



PORTARLINGTON PRIMARY SCHOOL

School Policies & Procedures

Please note-

1. Most policies are reviewed every three years however some are reviewed annually or if legislation or the Department of Education and Training requires us to.
2. Not all policies require School Council approval as they are DET required policies.

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

CONTENTS

Index

- Introduction- Page 4
- The Portarlington Way – A Positive Approach to the School Culture – Page 4
- Healthy Together Portarlington Framework – Page 5

**Financial Policies

Policy, Procedures and Guidelines	
Anti-discrimination, Inclusion and Diversity	
Asthma	
*Budget Allocations	
*Camps, Excursions and Swimming Payments	
Care for Ill Children	
*Cash Handling	
CCTV	
Community Grievance	
Critical Incident Management Protocol	
Continuous Improvement	
Curriculum Policy	
Diabetes	
Drug Education	
*EFTPOS	
Enrolment	
E-Smart Policy (ICT)	
First Aid	
*Fundraising	
Head Lice	
Healthy Eating	
Homework	
*Internet Banking	
*Investment	
Learning	
Leave	
Maintenance	
Mandatory Reporting	

CONTENTS

Policy, Procedures and Guidelines	
Mental Health and Wellbeing	
Mobile Phone Policy	
Occupational Health and Safety	
Oral Health	
Parent Complaints	
*Parent Payment Policy and Implementation (Department of Education)	
Physical Activity	
Police Record Checks	
Photographing, Filming and Recording of Students	
Policy Development	
*Purchasing	
*Purchasing Card	
*Refunds	
Reporting of Student Learning	
Safe Environments	
Sexual Health and Wellbeing	
School Fruit and Vegetable Garden	
*Sponsorship	
Staff Complaints and Resolution	
Staff Health and Wellbeing (Healthy Together)	
Statement of Values and Philosophy Policy	
Student Behaviour Management	
Student Wellbeing, Engagement & Inclusion	
Sunsmart	
Tobacco, Alcohol and Other Drugs	
Uniform	
Yard Supervision	

Abbreviations

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

INTRODUCTION

This document outlines the current procedures, policies, guidelines and frameworks for students, parents/guardians, staff (including replacement staff), volunteers and visitors of Portarlington Primary School.

It is to be read in conjunction with information provided on the Department of Education and Training (DET) website.

<https://www.education.vic.gov.au/Pages/default.aspx>

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

<http://www.education.vic.gov.au/Pages/default.aspx>

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

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

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

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

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

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

I am respectful

I am responsible

I am safe

I am kind

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

All members of our school community are expected to follow these rules-staff, parent/guardians, visitors, volunteers and students.

[Return to the Contents page](#)

HEALTHY TOGETHER PORTARLINGTON

Our approach sees the different components of the curriculum, the environment and community partnerships as important. Many of our policies relate to ensuring that our Healthy Achievement framework is supported.



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

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

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

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

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

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

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

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

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

The following information is taken from the Healthy Together website-

<http://www.achievementprogram.health.vic.gov.au/schools>

Health Promoting Schools Approach

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

Healthy policies	Policies clearly articulate conditions and practices necessary to create a physical and social environment which promotes health and wellbeing.
Healthy physical environment	The physical environment facilitates and encourages health choices and lifestyles, complementing the health messages taught in the curriculum.
Healthy social environment	Respect, fairness and equality is promoted and modelled, and a sense of belonging is fostered.
Learning and skills	Learning opportunities and experiences within the curriculum enable children and young people to gain knowledge and skills and take action to enhance health and wellbeing.
Engaging children, young people, staff and families	Structures are established to engage children, young people, families and staff as active participants in the promotion of health and wellbeing.
Community partnerships	Partnerships with local health professionals, services and the wider community enhance health promotion capacity and support children, young people and their families' health and wellbeing needs.

Healthy Policies

Healthy Physical Environment

Healthy Social Environment

Learning and Skills

Engaging children, staff and families

Community Partnerships

What is a whole-school approach?

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

The Healthy Together Framework addresses 8 areas:

- ✓ Healthy Eating & Oral Health
- ✓ Physical Activity
- ✓ Sun Protection
- ✓ Safe Environments
- ✓ Tobacco Control
- ✓ Alcohol & other Drug Use
- ✓ Mental Health & Wellbeing
- ✓ Sexual Health & Wellbeing



[Return to the Contents page](#)



ANTI-DISCRIMINATION, INCLUSION & DIVERSITY POLICY

Definition:

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

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



ASTHMA POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in June 2020.

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



BUDGET ALLOCATION POLICY

Rationale:

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

Aims:

- To ensure that resources are used as effectively and transparently as possible.

Implementation:

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

Evaluation: This policy requires School Council Approval Annually

This policy was ratified by the School Council in February 2021

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

[Return to the Contents page](#)



CAMPS, EXCURSIONS & SWIMMING PAYMENTS

RATIONALE:

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

AIMS:

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

IMPLEMENTATION

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

- **Evaluation:**

- This policy was ratified by the School Council in February 2021
- This policy will be reviewed as part of the school's review cycle annually.

[Return to the Contents page](#)



CARE ARRANGEMENTS FOR ILL STUDENTS

Rationale:

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

Aims

Our School will-

1. Administer first aid to children when in need in a competent and timely manner
2. Communicate children's health problems to parent/guardians when considered necessary
3. Provide supplies and facilities to cater for the administering of first aid
4. Maintain a sufficient number of staff members trained with a level 2 first aid certificate

Implementation:

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

Key Reference :

<http://www.education.vic.gov.au/school/principals/spag/health/Pages/supportplanning.aspx>

Evaluation:

This policy was ratified by the School Council in June 2020.

