are responsible for their implementation.
- Request that parents provide an ASCIA (Australasian Society of Clinical Immunology and Allergy) Action Plan that has been signed by the student’s medical practitioner and has an up to date photograph of the student.
- Ensure that parents provide the student’s EpiPen® and that it is not out of date.
- Ensure that staff obtain training in how to recognise and respond to an anaphylactic reaction, including administering an EpiPen®.
- Develop a communication plan to raise student, staff and parent awareness about severe allergies and the school’s policies.
- Provide information to all staff so that they are aware of students who are at risk of anaphylaxis, the student’s allergies, the school’s management strategies and first aid procedures. This can include providing copies or displaying the student’s ASCIA Action Plan in canteens, classrooms and staff rooms, noting privacy considerations.
- Ensure that there are procedures in place for informing casual relief teachers of students at risk of anaphylaxis and the steps required for prevention and emergency response.
- Ensure that any external canteen provider can demonstrate satisfactory training in the area of anaphylaxis and its implications on food handling practices.
- Allocate time, such as during staff meetings, to discuss, practise and review the school’s management strategies for students at risk of anaphylaxis. Practise using the trainer EpiPen® regularly.
- Encourage ongoing communication between parents/carers and staff about the current status of the student’s allergies, the school’s policies and their implementation.
- Review the student’s Anaphylaxis Management Plan annually or if the student’s circumstances change, in consultation with parents.

The role and responsibilities of all school staff who are responsible for the care of students at risk of anaphylaxis

School staff who are responsible for the care of students at risk of anaphylaxis have a duty to take steps to protect students from risks of injury that are reasonably foreseeable. This may include administrators, canteen staff, casual relief staff, and volunteers. Members of staff are expected to:

- Know the identity of students who are at risk of anaphylaxis.
- Understand the causes, symptoms, and treatment of anaphylaxis.
- Obtain training in how to recognise and respond to an anaphylactic reaction, including administering an EpiPen®.
- Know the school’s first aid emergency procedures and what your role is in relation to responding to an anaphylactic reaction.
- Keep a copy of the student’s ASCIA Action Plan (or know where to find one quickly) and follow it in the event of an allergic reaction.
• Know where the student’s EpiPen® is kept. Remember that the EpiPen® is designed so that anyone can administer it in an emergency.
• Know and follow the prevention strategies in the student’s Anaphylaxis Management Plan.
• Plan ahead for special class activities or special occasions such as excursions, incursions, sport days, camps and parties. Work with parents/carers to provide appropriate food for the student.
• Be aware of the possibility of hidden allergens in foods and of traces of allergens when using items such as egg or milk cartons in art or cooking classes.
• Be careful of the risk of cross-contamination when preparing, handling and displaying food.
• Make sure that tables and surfaces are wiped down regularly and that students wash their hands after handling food.
• Raise student awareness about severe allergies and the importance of their role in fostering a school environment that is safe and supportive for their peers.

Individual Anaphylaxis Management Plans
Every student who has been diagnosed as at risk of anaphylaxis will have an individual Anaphylaxis Management Plan. (see Care Arrangements for Ill Students Policy).
The student’s Anaphylaxis Management Plan will clearly set out:
• the type of allergy or allergies.
• the student’s emergency contact details.
• practical strategies to minimise the risk of exposure to allergens for in-school and out of class settings, including:
  » during classroom activities
  » in canteens or during lunch or snack times
  » before and after school, in the yard and during breaks
  » for special events such as incursions, sport days or class parties
  » for excursions and camps.
• the name of the person/s responsible for implementing the strategies.
• information on where the EpiPen® will be stored.
The Anaphylaxis Management Plan will also include an individual ASCIA Action Plan, which sets out the emergency procedures to be taken in the event of an allergic reaction. (ASCIA, the Australasian Society of Clinical Immunology and Allergy, is the peak body of immunologists and allergists in Australia).
It is the responsibility of parents/carers to complete an ASCIA Action Plan, in consultation with their child’s medical practitioner, and provide a copy to the High School. The ASCIA Action Plan must be signed by the student’s medical practitioner, and have an up to date photograph of the student.
As a student’s allergies may change with time, our High School will ensure that the student’s Anaphylaxis Management Plan and ASCIA Action Plan are kept current and reviewed annually with the student’s parents/carers. When reviewed, parents will be expected to provide an updated photo of the child for the ASCIA Action Plan. See Appendix D: Anaphylaxis Management Plan Cover Sheet

First Aid Kit Contents
Consistent with the Department’s First Aid Policy and Procedures the school will maintain a First Aid Kit that includes the following items:
• an up-to-date first aid book – examples include:
  o First aid: Responding to Emergencies, Australian Red Cross
  o Australian First Aid, St John Ambulance Australia (current edition)
  o Staying Alive, St John Ambulance Australia, (current edition)
• wound cleaning equipment
• gauze swabs: 100 of 7.5 cm x 7.5 cm divided into small individual packets of five
• sterile saline ampoules: 12 x 15 ml and 12 x 30 ml
• disposable towels for cleaning dirt from skin surrounding a wound

• wound dressing equipment
  o sterile, non-adhesive dressings, individually packed: eight 5 cm x 5 cm, four 7.5 cm x 7.5 cm, four 10 cm x 10 cm for larger wounds
  o combine pads: twelve 10 cm x 10 cm for bleeding wounds
  o non-allergenic plain adhesive strips, without antiseptic on the dressing, for smaller cuts and grazes
  o steri-strips for holding deep cuts together in preparation for stitching
  o non-allergenic paper type tape, width 2.5 cm–5 cm, for attaching dressings
  o conforming bandages for attaching dressings in the absence of tape or in the case of extremely sensitive skin
  o six sterile eye pads, individually packed

• bandages
  o four triangular bandages, for slings, pads for bleeding or attaching dressings, splints, etc
  o conforming bandages: two of 2.5 cm, two of 5 cm, six of 7.5 cm and two of 10 cm – these may be used to hold dressings in place or for support in the case of soft tissue injuries

• lotions and ointments
  o cuts and abrasions should be cleaned initially under running water followed by deeper and more serious wounds being cleaned with sterile saline prior to dressing. Antiseptics are not recommended
  o any sun screen, with a sun protection factor of approximately 15+
  o single use sterile saline ampoules for the irrigation of eyes
  o creams and lotions, other than those in aqueous or gel form, are not recommended in the first aid treatment of wounds or burns
  o asthma equipment (which should be in all major portable kits, camping kits, sports kits, etc)
  o blue reliever puffer (e.g. Ventolin) that is in date
  o spacer device
  o alcohol wipes

Other equipment includes:

• single use gloves – these are essential for all kits and should be available for teachers to carry with them, particularly while on yard duty
• blood spill kits
• vomit spill kits
• one medicine measure for use with prescribed medications
• disposable cups
• one pair of scissors (medium size)
• disposable splinter probes and a sharps container for waste
• disposable tweezers
• one teaspoon
• disposable hand towels
• pen-like torch, to measure eye-pupil reaction
• two gel packs, kept in the refrigerator, for sprains, strains and bruises or disposable ice packs for portable kits
• adhesive sanitary pads, as a backup for personal supplies
• flexible 'sam' splints for fractured limbs (in case of ambulance delay)
• additional 7.5 m conforming bandages and safety pins to attach splints
• blanket and sheet, including a thermal accident blanket for portable kits
• germicidal soap and nail brush for hand-cleaning only
• one box of paper tissues
• paper towel for wiping up blood spills in conjunction with blood spill kit
- single use plastic rubbish bags that can be sealed, for used swabs and a separate waste disposal bin suitable for taking biohazard waste (note: Biohazard waste should be burnt and there are several companies that will handle bulk biohazard waste)
- ice cream containers or emesis bags for vomit.

**Emergency Telephone Numbers**

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Poisons Information Service</td>
<td>13 11 26</td>
</tr>
<tr>
<td>Ambulance</td>
<td>000</td>
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</tbody>
</table>

**EVALUATION**

This policy will be reviewed as part of the school’s four-year review cycle.

**This Policy was last ratified by School Council in March 2014**

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**ACCIDENTS AND INCIDENTS REPORTING POLICY**

At all times the school will adhere to the DEECD guidelines.

Refer to: [DEECD Accident Recording and Reporting](http://www.education.vic.gov.au/school/principals/spag/governance/pages/recording.aspx)
When an accident / incident occurs the following is to be undertaken by staff on hand:

1. First aid action is to be taken as required. Send a reliable student if necessary to the office to seek trained first aid assistance and administration assistance.
2. Seek assistance from nearby staff if necessary.
3. Any serious accident or incident is to be reported immediately to school administration.
4. All accidents and incidents are to be reported as soon as possible to the school office and required documentation completed.

NOTES;

All accidents and incidents involving injury are also to be entered online in the injury management system on CASES/CASES21 (Appendix 1).

Incidents to staff may also be notifiable under workSafe. All incidents involving staff must be reported to administration.

EVALUATION

This policy will be reviewed as part of the school’s four-year review cycle.

This Policy was last ratified by School Council in March 2014

NO-SMOKING POLICY

PURPOSE

The purpose of this policy is to recognise the danger smoking and passive smoking causes to health, as well as the need for the school and its staff to provide positive role models to students.
Consequently, for the protection of staff and students, smoking is not permitted within any area of the school property, nor at any school related activity or function by students, staff or visitors.

**AIMS**

- To ensure that all students are made aware of the dangers of smoking
- To ensure the school maintains the status of a smoke free environment

**IMPLEMENTATION**

- Smoking and passive smoking are both dangerous to the health of employees and students
- The Occupational Health and Safety Act 1985, requires employers to provide a safe work place, and as far as practical, without risks to health. In 2009 the Minister of Education exercised the power under the Education and Training Reform Act 2006 to prohibit smoking in all government schools. Consequently, smoking is not permitted in any area of the school property, nor at any school related activity or function, by students, staff or visitors. Failure by employees to comply with the Act is an offence
- The smoking ban applies to anyone present on school premises during and after school hours including students, teachers, contractors, parents/guardians or the wider community such as sporting groups
- In addition, staff members are not permitted to smoke outside of the school property within the view of students
- The health risks associated with smoking will form part of the Health and Physical Education curriculum for all students. Informed choices about smoking will feature amongst the harm minimisation strategies employed in the school’s drug education strategy
- No Smoking signs will be erected at prominent places within the school
- Our no smoking policy will be communicated to the community via the school newsletter.
- The appropriate disciplinary action will be taken against staff who breech the school’s no-smoking policy
- A combination of disciplinary measures will accompany any incidents of student smoking

**EVALUATION:**

This policy will be reviewed as part of the school’s four-year review cycle.

*This policy was last ratified by School Council in March 2014.*
HEALTHY FOODS POLICY

PURPOSE
To develop nutritional habits which are essential to the growth and development of children, in line with the DEECD guidelines.
To work towards ensuring any foods provided by the school are consistent with a healthy eating philosophy and the philosophy of the Stephanie Alexander Kitchen Garden Program.

GUIDELINES FOR ACTION

- Children are strongly encouraged to bring only healthy food to school, for snacks and lunch.
- In line with the school’s Anaphylaxis Policy school community members are not encouraged to bring nuts to the school.
- Lessons relating to healthy foods and healthy eating will form part of each child’s annual Health & Physical Education studies.
- All classrooms will encourage students to bring clearly named plastic water bottles into the room and students will be given unlimited access to water throughout the day. Water bottles must not contain drinks such as cordial juice or sports drink – water is the only acceptable drink.
- Staff members will be encouraged to model healthy eating habits whilst at school.
- Students will be encouraged to bring healthy snacks as brain food (fresh fruit and vegetables) into the classroom. They will be encouraged to eat throughout the day unless it is deemed by the classroom teacher to be inappropriate to do so.
- All students will be educated on the importance of not sharing foods or water bottles.
- Whole school activities will be conducted that support ‘Healthy Eating’ as defined by the Victorian Prevention and Health Promoting Achievement Program.
- School community members are not encouraged to bring confectionery and high sugar drinks such as soft drinks, energy drinks and flavoured mineral waters to school.
- Families are informed of the healthy foods policy and are provided with information to meet this policy requirement through information evenings, school information booklet and newsletter.
- To maintain a lolly free status, school community members are not encouraged to bring confectionary to the school.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
EXTREME WEATHER POLICY

PURPOSE

- To ensure the safety of children who attend Heathcote Primary School.
- To protect children from dangerous weather, in particular, electrical storms when they are due to leave the school at the end of the day.
- To ensure children are appropriately supervised and supported on wet days and days of extreme heat.

GUIDELINES FOR ACTION

- The Heathcote Primary School Information booklet will contain a Lightning Protection Action Guide.
- Parents are to be provided with the Information Booklet when they enrol their child at the school and are given the school information pack.
- In the event of an electrical storm or other extremely inclement weather conditions, children will not be dismissed at 3.15pm.
- Children will be dismissed when the weather improves.
- Parents wanting to have their child leave the school at 3.15pm in the above weather conditions will need to come into the school and collect their child/children.
- In the event of a day of extreme weather conditions the Principal will make the final decision to proceed with an alternate timetable.
- In the event of extreme heat 35 degrees or above, the Principal will make the final decision to proceed with a hot day timetable.

EVALUATION

This policy will be reviewed in four years or as required.

This policy was last ratified by School Council in March 2014.
ACCOUNTABILITY
COMMUNICATION OF SCHOOL POLICIES, PROCEDURES AND SCHEDULES POLICY

Rationale

The policies of the school guide and describe the main processes, functions and operations of the school. The development and review of policies is part of an agreed process to ensure that key stakeholders are part of the consultation and review process.

Aims

To ensure that AHS policies frame and accurately reflect the school operations, directions, and goals and meet all legislative, compliance and duty of care requirements.

Implementation

- The policies describe the rationale, aims and implementations of the operations and directions of the school as a whole.
- The process of considering school policies will be managed by the principal and will be a continuous cycle, and will use a transparent and consultative process.
- New policies will be added and modified to reflect the growth and evolution of the new school and new programs.
- All policies will use the school policy layout, meet legislative and compliance requirements, and have a designated review period.
- When developing a new policy, the principal will consult with appropriate personnel in order to draft the initial policy statement. The draft policy may be circulated for comment to the appropriate committee/s, to staff members, to parents, to students before ratification by School Council.
- Policies will be developed taking into account DET policies, memos and circulars relating to a particular policy area.
- A database of policies and a review schedule to provide a timeline for reviews either annually or on a three-year basis is to be maintained.
- When reviewing an existing school policy as per the three-year review cycle, the principal will consult with staff and the appropriate Committee/s, and to School Council for ratification.
- Changes as a result of policy developments and / or reviews will be widely advised to students, staff and parents.
- Staff will be given opportunity to provide input into the policy development or review process.
- The focus of all school policies must remain the needs of students and school operations.

Reference the school’s Supervision and Duty of Care Policy

- Any concerns relating to the structure of the school should be directed to the principal or School Council president.
- Relevant policies will also be loaded onto the intranet and school website for community observation and comment.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Communication Procedures and schedule for members of the school community</th>
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<tbody>
<tr>
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<td>Staff</td>
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</table>
| Excursion, Incursion and Camping Policies & procedures | • Brief in 1st PL days  
• Staff manual  
• Policy manual | | • All policies mentioned in the newsletter and available on request  
• School website | • School website | August 2015 |
| Yard Duty / Supervision Policy  
Duty of Care Policy | • Brief in 1st PL days  
• Staff manual  
• Policy manual | | • All policies mentioned in the newsletter and available on request  
• School website | • School website | March 2015 |
| Student Engagement & Inclusion Policy  
Mandatory Reporting Policy | • Brief in 1st PL days  
• Staff manual  
• Policy manual  
• Student engagement | • Class meetings | • All policies mentioned in the newsletter and available on request  
• School website | • School website | All December 2015(part of Annual Wellbeing Review) |
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<td>- E-learning mtg at start of each year</td>
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<td>- July 2015 (reviewed/updated yearly)</td>
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<td>Anaphylaxis Policy</td>
<td>- Staff manual</td>
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<td>- Policy manual</td>
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<td></td>
<td>- Meeting at start of each semester to review policy and anaphylactic children</td>
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<td>- Twice Yearly mandated training program</td>
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<td>- Individual meetings with students and parents of anaphylactic children</td>
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<td>- Classroom discussion re food handling issues</td>
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<td>- Parent Information Night</td>
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<td>- Enrolment Pack</td>
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<td>- Our HPS newsletter</td>
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<td>- September 2015 (updated yearly)</td>
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<td>First Aid Policy (incl. Medication and Asthma)</td>
<td>- Staff manual</td>
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<td>- Policy manual</td>
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<td>- Meeting at start of year to review each policy &amp; provide medical details of students.</td>
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<td>- Update first aid qualifications, CPR qualifications &amp; asthma procedures</td>
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<td>- OH&amp;S and Evacuation Planning cycle.</td>
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<td>- Enrolment pack</td>
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<td>- All policies mentioned in the newsletter and available on request</td>
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<td>- School website</td>
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<td>- Parent Information Night</td>
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<td>- Information Guide (in enrolment pack)</td>
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<td>- Our HPS Newsletter</td>
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<td>- Parents sent medical information &amp; asthma plans to update at start of each year</td>
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<td>- School website</td>
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<td>Harassment Policy</td>
<td>- Staff manual</td>
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<td>- Policy manual</td>
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<td>- Review of policy and procedures in 1st 3 days of school</td>
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<td>- Wellbeing Team review of dealing with issues of harassment</td>
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<td>- Restorative Practices Training program</td>
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<td>- December 2015 (part of annual Wellbeing Review)</td>
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<tr>
<td>Home Learning Policy (In development)</td>
<td>- Staff manual</td>
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<td><strong>Domain</strong></td>
<td><strong>Rationale</strong></td>
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<td>Domain meetings at start of each year Curriculum Committee overview</td>
<td>- Accurate and comprehensive assessment of student performance against state-wide standards aids in establishing open communication, guides student learning, assists in establishing future direction,</td>
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<td>EMA Policy</td>
<td>- Policy manual&lt;br&gt;- Policy manual&lt;br&gt;- Intranet&lt;br&gt;- Review of policy and procedures in 1st 3 days of school&lt;br&gt;- Evacuation Drill/Lockdown – twice per year</td>
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<td>Emergency Management &amp; Critical Incident Policies</td>
<td>- Staff Manual&lt;br&gt;- Policy manual&lt;br&gt;- Intranet&lt;br&gt;- Review of policy and procedures in 1st 3 days of school&lt;br&gt;- Evacuation Drill/Lockdown – twice per year</td>
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<td>Uniform Policy</td>
<td>- Staff Manual&lt;br&gt;- Policy manual&lt;br&gt;- Staff meetings /briefings</td>
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<td>Sunsmart Policy</td>
<td>- Staff manual&lt;br&gt;- Policy manual&lt;br&gt;- Intranet&lt;br&gt;- Review of policy and procedures in 1st 3 days of school</td>
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<td>Staff Leave Policy</td>
<td>- Staff manual&lt;br&gt;- Policy manual&lt;br&gt;- Staff meetings&lt;br&gt;- LAC meetings&lt;br&gt;- Local Agreement implementation</td>
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<td>Privacy Policy</td>
<td>- Staff manual&lt;br&gt;- Policy manual&lt;br&gt;- Staff meetings&lt;br&gt;- LAC meetings&lt;br&gt;- Local Agreement implementation</td>
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<td>Professional Learning Policy</td>
<td>- Staff manual&lt;br&gt;- Policy manual&lt;br&gt;- Intranet&lt;br&gt;- Review of policy and procedures in 1st 3 days of school</td>
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<tr>
<td>Raising Concerns and Complaints Policy (In development)</td>
<td>- Staff manual&lt;br&gt;- Policy manual&lt;br&gt;- Intranet</td>
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This policy was last ratified by School Council in March 2014.

**ASSESSMENT POLICY**

**Rationale**

Accurate and comprehensive assessment of student performance against state-wide standards aids in establishing open communication, guides student learning, assists in establishing future direction,
and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

**Aims**
- To assess school and student performance accurately and comprehensively against state-wide standards.
- To improve student learning by accurately determining current performance as well as areas of future need and development.

**Implementation**
- Heathcote Primary School is responsible for accurately assessing student achievement against achievement standards detailed within the AusVELS and Australian Curriculum.
- Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.
- The school will establish a whole-school assessment schedule for teachers which will include a variety of assessment strategies, including online and on demand assessment tools, providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in national standardised testing processes such NAPLAN and school entry assessment tests.
- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the AusVELS and Australian Curriculum.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against achievement standards across the school.
- Our school will progressively develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others with specific expertise.
- Self-assessments by students against individual learning goals will be a feature of our assessment process.
- Item analysis of NAPLAN results will focus both individual and cohort future learning.
- We will provide information sessions for parents on assessment, the AusVELS, the Australian Curriculum and NAPLAN.
- The school will assess the achievements of students with disabilities in the context of the Australian Curriculum, using the ABLES Assessment instrument. Student support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the student support group.
- Students for whom English is an additional language will have their progress in English reported against the EAL achievement standards as detailed in the Australian Curriculum

**Evaluation**

This policy will be reviewed annually as part of the school’s three-year review cycle

**This policy was last ratified by School Council in March 2014.**

**REPORTING POLICY**

**PURPOSE**
The Reporting Policy of Heathcote Primary School will reflect the principles of our Assessment Policy.
Reporting to parents on student progress aims to:
- Provide accurate, meaningful information on each student’s developing competencies in all areas (academic and social).
- Clearly communicate the achievements of students across the AusVELS domains.
- Provide recommendations which assist the student’s future learning.
- Foster cooperation and encourage communication between parents, teachers and students concerning the student’s progress.

GUIDELINES FOR ACTION
All reporting to parents will:
- Take place on a regular basis.
- Be a private communication between a student, teacher and parent/s.
- Indicate what has been achieved by the student during the reporting period.
- State strengths and weaknesses of the student and include future learning recommendations.
- Use constructive language and be clear and specific in relation to classroom programs.

Reporting on individual students:
Reporting on individual student progress against AusVELS using a variety of procedures including:

A: Parent/Teacher Interviews
Interviews - parent/teacher/student will take place in:
- February - getting to know parents/teachers/children
- June/July - information sharing
- reviewing student performance and achievement

B. Written Report Format
Two Written reports per year are to be provided.

A ‘report’ will include:
- Course content (may include work covered, activities undertaken, processes involved with learning, assessment tasks upon which report is based).
- Teacher comments (qualitative teacher comments regarding the child’s achievement in relation to content and recommendations for future learning)
- Individual Learning Plans for students with special requirements.
- Student Achievement Levels
- A statement regarding social development

C. Communication Book
May include: work samples, self evaluations, certificates and awards.

General Reporting to Parents and the School Community
Reporting to parents and the school community will use a variety of procedures including:
- School Council Annual General Meeting (March)
- Parent information nights on specific subject areas as required
- Performances by children and displays of their work
- Publishing of children’s work in newsletters and, as appropriate, the media
- The weekly school newsletter
- Showcase afternoon – prior to June reports being issued
- School website

EVALUATION
This policy will be reviewed in the triennial review as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
ADMINISTRATION POLICY

PURPOSE
The administration of Heathcote PS has responsibility to establish and operate a system of organisation and management which will ensure effective and correct use all resources, both financial and human, to support successful implementation of the School Strategic Plan (SSP).

AIMS
- To advise on and implement the policies of the School Council and the DEECD
- Regularly review programs and revision associated documents.
- Seek to maintain communication between all members of the school community.
- To account for and manage all school monies and efficiently monitor program budgeting.
- Keep financial, assets and personnel records as required by the DEECD.
- To regularly inform School Council upon all matters relevant to its areas of responsibility.
- To organise equipment, supplies, teaching personnel and class grouping to facilitate the implementation of policies and programs, as in the School Strategic Plan.
- To ensure the effective and appropriate management of employment of replacement teachers, ES Staff and casual office staff, personnel payroll and leave records, WorkCover, Superannuation and Taxation.

IMPLEMENTATION
- The Principal shall be responsible for the implementation and delegate responsibility appropriately
- Senior staff should be provided with opportunities to develop administrative skills in the above areas
- When decisions affect staff, they will be consulted via the Leadership Team, Consultative Committee and staff meetings
- Program reviews should be conducted in accordance with the School Strategic Plan
- A yearly budget is to be established to account for all anticipated funding and expenditures
- The Business Manager, under direction of the Principal, shall maintain school records and accounting records
- All purchases in curriculum programs will be finalised by the end of term 3 and a review of program plans will be undertaken in September/October
- An annual budget and recommended funding for programs that reflects the School Strategic Plan, will be prepared in November for the following year and consideration by Council
- The following accounts will be kept:
  - School Council Official Account - all School Council funds and budget records
  - Investment Accounts (DEECD High Yield Investment and Commonwealth Bank) - surplus funds will be invested as decided at the time.
  - Heathcote Building Fund
- All accounting records will be completed late January ready for the DEECD assigned auditors every 3 years
- Reports covering financial management and relevant matters of school operation shall be prepared by the Business Manager/Principal for each Finance Committee meeting and School Council meeting
- All staff and students to implement school values, e.g., actively support plans to reduce the school usage of electricity, gas, water and rubbish disposal
- Each year’s Annual Report will be presented to the School Council for consideration/adoption in March. The report content will be progressively gathered and presented to Council as Sub-
committee reports. These Management Reports will be presented in the areas of Principal/Management, Student Learning, Student pathways and Transition, Student Wellbeing and Engagement, Facilities, Fundraising and Finance

- Maintain Human Resources Management System and Physical Resources Management System (P.R.M.S.21)
- Maintain processes for management of FBT and GST
- Use of electronic banking for local payroll and other creditors where applicable
- Continue to use CASES21 and introduce CASES 21 Finance
- Maintain EFTPOS facilities

EVALUATION

This policy will be reviewed as part of the school’s four-year review cycle.

This policy was ratified by School Council in March 2014.
COURT ORDERS POLICY

PURPOSE
Schools are often confronted with parents disputing custody of, or access to students who are their children. While such issues are often emotionally charged, the school will manage family disputes sensitively, impartially and in accordance with the law.

AIMS
- To develop and implement clear and responsible processes for managing family custody and student access issues at a school level.
- To clearly articulate the school’s processes relating to the management of custody issues and family disputes to parents.

IMPLEMENTATION
- Parents or guardians are required to complete and sign accurate enrolment forms for children for whom they have custody.
- Enrolments must be accompanied by Birth Certificates or similar that proves a student’s name and birth date.
- The school will only enrol a child under the name provided on a Birth Certificate or more recent legally recognised document that details a name change, or proof that the student is included in a witness protection program or similar.
- Any custody or family issues are to be declared and supported by court issued Parenting Orders – which will be photocopied and retained on the student’s individual file.
- The principal will be responsible for ensuring that the school cooperates with all Family Court Orders, Magistrate Court Orders or similar legal documents.
- The school will assume a default position that both birth parents have equal access to enrolled students unless current Parenting Orders or legal documents dictate otherwise.
- Both birth parents will have access to school reports, newsletters, parent interviews, and their children at school unless Parenting Orders or similar legal documents dictate otherwise.
- Parents or guardians who claim custody restrictions but fail to provide documentation will not have their requests met until such time as Parenting Orders are provided.
- People who have restricted access to students, and whose presence at school or requests for information etc are in breach of Parenting Orders or similar legal documents will be directed immediately to the principal.
- The police will be contacted immediately if people refuse to comply with the principal’s lawful instructions to obey Parenting Orders or similar whilst at school.
- Breaches of Parenting Orders will be reported by the principal to the parent or guardian who legally looks after the child during the time of the breach.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was ratified by School Council in March 2014.
FINANCE POLICY

PURPOSE
Effective financial management provides the school with enhanced educational opportunity.

AIMS
To provide a financially well managed school that grasps financial opportunities and makes decisions that are based on the best educational interests of the students.

GUIDELINES FOR ACTION
• It is a requirement under the Education and Training Reform Act 2006 that school councils use all monies coming into their hands for proper purposes.
• School Council will appoint a Finance sub-committee which will meet monthly and report on issues and present recommendations relating to all financial matters at each council meeting.
• The sub-committee will work closely with the Business Manager and the principal. The sub-committee will liaise with all appropriate school groups to present both individual program budgets and annual budgets for council approval, and monitor and report to council monthly on all receipts, expenditure and commitments against approved budgets, unpaid accounts, investments, and balances held in school accounts.
• The Finance sub-committee will monitor and report monthly on Student Resource Package/Planner reports including current surplus or deficit amounts and anticipated reconciliation balances.
• All revenue and expenditure budgets will be based on the CASES21 chart of accounts, the school will use the CASES21 Accounts Receivable module, and all reports to school council will be CASES21 generated.
• The sub-committee will be responsible for preparing annual financial statements and records for auditing, as well as provide school council with annual receipt, expenditure and investment statements for public annual reports.
• The sub-committee will be responsible for advising school council on all matters associated with centrally and locally raised funds including the levels of voluntary contributions and levies, sponsorships, DEECD grants, philanthropic contributions, trusts and local cooperatives.
• The Finance sub-committee will be responsible for managing any investment accounts consistent with school council’s Investment policy.
• Finance sub-committee members and school councillors will declare any pecuniary or conflict of interest prior to partaking in any recommendation, and will be vigilant in providing robust and thorough internal control procedures.
• School bank accounts may only be opened, operated or closed with the written authority of the school council.
• The sub-committee is actively encouraged to second extra members with additional expertise at times of major projects and to engage consultants when desirable.
• The DEECD Internal Control for Schools 2011 document is used to guide all internal financial control within the school.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
INVESTMENT POLICY

PURPOSE
- To manage school funds within DEECD Guidelines.
- To ensure funds are available to meet short term commitments and surplus funds are invested to maximise interest return.

GUIDELINES FOR ACTION
- The management of the investment accounts and transfer of funds is to be in line with DEECD CASES21 Finance management guidelines.
- The school operates investment accounts within the defined DEECD guidelines.
- An Investment Register is to be maintained for each account - date of lodgement, with whom invested, terms of investment; period, % rate, maturity date, amount invested.
- Before transferring funds the Principal and Business Manager will review financial needs and determine the level of funds to be invested. The transfer of funds is to be authorised by the Principal and the Business Manager. (Business Manager to act as the Delegate of the Council for these purposes).
- Detailed financial reports presented to Finance Sub-committee prior to each School Council Meeting. Reports (including investment transfers, etc) are ratified and then presented to Council for approval.
- Investigate opportunities for other or alternative investments within the DEECD guidelines.

EVALUATION
This policy will be reviewed annually in line with DEECD audit procedures.

This policy was last ratified by School Council in March 2014.
**EFTPOS POLICY**

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

**AIMS**
- EFTPOS allows schools to increase the options and convenience provided to parents and debtors, as well as improves security by reducing the amount of cash handled and kept at the school.

**IMPLEMENTATION**
- Our EFTPOS facility will be set up through the National Bank.
- All staff operating the merchant facility will be made aware of the security requirements, and of the need to protect data from fraud. All staff authorised to process transactions will be minuted by School Council and entered on an EFTPOS Register which will include their name, any unique IDs, and the functions they are permitted to perform.
- The school and all staff involved with EFTPOS will treat all acquired and retained EFTPOS customer information in accordance with Schedule 1 of the Victorian Privacy Act 2000.
- School Council appoints the Business Manager as the authorising officer for approval of phone and refund transactions.
- The EFTPOS facility will be limited to one non-mobile terminal, will be located in the school reception office, and locked in the security drawer out of normal school operating hours.
- Transaction costs will not be passed on to the customer, maximum limits will be set by the card holder’s limit and a minimum limit of $10.00 per transaction will be enforced.
- To minimise potential for fraud, our EFTPOS terminal will be connected to the bank via phone connection and not via the internet.
- Our school will accept EFTPOS transactions via the telephone or post. We will only process transactions to accept school invoice payments, and we will not provide a ‘cash out’ service. All telephone EFTPOS transactions will be kept in the security room.
- Credit card transactions will require the operating staff to check the signature obtained on the merchant receipt with that on the signature panel on the back of the card when applicable.
- We will ensure that customers required to enter a PIN can do so privately and PINs will not be recorded by the school.
- All credit card transactions will include a check that the card does not appear to have been tampered with, and that it has not expired.
- EFTPOS Receipts and school receipts will be issued at the time of the transaction. CASES21 receipts will be issued at the end of the day.
- We will always print both the merchant and customer copies of the receipt for both credit and debit card transactions, and retain the merchant copy for audit purposes and a copy of the school receipt.
- If an EFTPOS transaction error occurs prior to entering the receipts on CASES21, the school will immediately either ‘void’ or ‘refund’ the transaction via the EFTPOS terminal. If the error is is not processed on the same day as the original transaction occurred, it must be treated as a ‘refund’ – see below. All documentation for ‘void’ errors will be retained for audit purposes, the void transaction must be signed by the cardholder, the school copy will
be signed by the authorised officer plus the terminal operator (if different people), and all
transaction details must be entered in a ‘void transaction’ section of the EFTPOS Register.

- If an EFTPOS refund transaction has been processed and the receipt entered on CASES21,
  the original receipt is to be produced, or the receipt number identified, and the refund must
  be approved by the authorised officer. Details of the refund, including the name of the
  cardholder, card number, transaction details, date, name of staff member processing
  transaction, and signatures of the cardholder and the Principal will be recorded in the
  ‘refunds’ section of the EFTPOS Register.

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

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

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

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

- Our school will use a separate receipt batch for EFTPOS receipts which is updated at the end
  of each day.

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

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

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

EVALUATION
This policy will be reviewed by the Finance sub-committee as part of the school’s four year
review cycle.

This policy was last ratified by School Council in March 2014.
ELECTRONIC BANKING POLICY

PURPOSE
Electronic (internet) banking offers an online facility (via a website) which provides users with the ability to undertake various banking functions, such as checking account balances, transferring funds between accounts, direct debit, direct deposit receipts and payments, BPAY receipts and payments and EFTPOS (Electronic Funds Transfer Point of Sale).

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

IMPLEMENTATION
• School Council requires that all actions related to electronic banking are consistent with DEECD’s ‘Schools Electronic Funds Management Guidelines and compliance requirements in the Education Training and Reform Regulations 2007.
• All payments through Electronic banking software are simply another form of payment from the school’s accounts and consistent with DEECD requirements, must be authorised by the principal and one other member of council nominated by the council. The school business manager cannot be nominated as an authoriser.
• School Council approves NAB Online and NAB Connect as the approved software for all electronic banking activities.
• The use of electronic payments will require schools to acquire and retain customer information. Schools must do so in accordance with Schedule 1 of the Victorian Information Privacy Act 2000.

DIRECT DEBIT
• A direct debit facility allows an external source eg: a regular supplier to remove funds of a pre-arranged amount from our school’s official account on a pre-arranged date. Typical examples may include annual insurance premiums, power, telephone or monthly lease payments. Direct debit may also be used by suppliers to remove irregular amounts from the school as a result of pre-arranged agreements.
• The School Council requires all suppliers to provide tax invoice/statements to the school prior to direct debiting any funds from the school’s account.

BPAY
• BPay is a secure electronic banking product identified on a supplier/creditor account with a unique biller code.
• All of the standard controls and processes related to creating and paying orders are to be met.
• Whilst it is possible to pay BPAY amounts by telephone, our School Council requires that we make BPAY payments via the internet.

DIRECT DEPOSIT
• Direct Deposit via NAB Connect provides the freedom and flexibility to pay creditors. Creditors and school level payroll employees can nominate their BSB and account number if they wish to receive payments by Direct Deposit.
• All receipts collected through Electronic banking are simply another form of collecting revenue.
• School Banking details will be made available on all tax invoices to enable direct deposit payments to the school account.

‘PAY ANYONE’ FACILITY
• This form of internet banking allows the school to pay funds directly into a person’s or businesses nominated bank accounts eg: creditors or local payroll employee.
• Whilst this facility is particularly convenient and cost effective, it has minimal security. Consequently, internal controls surrounding the process at the school are critical. Such controls include:-
  o Proper authorisation and approval of both the initial setting up of account details and any subsequent transactions against the account(s). The principal and the previously mentioned School Council nominee only are authorised to use the security token associated with the NAB Connect internet banking software.
  o The proper segregation of duties at all times.
  o The safe, secure and confidential storage of information and data, including the storage of PIN’s and security tokens in the office locked drawer.
  o Proper retention of all transactions relating to accounts such as purchase orders, tax invoices/statements, vouchers, payroll listings, signed or initialled screen prints and payee details, relevant CASES21 reports etc, including principal signed and dated internet transaction receipts attached to authorised payment vouchers.
  o The retention of printed payment receipts that display all details of a payment so as to confirm payment details.
  o Compliance with all bank imposed security measures, limits and requirements.
  o Prior approval by School Council and minuting of a list of all personnel or creditors (including bank account details and payroll numbers) to be paid via the Pay-Anyone facility.
  o The provision of printed documentation to the finance committee, School Council and auditors as required.
  o That alternative procedures using the ‘Pay-Anyone’ facility exist during periods when the business manager or the principal are absent for an extended period.

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

This policy was last ratified by School Council in March 2014.
FUNDRAISING POLICY

PURPOSE
The purpose of fundraising is to contribute to the school’s ability to provide a diverse range of quality programs.

IMPLEMENTATION
- In accordance with the Education and Training Reform Act 2006, School Council may raise funds for school purposes by conducting local efforts or amusements.
- All fundraising events must have a specific purpose so that contributors understand the purpose of the activity and be managed in accordance with the relevant school policies.
- School Council will have a Fundraising sub-committee with a core responsibility of conducting fundraising activities such as the fete, and a Finance sub-committee which will have responsibilities including providing advice and recommendations to school council in relation to voluntary contributions, sponsorships and donations.
- All fundraising proposals must have prior approval of the School Council.
- School Council will seek voluntary contributions from parents in accordance with departmental requirements and expectations.
- A yearly planner for fundraising activities is devised by the fundraising committee.
- At the discretion of the Fundraising Committee any family businesses wishing to conduct fundraising activities over and above the yearly planner will be given the opportunity to have a stall at the annual fete or given other opportunities.
- When seeking support from school family businesses the Fundraising Committee will acknowledge the contribution of the business without endorsing or advertising it or its products.
- Any fund raising involving raffles or bingo must be undertaken with the permission and under the instructions of the Raffles & Bingo Permits Board.
- All fundraising activities will be identified as such, and will only involve voluntary participation.
- All profits (and losses) associated with fundraising activities will be reported to the wider community.
- All transactions related to fundraising activities will be reported to School Council.

EVALUATION
- This policy will be reviewed regularly as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
FRAUD PREVENTION POLICY

PURPOSE
This policy covers the prevention, detection and management of fraud and corruption.

It aims to raise the awareness of fraud and its prevention in the Heathcote Primary School environment, including strategies and procedures that address the issue of accountability, efficient and effective administration that focus on improving systems and procedures, changing the attitudes of staff and improving the overall integrity and performance of the Heathcote Primary School. It aims to give guidance to both the reporting of suspected fraud and for fair dealing of the investigation of such reported fraud or corruption.

AIMS
- To ensure that Principal Class Officers are aware of their responsibilities for identifying exposures to fraudulent and corrupt activities and for establishing controls and procedures for preventing such activity and/or detecting such activity when it occurs;
- To provide guidance to all staff on action to be taken where they suspect any fraudulent or corrupt activity;
- To provide a clear statement to staff forbidding any illegal activity, including fraudulent or corrupt activity;
- To provide assurance that all suspected fraudulent and corrupt activity will be fully investigated;
- To provide guidance as to responsibilities for conducting investigations into such activities;
- To provide a suitable environment for staff to report matters that they suspect may involve fraudulent or corrupt activity, or serious improper conduct; and
- To provide adequate protection to staff in circumstances where they are victimised as a consequence of reporting, investigating or being a witness to, these activities.

DEFINITION
Fraud and corruption involves monetary and material benefits as well as intangibles such as status and information. This definition is taken from Australian Standards 8001-2003 “Fraud and Corruption Control”

Fraud – Dishonest activity causing actual or potential financial loss to any person or entity including theft of moneys or other property by employees or persons external to the entity and whether or not deception is used at the time, immediately before or immediately following the activity. This also includes the deliberate falsification, concealment, destruction or use of falsified documentation used or intended for the use for a normal business purpose or the improper use of information and position.

Corruption – Dishonest activity in which a director, executive, manager, employee or contractor of an entity acts contrary to the interests of the entity and abuses his / her position of trust in order to achieve some personal gain or advantage for him or herself or for another person or entity.

IMPLEMENTATION
The Principal is responsible for the prevention, detection and investigation of fraud and corrupt activities and is also responsible for ensuring that appropriate and effective internal control systems are in place.

It is the responsibility of all staff to ensure that there are mechanisms in place within their area of control to:

- Assess the risk of fraudulent and corrupt activities;
- To promote staff awareness of ethical principles, honest dealings, understandings as to the role all play as custodians of this educational facility and all its assets and reputation;
- Educate staff about fraud and corruption prevention and detection, to this end
  - Ensure that staff understand that internal controls are designed and intended to prevent and detect fraudulent and corrupt activities;
  - Encourage staff to report suspected fraud directly to those responsible for investigation without fear of disclosure or retribution; and
  - Require all staff to follow the systems and procedures established by the Heathcote Primary School, that will be reviewed from time to time, along with Heathcote Primary School Policy, and that of the DEECD;
  - The Principal, through the Delegation Order, delegates responsibility to designated Staff for specific areas such as budget management and custodianship of assets.

In addition, all Staff share responsibility for the prevention and detection of fraud and corruption, and for the implementation of this Policy. All staff are required to abide by the terms of this policy and are responsible for reporting suspected fraudulent and corrupt activities to the Principal. Any staff who report fraudulent or corrupt activities will be accorded appropriate confidentiality, recognising that in certain circumstances, the law may require some form of disclosure (refer to the DEECD Whistleblower Protection Act 2001 Guidelines). The Heathcote Primary School will comply with the DEECD Audit Policy for the conducting of an annual audit of financial management to ensure that appropriate and effective internal control systems are in place and act on any recommendations from such audit.

The Heathcote Primary School will comply with the DEECD Accountability requirements.

**Resources:**
- Schools Reference Guide
- DEECD & Training - Internal Control for Schools February, 2006
- Asset Management Policy
- Financial Reporting for Schools
- CASES21 Finance Process Guide
- Risk Assessment Policy
- SRP Guide

**EVALUATION**
- This policy will be reviewed regularly as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
PARENT PAYMENT POLICY

School Councils are able to request payments or contributions for education items and services from parents and guardians for students in Victorian government schools in the three categories – essential education items, optional education items and voluntary financial contributions.

Heathcote Primary School has spent considerable time selecting the most appropriate requisites to meet the needs of our children.

No student will be treated differently, denied access or refused instruction to the standard curriculum program for not making a payment or voluntary contribution.

Parent Payment Categories

Essential education items are those items or services that are essential to support the course of instruction in the standard curriculum program that parents and guardians are responsible for and may choose to either provide or pay the school to provide. These items include:
- materials that the student takes possession of, including text books and student stationery;
- materials for learning and teaching where the student consumes or takes possession of the finished articles (e.g. home economics, ceramics, photography, catering);
- school uniform;
- transport and entrance costs for camps and excursions which all students are expected to attend.
- student computer printing,

Optional education items (or non-essential materials and services) are those that are provided in addition to the standard curriculum program, and are offered to all students. These optional extras are provided on a user-pays basis and if parents and guardians choose to access them for students, they will be required to pay for them. These items include:
- extra-curricular programs or activities e.g. instrumental music, tuition classes;
- school-based performances, productions and events; and
- school magazines, class photographs.

Second hand uniform shop
In order to support parents in meeting the costs of their children’s education the school operates a second-hand uniform shop.

Other support options
The school appreciates that families may sometimes experience financial difficulties in meeting requests for payments and contributions. A range of support options are available to assist parents, including the Family Benefit, the School Start Bonus, and State Schools Relief Committee support.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was ratified by School Council in March 2014.
OUTSTANDING DEBTS POLICY

PURPOSE
School Council has a responsibility to manage the finances of the school, and in doing so, must ensure that a fair and reasonable process for managing outstanding debts is developed and implemented. The School Council recognises that for a whole variety of reasons families might find themselves in times of genuine financial hardship. This policy is in place to help and support our families. We will respectfully work with families to find solutions that work for both the family and the school.

AIMS
To minimise outstanding debts, and to provide a process for managing outstanding debts should they occur.

IMPLEMENTATION
* School Council will consider the costs associated with parent-funded materials and services, and parent’s capacity to pay before deciding upon activities to be offered.
* School Council will ensure the costs associated with parent-funded materials and services, and due dates for payment are provided to parents so as to allow maximum time to prepare for future expenses.
* School Council will provide opportunities for all parents experiencing financial difficulties to enter into alternative and confidential payment arrangements with the Principal.
* School Council will allocate funds annually to be used at the discretion of the Principal to assist families experiencing financial hardship. Financial hardship is a situation where a family is unable, reasonably, because of illness, unemployment or other reasonable cause, to fulfil their financial obligations under the guidelines of this policy and family reasonably expects to be able to fulfil those obligations if payment and/or service arrangements were changed. Financial hardship can be of limited or long term duration.
* Outstanding debts occur when parents agree to pay for parent-funded materials and services which their children have used and then don’t pay, or when payments for the hire of school facilities are not made according to School Council agreements.
* Unpaid Voluntary Contributions by parents who have made alternative arrangements with the Principal, do not constitute outstanding debts.
* The Principal will be responsible for managing all outstanding debts.
* Outstanding debts will result in a reminder letter from the Principal/business manager
* Outstanding debts in excess of 30 days will result in a telephone call from administration.
* Parents with outstanding debts in excess of 60 days, or parents who have agreed to alternative payment arrangements with the Principal but have then reneged upon the arrangement, will be required to pay for all future activities in advance.
* Outstanding debts will carry over from one year to another.
* Students will not be denied access to programs, materials or services for which they have paid, simply because payment has not been received for other charges or voluntary contributions.
* Community groups that hire school facilities, and in doing so create outstanding debts, will have access to the school’s facilities suspended until all debts are paid.
* Debt collectors will not be used to collect debts from parents, but School Council may consider using a debt collector to recover funds from organisations or individuals that hire facilities etc.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified at School Council in March 2014.
PERSONNEL
STAFF INFORMATION REGISTERS POLICY

RATIONALE
In order to comply with DEECD standards and requirements the school will maintain the following Registers in relation to training, qualification and suitability of employment to undertake certain duties:

AIM
• To provide a system for the recording and monitoring/updating of staff qualifications
• To provide documentation to assist The Teacher In Charge in the identification of suitably qualified staff when planning incursions, excursions and camps.

IMPLEMENTATION

Register of all staff
The school will keep an electronic and hard copy Register of the following qualifications of Teaching and Education Support Staff.
  o The Register will include dates for renewal of qualifications.
  o A hard copy of the Register will be kept in a secure location in the administration offices.
  o An electronic copy will be available on the Server
  o Original copies of all documentation will be kept in a Registration Folder in a secure location.

Victorian Institute of Teaching registration:
Current registration is required by all Teacher and Principal Class members, including Casual Relief Teachers.

It is the responsibility of the Principal to ensure prior to employment, that all prospective new employees are compliant with VIT registration.

It is the responsibility of each Teacher and Principal Class member to ensure that their registration is current. This information can be accessed by visiting MyVIT at http://www.vit.vic.edu.au

Any Teacher or Principal Class member whose registration lapses or is suspended will be removed from their duties as they have no registration to teach and may have no current WCC. Provisionally registered Teachers must meet the VIT requirements to gain Full Registration within the time frame set out by the VIT.

Working with Children Check:
A current satisfactory Working with Children Check E (Employment) is required by all Education Support Staff, including Casual ES Staff and any workers based at our High School (even if not employed by the High School such as the CRE Instructors, Regional Staff). A current satisfactory Working with Children Check V (Volunteer) is required by those volunteers whose work is unsupervised by classroom teachers.

It is the responsibility of the Principal to ensure prior to employment that any prospective new employees are compliant with their WWC Check. (Note if a person is registered with the VIT this replaces the requirement for a WWC Check).
WWC Checks are valid for 5 years from the date of issue. It is the responsibility of each ES Staff member, and other workers and volunteers to ensure that their registration is current. This information can be accessed by visiting  https://online.justice.vic.gov.au/wwccu

Eight weeks prior to the WWC Check expiring, a pre-populated renewal application form will be sent to the cardholder.

Any worker or volunteer who does not have a current satisfactory Working with Children Check will be removed from their duties.

**First Aid Qualifications**

Only staff sufficiently trained under the OHS Act 2004 and DEECD First Aid Policy will be placed on the First Aid roster.

The school maintains a Register for First Aid qualifications for all staff. The Principal or Nominee is responsible for providing information to a designated ES staff member regarding the expiry date and the level of attainment for:

- CPR (12 months)
- First Aid Training
- Anaphylaxis Training

The Principal/Nominee will check the currency of First Aid qualifications at the beginning of each Semester when the staff duty rosters are being compiled.

Staff whose First Aid qualification expire in the next Semester are notified of this.

A copy of all First Aid qualifications is placed in the staff member’s personnel file.

**Occupational Health & Safety Competencies**

A spread sheet of OHS Competencies will be included as part of the Register. The Principal/Nominee will provide the designated ES staff member responsible for the maintenance of the Register with details of those staff competent in the following areas:

- OHS training
- Mandatory reporting
- Workplace Harassment training

References:

DEECD - WWC volunteers
DEECD - WWC Parents

**Evaluation**

This policy will also be reviewed as part of the school’s regular policy review process.

This policy was ratified by School Council in March 2014

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**FLEXIBLE WORK OPTIONS POLICY**

PURPOSE
Our school recognises the increased importance of flexible work options and family friendly work practices in maintaining a diverse, adaptive and high performing work force able to meet current and future educational needs.

AIMS

- To explore and implement a wide variety of flexible work options that are consistent with Heathcote Primary School’s annual work force management plan and to assist staff in establishing a balance between work and family commitments.
- To provide a working environment that allows employees a variety of flexible work options, whilst contributing to improved performance, productivity and morale.
- To maintain an energised and as enthusiastic staff during their time at school.
- To comply with DEECD guidelines relating to flexible work options

GUIDELINES FOR ACTION

- Our school recognises flexibility is based on mutual agreement and the benefits that flexible working arrangements can bring to the workplace.
- Our school values the benefits that flexible working arrangements can bring to the workplace.
- Flexible work options may include changes to work hours, changes to roles, time fraction alterations, sabbatical leave, location changes, work from home arrangements, job sharing et
- Employees seeking a flexible work option must submit a formal proposal to the principal, stipulating the arrangements of the option, commencement date, advantages for the employee, proposed performance indicators, anticipated benefits, effects or costs to the current school, program, and where applicable, a method of handover between teaching partners. Flexible Work Staff Guide and templates can be found on the DEECD website.
- When considering a flexible work option, the principal must balance both the effectiveness of the workplace, workforce plan and the employees’ needs. Generally, proposed flexible work options that significantly compromise the efficiency of the workplace and the wellbeing of other staff will not be considered.
- Arrangements made must also conform to relevant legislation, agreements and awards. Not all requests for flexible work arrangements can be met.
- The decision to implement a flexible work option remains with the Principal.
- All flexible work options will be communicated to the remainder of staff to ensure effective communication remains.
- Throughout the year the principal will periodically review all Flexible Working Options to determine the suitability for them continuing or to examine areas of potential improvement.
- The request for working a reduced time fraction must be submitted to the Principal by the end of term 3 and will apply to the whole of the following year unless an alternative time frame has been negotiated.
- Where professional learning is for the whole school or is a requirement as in the School Strategic Plan (SSP), staff members who work part time will be paid to attend and have any registration costs covered.
- For staff members who work a reduced time fraction and select professional learning by choice (i.e. PD that is not a DEECD requirement, in HPS SSP or HPS culture), registration may be paid if it is of benefit to the school’s goals and they are willing to attend on a non-working day and not be paid to attend.
- Planning days for each team will be allocated to minimise the financial impact for the school. If it is on a non-working day the team member will be paid for three hours to work with their team.
- Staff will be paid for 4 hours when undergoing professional development on curriculum days. On report writing days part time staff will not be paid in lieu of the day should it fall on a non-working day.
- The principal will keep the School Council president informed of flexible work options being considered.

EVALUATION
* This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
**SUCCESSION PLANNING POLICY**

**PURPOSE**
- To build an organisation that values and actively encourages the sharing of skills, knowledge and experiences with a view to future succession and staff replacement.
- To identify and develop staff members with leadership potential as part of a deliberate succession planning strategy.

**GUIDING PRINCIPLES**

High quality organisations and institutions guard against loss of skill and experience by successful planning and targeted staff development. It is essential therefore that the school invest time and effort into the identification and development of staff members with leadership potential, as stated by senior DEECD staff. Succession planning also builds morale and unity.

**GUIDELINES FOR ACTION**

*Staff Development*
- School Council invests significant funds each year in the professional learning of all staff.
- As a result, staff who leave our school take with them a unique combination of skills, knowledge and experiences.
- Staff members with leadership aspirations and potential will be identified and encouraged to involve themselves in leadership programs and appropriate professional learning.
- Staff are encouraged to visit and to learn from staff at other schools.

*Managing Leadership*
- School Council seeks to minimise the impact of departing staff, by ensuring their skills are learned and known by others.
- Effective leadership is a skill that needs to be constantly nurtured and developed.
- It is recognised that effective leadership requires particular skills and qualities. Leadership positions will, therefore, not necessarily be held by staff members with the greatest knowledge of particular subject areas or length of service.
- The school highly values experienced and skilled leadership staff members who share their abilities with others.
- Principal class members and members of the leadership team have a responsibility to identify potential school leaders and to encourage their development through in-school or external professional leadership development.

*Mentoring*
- It is an expectation of all staff that they share their expertise, are active participants in mentoring programs, and are both willing teachers and learners.
- Substantive leadership staff will mentor leadership aspirants, focussing on areas of leadership interest and need.
- A planned, targeted and resourced mentoring program will be available at our school.

*Staff Selection*
- Staff will be selected by a panel for higher duties based on a criteria list that is task orientated for that particular period of time.
- Is based on principles of merit and equity.

**EVALUATION**

This policy will be reviewed as part of the school’s four-year review cycle.

*This policy was last ratified by School Council in March 2014.*
PROFESSIONAL LEARNING POLICY

PURPOSE

- To further develop teachers’ skills in managing classrooms catering for a range of needs, interests, abilities and behaviour patterns.
- To assist teachers in developing the skills necessary to implement School Strategic Plan targets and Priorities.
- To recognise and build on teacher strength, encouraging staff to continually learn and self-improve.
- Model the Heathcote values of life-long learning.

GUIDELINES FOR ACTION

- The Professional learning program should reflect a highly valued and an on-going process by which Staff can improve planning ability and delivery and evaluation of curriculum.
- Strategic Plan Targets and Priorities will direct professional learning planning.
- The annual Staff Development Plan will impact directly onto professional learning choices.
- Aim to involve individuals/teams/whole staff in professional learning activities.
- Utilise expertise of Heathcote Staff in facilitating professional learning where possible.
- Allocated staff meetings are set aside for professional learning activity.
- For programs beyond the scope of the professional learning budget monies may be requested from an alternative program.
- A record of professional learning undertaken by staff will be maintained annually.
- Management of professional learning and accompanying budget will be the province of the Principal.

EVALUATION

This policy will be reviewed as part of the school’s review cycle.

This policy was ratified by School Council in March 2014.
EQUAL OPPORTUNITY POLICY

PURPOSE
To provide a school environment and curriculum that is equally accessible, non-discriminating and of value to all students and staff.
To provide a school environment where decisions regarding employment opportunity adhere to Equal Opportunity Guidelines.

GUIDELINES FOR ACTION
• Curriculum development and implementation needs to integrate Equal Opportunity philosophy
• At Heathcote Primary School it is unlawful to directly or indirectly discriminate on the basis of: age, breastfeeding, carer status, disability/impairment/employment activity, gender identity, industrial activity, lawful sexual activity, marital status, parental status, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association with someone who has, or is assumed to have one of these personal characteristics.
• Actions at school must reflect Equal Opportunity philosophy, which has the objectives of: promotion of recognition and acceptance of everybody’s right to equal opportunity, elimination of discrimination, elimination of sexual harassment and the provision for people who have been discriminated against or sexually harassed.
• Decisions in a school environment must be made on the basis of merit and fairness.
• It is prohibited to authorise or assist a person to contravene the legislation.
• If discriminated against, the line of procedure to follow is to go to the Principal. If this is not satisfactory the next step is the DEECD Office ‘Complaints and Investigations’. Following this, the avenue is the Equal Opportunity Commission.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was ratified by School Council in March 2014.
OCCUPATIONAL HEALTH AND SAFETY POLICY

PURPOSE
Heathcote Primary School recognises it has a responsibility to provide and maintain a working environment that is safe and without risks to individual health and welfare. This responsibility extends to all employees, students, parents, contractors and other visitors to the school site. School management is committed to providing a safe working environment through the implementation of risk prevention and reduction strategies that are integrated into all school activities. A consultative, co-operative approach between employees and management on OHS issues will be encouraged. This policy is consistent with:

(a) The DEECD Mission Statement that schools provide a safe and appropriate teaching and learning environment for both staff and students and
(b) The school’s legal obligations under the Victorian OHS Act 2004 and Common Law duty of care.

POLICY OBJECTIVES
• To comply with OHS related legislation and DEECD directives or guidelines relating to health and safety.
• To set and measure OHS performance against identified targets.
• To minimise the occurrence of injury and illness in the school through systematic hazard identification, risk assessment and control.
• To investigate accidents (including serious near misses) with a view to preventing recurrence.
• To maintain written records on all OHS activities undertaken.
• To implement staff health and wellbeing strategies.
• To provide a Return to Work (RTW) program for employees in the event of injury or illness.
• To provide adequate resources to support this policy.

RESPONSIBILITIES
As employers, the Principal and School Council have the direct responsibility for ensuring the policy objectives are fulfilled and that the necessary resources are provided to achieve effective implementation. Employers’ direct duties under the OHS Act also include:
• Providing and maintaining safe plant and systems of work.
• Making arrangements for the safe use, handling, storage and transport of plant and substances.
• Maintaining the workplace in a safe and healthy condition.
• Providing adequate facilities for staff welfare.
• Providing such information, instruction, training and supervision to staff to enable them to perform their work in a safe and healthy manner.

Responsibility for co-ordination of Occupational Health and Safety has been assigned to an elected OH & S Safety Representative.
The Principal is the OHS management representative by default, however a management team member with appropriate seniority may be nominated by the Principal to act as the employer’s OHS representative in an operational capacity (ie. OHS Co-ordinator) but the overall responsibility cannot be delegated. The nominated OHS management representative may not also act in the role of elected staff Health and Safety Representative (HSR).
Unit Co-ordinators and/or Key Learning Area Co-ordinators are responsible for the health and safety performance of their team. This responsibility extends to:

- maintaining the workplace in a safe condition and reporting any hazards identified
- actively promoting and implementing agreed OHS procedures
- identifying OHS training needs of both individual staff and the team as a whole.

All staff and contractors on site have a responsibility to:

- take reasonable care of their own health and safety and the health and safety of others affected by their acts or omissions
- report hazards, accidents or incidents (near misses) in accordance with agreed school procedures
- follow established safe working procedures.

Heathcote Primary School is committed to ensuring this policy is publicised and implemented and will regularly monitor and review its effectiveness.

IMPLEMENTATION

1. The role of the OHS Management Representative will be allocated to a senior member of the management team.
2. Relevant OHS responsibilities will be included in all job descriptions and responsibilities will be publicised at least annually. (pp 15-19)*
3. Staff will be encouraged to elect a staff Health and Safety Representative (HSR).
4. The elected HSR will be provided with training and practical support to fulfil his/her role effectively (as stipulated in the OHS Act) and will be consulted on changes in the school which may affect staff health, safety or wellbeing. (p 20)
5. OHS Issue Resolution Procedures will be developed in consultation with staff or their representatives and these will be documented and publicised in accordance with the OHS (Issue Resolution) Regulations 1999. (Section 3, pp 54 and 57-59)
6. OHS considerations will be integrated into the financial and human resources practices of the school for example:
   - purchasing guidelines
   - facilities design, upgrades and maintenance
   - contractor management (p76)
   - staff welfare (Section 6 and Appendix 4 and Health and Wellbeing Kit)
   - professional learning and induction procedures (Section 4)
   - staff allotment and timetabling
   - curriculum design (p 98-99)
7. Risk reduction will be a central goal of the school and the Risk Management program will aim to reduce both the frequency and severity of injury and illness arising from school activities through the implementation of:
   - regular evaluation of compliance with relevant OHS Regulations and DEECD directives
   - formal processes for reporting, recording and investigating potential or actual hazards in both the physical environment and work practices
   - reporting and documenting of all injuries and incidents, including near misses
   - investigation of accidents and recording of outcomes
   - periodic analysis of records to identify incident patterns
   - scheduled and documented preventative maintenance programs for plant and equipment
   - provision of appropriate first aid facilities and trained personnel
   - emergency management procedures which are documented, publicised and practised
   - staff support programs
8. A Return to Work Co-ordinator (RTW) will be nominated and given appropriate training. RTW policy and procedures will be developed, documented and publicised. (*WorkCover Management Guide on EDULibrary*)

9. Effectiveness of implementation of the policy will be monitored informally on an ongoing basis and evaluated formally at least once a year

10. OHS targets will be set and performance against these targets will be measured. (*targets could be based on the above implementation plan and/or reduction in claims or number of incidents*)

11. OHS initiatives and performance will be included in the Annual Report.

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* Unless otherwise stated the italicised brackets correspond to sections or pages in the DEECD OHS Guidelines: Support Material for School (1994) to assist in implementation of the Policy. The manual is available in hard copy in schools or in EDULibrary

This information is provided as a service without assuming a duty of care. It is general information only and should not be relied upon as a substitute for professional or legal advice.

**EVALUATION**

This policy will be reviewed as part of the school’s four-year review cycle.

**This policy was ratified by School Council in March 2014.**
SEXUAL HARRASSMENT POLICY

PURPOSE

- To ensure a school environment where there is balance between expectations of appropriate work behaviour and the rights and responsibilities of individuals.
- To ensure that people at Heathcote are not subjected to sexual harassment; as defined by any verbal or physical conduct of a sexual nature, identified by any of the following occurrences: uninvited, unreciprocated, unwelcome and/or repeated behaviours; or where behaviour creates an intimidating, hostile or offensive work environment for one or more employee; or where people are defined in terms of their gender or sexual preference.

GUIDELINES FOR ACTION

- Actions at Heathcote must ensure that proper standards of conduct are maintained at all times in the workplace and other relevant contexts, and that sexual harassment is actively discouraged.
- All staff need to understand and demonstrate awareness of legislation, and DEECD and Training policy and procedures in relation to sexual harassment.
- All staff need to be aware of their legal responsibilities with respect to sexual harassment.
- All staff need to be aware of and have confidence in avenues for advice and the procedures for making complaints with respect to sexual harassment.
- All disclosures relating to an allegation of sexual harassment are to be treated with the utmost confidentiality.
- The Principal/s will advise the DEECD and Training investigation office (EEO) of any complaints that have been resolved at the workplace.
- If sexual harassment occurs, the line of procedure to follow is: contact Principal or Personnel Manager (Workplace contact person). If this is not satisfactory the next steps may be:  
  - DEECD and Training Investigations Officer (EEO) 9628 3297  
  - Commissioner for Equal Opportunity 9281 7111  
  - Victoria Police (when alleged sexual harassment constitutes criminal action)
- After receiving sexual harassment complaint/s, the Principal/s or a person with relevant responsibility will:
  - Listen to the complainant/s narrative in an empathetic but non-judgemental way and assist in establishing whether or not the alleged behaviour would, if proved, constitute sexual harassment
  - ensure that all persons involved understand that the provision of support does not presume a judgement that the allegation is proven
  - Be well versed in the nature of sexual harassment and its negative and possible long term effects, particularly with respect to the effect that a complaint is likely to have on others
  - Treat all disclosure relating to an allegation of sexual harassment with the utmost confidentiality, including beyond the resolution of a particular case
  - Inform the complainant of the range of options available
  - Provide complainants with information about the various avenues for advice and procedures for complaint resolution

- Processes for complaints are:
Informal Process:
The Principal may choose to respond to a complaint through an informal process in cases where:
- The complaint is of a minor nature
- The complainant wishes the matter dealt with informally
- The complaint has arisen from lack of or unclear communication

Informal resolution of a complaint may involve talking to one or more of the parties. The complainant may wish to deal with the situation himself or herself but may seek advice as to possible strategies to resolve the matter. The complainant may speak to the respondent on their behalf. The Principal, or other person, may then privately convey the complainant’s concerns, listen to the response of the respondent and respond accordingly.

Where an informal process of complaints is not successful, and the complainant wishes to pursue the matter, the Principal should implement the formal process.

If the complaint is against the Principal, the complainant should make a report to the Senior Education Officer responsible for this school and who is based in Regional Office.

Formal process:
The formal process comprises the following steps:

1. Investigating the complaint
   This involves:
   - Interviewing the complainant and recording the details of their statement
   - A written statement from the complainant setting out the details of the complaint
   - Conveying the details of the complaint to the respondent in full and providing the opportunity for the respondent to reply in writing
   - Examining personnel records and other documentation which may be relevant
   - Interviewing the respondent
   - Interviewing any witnesses, or other persons, who may be able to assist in clarifying the complaint
   - Keeping written accounts of all interviews

2. Determining appropriate action
   Following the investigation the Principal will determine whether to:
   - Dismiss the complaint
   - Accept the complaint - in which case the Principal/s:
     - contact the Department’s Complaints and Investigation Unit for further advice
     - initiate a process for conciliation to attempt to resolve the issue at the local level

3. Preparing a report, to include:
   - a written statement from the complainant/s setting out the complaint/s
   - a written response from the respondent/s to the complaint/s
   - a written witness statement
   - any other relevant documentation that contains the substance of the complaint
   - documentation of any assistance provided to the complainant and/or respondent

4. Monitoring the situation
   The Principal/s will monitor the outcome of a local complaints resolution procedure.

EVALUATION
The 'Sexual Harassment Policy' will be updated annually
This policy was last ratified by School Council in March 2014.
WORKING WITH CHILDREN CHECKS POLICY

PURPOSE
As of the 1 January 2008, all schools are required to comply with the Working with Children Act 2005, and ensure that any person unsuitable to be involved in ‘child related work’ does not do so.

AIMS
- To ensure children under our care are protected from being exposed to inappropriate people.
- To ensure all people engaged in ‘child related work’ with our students and who are required to have Working with Children Checks, do so.
- To ensure that our school complies with the relevant Acts and laws.
- To provide an environment that is safe.

GUIDELINES FOR ACTION
- As of 1 January 2008, all workers or volunteers related in unsupervised ‘child related work’ must undergo Working with Children checks prior to commencing work. (The definition of unsupervised is where constant visual contact cannot be maintained by a teacher)
- You are considered to be performing ‘child related work’ if you work or volunteer at a school or school related activities, and you have direct contact with children under 18 years of age which is unsupervised, and you do not qualify for an exemption.
- All teachers are registered with the Victorian Institute of Teaching, and undergo ongoing monitoring that satisfies Working with Children check requirements, and are therefore exempt. Current VIT Registration Cards will need to be sighted.
- School Council does not pay for Working with Children checks, which are free to volunteers.
- All people required to have Working with Children checks are issued a WWC Check Card which School Council expects them to display on their person at all practicable times when working or volunteering at the school or during school related activities.
- School Council will maintain a record of volunteers with up to date WWC Checks.
- School Council also requires that all volunteers will have WWC when directly involved in school camps, excursions, sleep-overs, teaching of swimming lessons, transport of students without staff members present, extra-curricular activities such as school sporting teams.
- School Council will consider other activities such as incursions on a case-by-case basis.

EVALUATION
This policy will be reviewed as part of the school’s review cycle, or as required due to changes in relevant Acts, Laws or should situations arise that require earlier consideration.

This policy was last ratified by School Council in March 2014.
**SCHOOL COMMUNITY & VOLUNTEER INVOLVEMENT POLICY**

**PURPOSE**

To maximise the opportunities in which members of the school community can be effectively involved in our school. Community members are able to provide our school with significant resources, insights and expertise. We seek to greatly enhance the opportunities that we can offer our students by utilising the numerous benefits available from parent/volunteer involvement in our school.

**GUIDELINES FOR ACTION**

- Volunteering in our school is guided by the Working with Children Checks Policy. As from the 1st January 2008, all schools are required to comply with the Working with Children Act 2005, and ensure that any person unsuitable to be involved in ‘child related work’ does not do so.
- Our school values and actively encourages parents/volunteers to be involved.
- Volunteer school worker means a person whom without remuneration or reward voluntarily engages in school activities.
- Volunteers are required to carry out tasks in a manner consistent with school expectations, including maintenance of a professional, cooperative and confidential working environment.
- School Council Management Teams will welcome volunteers and helpers who will provide a focus for parent involvement and community links.
- Volunteers will be sought formally through the newsletter, written invitations and personal approaches, Orientation Day, Prep Information sessions, as well as informally through conversation and opportunity.
- Volunteers will be required to sign in and out at the classroom where they are assisting or at the main office if not working with an individual class. Volunteers will be invited to use the staff room and facilities.
- Volunteers will be provided with any support, or instruction necessary to help them carry out their tasks at school in a confident and effective manner.
- Professional learning opportunities where relevant will be expanded to include parents, so as to ‘add value’ to the support that they provide.
- Volunteers may be sought to assist with school camps and excursions, with staff having the responsibility to invite volunteers on excursions and camps.
- School Council also requires that all volunteers directly involved in school camps, excursions, sleepovers, teaching of swimming lessons, transport of students without staff members present, extra-curricular activities such as school sporting teams etc all have Working with Children Checks (see associated WWCC Policy).
- Parents of non-English speaking backgrounds will be encouraged to be involved in the school.
- Volunteers undertaking schoolwork on behalf of, and with the approval of, the school council or principal are indemnified as to their personal liability in similar terms to teachers.
- A volunteer who suffers injury arising out of or in the course of engaging in any school work is entitled to be paid compensation in accordance with the provisions of the Workers Compensation Act 1995.
- Feedback will be sought from parents regarding parental involvement at school.
- Appreciation will be extended to volunteers where appropriate.

**EVALUATION**

This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by school council in March 2014.

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**LOCAL COMPLAINTS RESOLUTION POLICY**

**PURPOSE**
To establish clear guidelines to enable Principals to manage and resolve complaints made by students, parents, other members of the school community, or staff members in relation to any action or decision which they consider unfair, unreasonable, inappropriate or a breach of any relevant Act, regulation or Ministerial Order.

To ensure all members of the school community understand they have access to procedures designed for local complaints management.

UNDERLYING PRINCIPLES

- The DEECD strongly supports the resolution by Principals, of complaints at the local level.
- The Heathcote Primary School’s values reflect the high standards of conduct expected from staff and students and members of the Heathcote community.
- Ongoing open communication between Principals and the LM Region Leadership Team will maximise the likelihood of effective resolution of issues at the local level (Refer to Loddon Mallee(LM) Strategy Plan for Local Complaints Resolution Procedures).

Complaints may arise from:
- Allegations of unlawful discrimination
- Allegations of harassment, including sexual harassment
- Unprofessional conduct and/or unsatisfactory performance by staff
- A school practice or policy that the complainant believes is unfair, unreasonable or inappropriate
- Decisions made, or not made, that the complainant believes are unfair, unreasonable or inappropriate
- A particular incident

The implementation of local complaints resolution procedures should:
- Reinforce that the school will treat all complaints seriously
- Ensure all complaints are dealt with in a fair and consistent manner
- Highlight occurrences of unacceptable and inappropriate behaviour and the need for preventative strategies in particular areas.
- Meet the school’s legal obligation to take all ‘reasonable precautions’ to prevent discrimination and harassment occurring
- Reduce the risk of the school, principal or school council being held vicariously liable for the actions of individuals that contravene anti-discrimination legislation.
- Prevent unnecessary escalation of the situation.
- Reduce the likelihood of external agency involvement.

GUIDELINES FOR ACTION

- All complaints should be forwarded to the Principal for prompt management using the guidelines contained within, ‘Local Complaints Resolution Procedures’, DEECD 1999.
- If the Principal observes, or becomes aware of, unacceptable conduct, he or she may choose to address the matter through the use of these procedures even though no formal complaint has been made. It is incumbent on the principal to act where unacceptable conduct is observed or brought to his or her attention.
- In cases of serious misconduct by a staff member (allegations relating to sexual offences, criminal charges, other serious incidents), the principal should immediately contact his/her Senior Education Officer and the Department’s Complaints and Investigations Unit for advice.
- The principal must take account of the following when managing complaints (See, ‘Local Complaints Resolution Procedures’, DEECD, 1999):
  - Anti-discrimination legislation requirements
  - DEECD merit and equity policies
• DEECD policies in relation to elimination of sexual and racial harassment
• Managing Unsatisfactory Performance: A Guideline for Principals
• When complaints are lodged at the Regional level a decision will be made regarding the need for referral for management at the local level (Refer to LM Strategy Plan for Local Complaints Resolution Procedures and Appendix 2 LM Complaints Protocol).
• Where the principal is the subject of the complaint the complaint should be referred to the General Manager (Schools).
• The Principal must inform complainants of the options for dealing with complaints and their right to seek resolution using bodies external to the Department.

LOCAL COMPLAINTS RESOLUTION PROCEDURES
• Upon receiving a complaint the Principal shall make a professional judgement regarding the appropriate course of action (see Appendix 1 Heathcote Local Complaints Protocol).

INFORMAL PROCESSES
• The principal may choose to respond to a complaint through an informal process in cases where:
  • The complaint is of a minor nature
  • The complainant wishes the matter dealt with informally
  • The complaint has arisen from unclear communication
• Informal resolution may involve:
  • Talking to one or more of the parties.
  • Providing advice to the complainant re strategies they may use themselves to resolve the matter.
  • Speaking to the respondent on behalf of the complainant
• Provision of a written response to the complainant outlining the action taken, and the outcome of the action.
• Documentation appropriate to the nature of the complaint should be maintained.

FORMAL COMPLAINTS PROCEDURES
• Where an informal process is not successful and the complainant wishes to pursue the matter, the principal should implement the formal process.
• The formal process comprises the following steps:
  • Investigating the complaint
  • Determining the appropriate action:
    • Dismiss the complaint
    • Accept the complaint
    • Outcome
  • Preparing a report
  • Monitoring the situation

Note: See, ‘Local Complaints Resolution Procedures’, DEECD, for proforma to facilitate documentation and effective communication during resolution of local complaints.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
Principal receives complaint directly from parent, student, member school community or staff member or complaint referred on from Region by SEO

Local Resolution Process
- Principal Informs complainant of options
- Principal initiates steps towards resolution of complaint at local level
  - Informal
  - Formal
    - Investigate
    - Determine action
    - Report
    - Monitor
  - Written response to complainant
  - Documentation retained

Resolved
No further action
Documentation retained

Unresolved
- LM Complaints Protocol initiated (see Appendix 2)
- Right of appeal for all parties exists in relation to outcome of local complaints procedure – Review by GM (Schools)
- Ongoing right to seek resolution externally
Appendix 2  NORTH WESTERN METROPOLITAN REGION

COMPLAINTS PROTOCOL

Initial Incident
Complaint/Concern
raised by Complainant

School Response
- Outcome negotiated using locally developed policy
  and protocols in line with "Local Complaints
  Resolution Procedures"
- Documentation as appropriate, degree of
  seriousness determined
- Complainant provided with complaints resolution
  information if required.

Issue resolved.
No further action.
Documentation
retained.

Principal informs
Region SEO

Issue Unresolved

Complainant Contacts Region

REGIONAL RESPONSE
- Initial Screening
- Complaint received and documented
- Referred to Regional Principal Consultant (SEO)

RPC RESPONSE
- Regional role in grievance resolution clearly explained
- Provides initial advice to complainant
- Accurate record of complaint, nature and degree of seriousness
- Refers complainant back to school for issue resolution
- Provides principal with information re: dialogue with complainant
- Where appropriate, negotiates strategy/support for successful
  resolution of issue
- Becomes involved on Principal's request for advice, support, follow-
  up.

SEO contacts
complainant
or follow-up
on request of
Principal.
Issue again
referred to
school

SCHOOL RESPONSE
- Contacts complainant with strategy to resolve issue
- Implements strategy
- Regional personnel provide appropriate support

Issue resolved.
- Documentation
  retained

Issue Unresolved.
- Complaint referred
to Region /
  DEEC/DEECD
- Documentation
CLEANING/SANITATION/GARBAGE POLICY

PURPOSE

- A clean and healthy school environment ensures all members of the school community have a pleasant working environment.
- The cleaning policy of the school to reflect the principles contained within the urgent and minor works policy.
- The daily cleaning of the school to be such that an attractive and healthy environment is created for all students and staff.

GUIDELINES FOR ACTION

- The Principal is responsible for the supervision of the contract cleaning of the school according to Schedule B School Cleaning Services of the content of the School Cleaning Contract.
- The school will purchase and make available to the contractor all expendable toilet rolls, soaps and paper towels used throughout the school. The Business Manager under direction of the Principal shall order supplies through an appropriate supplier, mainly Statewide Supply.
- The school will be responsible for arranging access based on O.H.S. guidelines for the cleaning of external glass, all school pathways and paved areas and collection of all rubbish bins not directly adjacent to the school buildings.
- Regular communication shall be maintained between Principal and contractor.
- Children being encouraged by class teachers to take pride in their classrooms, buildings and grounds by assuming some responsibility.
- Children and teachers will be encouraged to recycle paper. This will be and collected by Sandhurst Enterprises Recycling every fortnight.
- Before the children are dismissed each day rooms are to be tidied and paper and other loose rubbish should be picked up.
- The Cleaning Contractor shall be responsible for the daily closing/opening of the school each day. Responsibility for the task may be assigned to a staff member.
- The security system is to be on at all times when the school is unoccupied. All external doors except for the main back entrance way are to be locked at 3.45 pm. The doors are not to be re-opened after lock-up is completed.
- Before each vacation period the children and teachers will return all equipment to appropriate areas, remove all rubbish from lockers and cupboards, remove all equipment from the floors. When children are 'sick' in any classroom action to be taken as recommended by the cleaner.
- The plastic cover-ups must be used for activities conducted in the classrooms that may cause damage to carpets.
- Staff to inform the Principal of any 'stains/spots' on the carpet that require special cleaning attention.

EVALUATION

This policy will be reviewed as part of the school’s four-year review cycle.

This policy was ratified by the School Council in March 2014
URGENT & MINOR/MAJOR WORKS POLICY

PURPOSE

- To maintain school buildings in good order focussing on their learning function, safety and security.
- To maintain and develop the school grounds as a tidy, attractive educational environment which provides for both active and passive recreational areas for children.

GUIDELINES FOR ACTION

- The School Council, Buildings & Grounds coordinators and Principal are jointly responsible for the school buildings and grounds.
- Opportunities will be provided to allow children to develop a pride in their buildings and grounds by involving them in appropriate maintenance and development activities.
- Each year the Council will establish a Facilities Sub-Committee to undertake the organisation and planning necessary to achieve the above aims.
- An overall plan for the maintenance of school buildings is to be developed by the Sub-Committee using the CASES 21/School Maintenance System (SMS) facility and data.
- A long term plan for the maintenance and development of school grounds is also to be established and followed by the Facilities Sub-Committee using the SMS process.
- The Facilities Sub-Committee shall seek liaison and support from the City of Greater Bendigo in maintaining the school within the environs of Rosalind Park.
- The Facilities Sub-committee/coordinator is to arrange working-bees for maintenance of school grounds and buildings.
- SAMS plans shall be progressively updated.
- Buildings compliance records shall be maintained for all Emergency Services and school services general.

EVALUATION

This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
FLEXIBLE SHADE STRUCTURES POLICY

PURPOSE
Flexible shade structures (including shade sails) are an important but expensive feature of our Sunsmart program. Flexible shade structures also require regular inspections and maintenance to ensure their longevity, integrity and safety.

AIMS
- To ensure that all flexible shade structures at our school are regularly inspected, well maintained and safe.
- To maximise the longevity of flexible shade structures and to ensure a maximum return for money invested in their construction.

IMPLEMENTATION
- Flexible shade structures are generally installed at our school above play equipment, and above designated passive areas.
- Flexible shade structures provide protection from the sun and other elements, as well as adding an attractive feature to the school grounds.
- Flexible shade structures are placed in locations decided by school council, after recommendations are received from the Grounds sub-committee.
- All flexible shade structures will be purchased from a professional specialist flexible shade structure manufacturer and installed by a registered builder.
- The school will obtain a building permit for the work and a copy of the certified structural computations.
- All newly installed flexible shade structures (and existing flexible shade structures) are to be certified by a registered structural engineer.
- After the initial registered structural engineer’s certification, the principal will ensure that all flexible shade structures are regularly visually inspected at least every 3 months.
- All maintenance will be carried out as timely as practicable, and all inspection reports and certifications will be permanently retained as well as being entered on the School Maintenance System (SMS).
- Any vandalism or graffiti will be repaired or removed as a matter of urgency.
- The school will install lighting to minimise the potential for vandalism out of school hours.

EVALUATION
This policy will be reviewed as part of the school’s four-year review cycle.

This policy was last ratified by School Council in March 2014.
HIRE OF FACILITIES POLICY

PURPOSE
Schools have a large variety of facilities from which community groups can benefit. Under Section 15AA of the Education Act 1958, School Councils may hire these facilities to third parties. Fair and reasonable hiring arrangements can prove mutually beneficial.

GUIDELINES
To allow the community maximum access to school facilities whilst ensuring the protection of the facilities themselves.

IMPLEMENTATION
• School Council has the authority to allow the use of school facilities by outside bodies when the facilities are not required for school purposes and also have the responsibility to establish the terms and conditions of use.
• School Council may hire the school facilities - specifically the SAKGP Kitchen and/or nominated areas of school grounds to external groups under the following conditions:
  1. The School Council will not be liable for any loss, damage or legal liability incurred by any hirer’s activities, and therefore insists that Public Liability Insurance to a minimum of $10,000,000 is a pre requisite for any hiring agreement. The hirer needs to provide documentation to that effect.
  2. A non-negotiable condition of any hiring agreement relating to school rooms is that a member of School Council or Staff must open the school, attend to security, and be on site to check facilities condition, before finally securing premises.
  3. A hiring charge per room / facility and cash bond value will be set annually by School Council to cover utilities, maintenance and administration costs.
  4. All hired facilities, including toilets, must be left in clean condition. The cost of any necessary cleaning will be charged to the hirer.
  5. The hirer will be responsible for any damage to hire facilities. The hirer will be charged for any resulting replacement and repairs, other than those caused by reasonable wear and tear.
  6. Adequate adult supervision must be provided at all times when using the facilities, and unless there has been prior approval by School Council, hirers are not to use any school equipment, other than agreed furniture.
  7. The ‘Facility Usage / Hire Agreement’ can be terminated by either party, by giving two weeks’ notice in writing. Inspection of the facility and the release of the bond to the hirer will follow one month after the termination of usage.
  8. That a written hiring agreement provided by School Council be signed by Council and the hirer before use. That the written agreement cover such items as:-
     - The period of the agreement, specific times of use and areas to be used.
     - Contact names and telephone numbers of both parties.
     - Access and security arrangements including arrangements with keys.
- Damage to property and arrangements to repair any damage.
- Cleaning arrangements.
- Car parking.
- Notification arrangements to the hirer if the school requires the facility during the normal hire period.
- School Council’s right to revoke the agreement at any time.
- A hiring fee.

9. School Council will respond to any concerns made by the hirer of unsafe or dangerous equipment, buildings or facilities.

10. Smoking is prohibited at all times on the school grounds.

11. Principal / Principal’s delegate has access to school at any time for site inspection.

12. School Council reserves the right not to hire facilities to groups.

13. School Council will not charge a fee for the use of facilities by groups associated with the school (eg: Parents and Friends Association).

14. The Principal and/or the facilities manager will be responsible for administering the ‘Hire of School Facilities’ Policy and the day-to-day contact for groups hiring school facilities.

**EVALUATION**

This policy will be reviewed as part of the school’s review cycle.

This policy was last ratified by School Council in March 2014.
HIRE AGREEMENT

Hire Agreement to use school premises or facilities

NOTES FOR COMPLETING THE ATTACHED LICENCE

1. These notes are not part of the Agreement and should be removed before its use.

2. This Agreement is designed to cover casual hires, there are other agreements which are better suited to longer term arrangements and the hiring of classrooms.

3. The Hirer should be an individual or individuals, personally liable for the hiring. A corporate entity (with "Pty", "Ltd", "Incorporated" or "Co-operative" in its name) can be a hirer but you should be certain that it, as distinct from its members, can meet the terms. An unincorporated association is not a legal "person" and should rely on individuals to enter into the Agreement on its behalf.

EXECUTION BY SCHOOL COUNCIL

4. The executory clause (the signing clause at the end of the agreement) is for a sub committee delegated powers under clause 30(2)(a) of the Education Training and Reform Regulations 2007 (also note clause 29 of the Regulations). The agreement must be signed by the two delegated persons. If the school council should sign the agreement, which is preferable, then the executory clause should be as follows:

THE COMMON SEAL of )
SCHOOL COUNCIL )
was hereunto affixed by order of the )
Council in the presence of the President )
of the Council and its Appointee:

..............................................
President of the Council

..............................................
Appointee of the Council

5. Facilities useable by the Hirer refer to Toilets, Lobbies, Foyer, Common Areas etc. in addition to the Premises which the Hirer may use for appropriate purposes during the hire. These should be listed and, if they are to be shared, this should be clearly shown in the Hiring Details

6. AUTHORITY TO ENTER INTO THE ATTACHED HIRE AGREEMENT

School councils enter the Agreement either under-
- section 2.3.11 of the Education and Training Reform Act 2006, which authorises School Councils to permit persons to use school premises or facilities for sport or recreation activities by the community, or for programs which are mainly aimed at assisting, involving or providing resources or facilities to young people, or
- clause 27.2 of its constituting Order, which authorises school councils to raise funds for school purposes by conducting local efforts and amusements.
- any other use can only be permitted with the approval of the Minister for Education.

7. The attached agreement has been designed to allow users to use school premises and facilities on a one off basis or casual hiring for the above purposes, for example, to allow the local sporting club to hold meetings on school premises. It should not be used to -
   (i) authorise a user to conduct a business under the licence, for example to conduct the school canteen, a pre school, or uniform shop. There are specific agreements for these businesses, or
   (ii) ongoing use for extended periods, or
   (iii) joint development or joint use arrangements, where the other party has contributed to the cost of building a facility, and the facility will be used by the community or other party outside school hours. These arrangements need the consent of the Minister under section 5.2.7 of the Education and Training Reform Act 2006, and you will find the agreements for these in the "Joint Development and Joint Use" site.
8. **PLANNING PERMITS.**

Section 16 of the Planning and Environment Act states that planning schemes are binding on Ministers and Government Departments, unless exempted by Order of the Governor in Council. An Order was made on 2/2/1988 exempting the use and development of land carried out by or on behalf of the Minister for Education. The use of the land for some of the purposes in 1 above may require a planning permit and you should check with your local council.

9. **General notes on using this Licence**

- **RECORD KEEPING AND GST**
  The school should keep a record of all Agreements they enter. The supply of any services under the Agreement may be subject to GST and the user fee should be inclusive of GST.

- **AMENDING THIS LICENCE**
  Any amendment to this licence may affect other clauses in the licence. Therefore check any amendment with other clauses, and ensure they are in writing and signed by both parties.

- **COMPLETING THE LICENCE**
  (a) The licence, when signed, contains the whole of the licence between the School Council and the relevant licensee.
  (b) In addition to the ABN, ensure that the Hirer is properly named by the correct company name, registered business name, or personal name.
  (c) The Licence should be signed before the Licensee starts to use the Hired area.
HIRE AGREEMENT TO USE SCHOOL PREMISES

………………………………………………………………(“Licensor”)
(name of school council)

hereby authorises:

………………………………………………………………(“Licensee”)
(name and address of user)

under section 2.3.11 of the Education Training and Reform Act 2006 to use the school premises described in item 1 and the facilities (if any) described in item 2 on the days and between the hours specified in item 3 solely for the purposes described in item 4 in consideration of payment by the Licensee to the Licensor as specified in item 5 of the schedule below subject to the following conditions:

**Conditions**

1. By signing this Agreement the Licensee or its authorised person acknowledges understanding and agreeing with these conditions.
2. This Agreement is not exclusive to the Licensee.
3. The Licensee will use the premises and facilities (if any) at the Licensee’s own risk.
4. The Licensee must ensure that the premises and facilities used under this Agreement are left clean, tidy and secured before vacating the premises.
5. The Licensee will ensure that its use will comply with Victorian Government policies applicable to use of school premises.
6. The Licensee must ensure (at the Licensee’s own cost) that the use of school premises and/or facilities under this Agreement is fully insured under public liability insurance to the value of $10,000,000.
7. If the premises are not available for use as specified in item 3 and the Licensee has paid in advance, the Licensor will refund part of the licence fee, calculated pro rata, but will not additionally compensate the Licensee.
8. The Licensor, on giving reasonable written notice to the Licensee at the Licensee’s above address, in the exercise of its absolute discretion for any reason whatsoever may terminate this Agreement. Compensation for termination will be limited to a pro rata refund of any fees paid in advance.
9. The Licensee must ensure that school premises or facilities are not altered or damaged as a result of or in connexion with this Agreement.
10. The Licensee will reimburse the Licensor, within 14 days of demand, the total expense incurred by the Licensor in repairing any damage (apart from fair wear and tear) to school premises or facilities arising from the use of the school premises.
11. The Licensee must ensure that no neighbouring occupier and no legitimate user of the school premises is disturbed by or as a result of this Agreement.
12. The Licensee releases and indemnifies the Licensor and the State of Victoria and all persons acting on their behalf from and against liability, including negligence, for all loss and injury, except loss or injury for which the Licensor or the State of Victoria is mainly liable, sustained by the Licensee or any other person in the performance of, or in connection with, this agreement.
13. This Agreement may not be assigned without the written consent of the Licensor.
14. Any variation to this Agreement must be in writing signed on behalf of both parties.
15. The School Council has the right to revoke the agreement at any time.
16. The Licensee must, in performing its obligations under this Agreement, comply with all relevant statutes, regulations, by laws and requirements of any Commonwealth, State, Territory or local authority, and must
comply with all relevant State of Victoria and Department of Education and Early Childhood Development policies and procedures.

Schedule

Item 1 – school premises:
(describe area of school premises to be used, or attach plan as Annexure to this agreement)

Item 2 – school facilities:
(identify equipment, if any, to be used and cleaning arrangements, car parking etc)

Item 3 – days and hours of use:
(Including access and security arrangements (keys etc)

Item 4 – purpose/s of use:
(specify program/s for young people, or use by sporting/recreational organisation

Item 5 – fee, and how and when payable:

SCHOOL COUNCIL                                             LICENSEE
SIGNED on behalf of                                               SIGNED on behalf of

……………………………                                     ………………………………
(name of school council)                                               (name of user) and contact phone numbers

by…………………………                     by…………………………
(signature of authorised person) (signature of authorised person)

………………………………..                                     …………………………………
(print name)                                                                               (print name)

the ....day of .........20....                                     the .....day of...........20....
(in the presence of: in the presence of:

……………………..                                              ………………………
(witness’s signature)                                                                    (witness’s signature)

…………………………
………………………….
(print name)                                                                                 (print name)