This policy will be reviewed as part of the school's review cycle in 2023.

Related Policies:

- Anaphylaxis
- Asthma
- Diabetes
- First Aid
- Medication Distribution

[Return to the Contents page](#)



CASH HANDLING POLICY

RATIONALE:

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

AIMS:

1. To provide enhanced risk control and security over transactions
2. To provide clear documentation of processes
3. To provide enhanced services to debtors

IMPLEMENTATION

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

RESOURCES

1. Provision of up to date CASES 21 software
2. Provision of up to date secure banking software
3. Maintenance and Upgrading of hardware and software as may be required.

Evaluation: This policy requires School Council Approval Annually

This policy was ratified by the School Council in February 2021

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

[Return to the Contents page](#)



Close Circuit TV (CCTV) POLICY

Rationale:

1. Closed Circuit Television (CCTV) is a crime prevention tool that will greatly improve risk management controls and personal safety of students, staff and visitors.
2. CCTV at Portarlington Primary School is intended to detect and deter vandalism, unauthorised entry into school buildings, theft and other unwanted activities.
3. This policy should be read in association with the Department of Education and Training CCTV Installations, Information and Guidelines.

Aims:

1. To increase personal safety of students, staff and visitors using the Out of School Hours Care (OSHC) program
2. To comply with our obligations and responsibilities to Department of Education and Training (DET) and the school community
3. To protect the school buildings and their assets
4. To assist police in identifying, apprehending and potentially prosecuting offenders

Implementation:

1. The CCTV system will have approval from the Security Services Unit, and ensure that the installation of CCTV does not contravene Privacy legislation.
2. The CCTV system guidelines are in line with the 'Victorian Ombudsman's Guidelines for developing Closed Circuit Television policies for Victorian Public Sector Bodies.
3. The CCTV system comprises of cameras in various outdoor locations and the school office.
4. Areas where cameras are located will be clearly identified by warning signs with the message: 'Security Notice – electronic surveillance protects this property.'
5. CCTV cameras will not be installed in change rooms or toileting facilities.
6. Whilst CCTV is recognised as an effective means of preventing crime, CCTV will not monitor work performance of staff.
7. CCTV information will be stored and backed up for no more than 31 days only, unless an incident has occurred. If our school has not used CCTV footage in any of the ways set out above, and there has been no request to view or access footage during this period, the footage is deleted.
8. The CCTV system, images and videos will be managed by the Principal Class Officers and/or the Business Manager.



CCTV footage is only accessed by the following people:

- a) The Principal or Assistant Principal, Business Manager and any other people authorised by the principal (e.g. authorised police/security personnel who will always be accompanied by the Principal).
 - b) Central and Regional Department of Education staff, when required to assist the school for an above purpose.
 - c) Any other people permitted by law.
9. Surveillance images and footage will be viewed if there is a reasonable belief that an incident has occurred and that the surveillance data may assist in identifying what had occurred and who may be involved.

10. Surveillance images and footage will be provided to the Victorian Police if requested to assist in investigations.
11. A register will be kept of who has accessed the surveillance images.
12. The school community will be notified of the use of CCTV through the newsletter at the commencement of each year.
13. Staff approved to operate security CCTV equipment will undertake training and induction on the physical operation of the system and use of the recorded information particularly in compliance with the various legislative requirements.
14. The Department of Education owns our school's CCTV systems and CCTV footage.
15. Any complaints about the schools' CCTV system should be addressed in writing to the Principal.

Evaluation:

This policy was ratified by the School Council in 2019

It will be reviewed as part of the school's review cycle in 2022

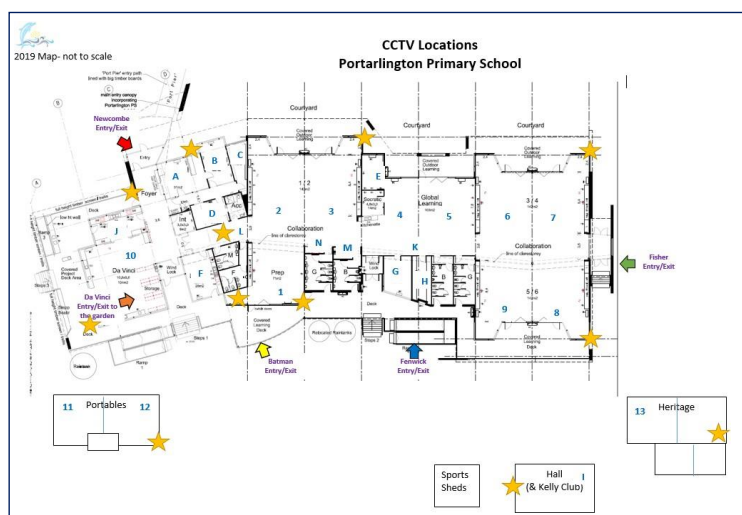
Relevant documents/links

1. Department of Education and Training (DET) CCTV Installations, Information and Guidelines
<https://www.education.vic.gov.au/school/principals/spag/management/Pages/security.aspx#2>
2. Victorian Ombudsman's Guidelines for developing Closed Circuit Television policies for Victorian Public Sector Bodies, November 2012.
3. CCTV Guidelines, Security Services Unit, 2017

Location of Cameras



12 Cameras indicated by a yellow star



[Return to the Contents page](#)



COMMUNITY GRIEVANCE POLICY

Rationale:

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

Aims:

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

Implementation:

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

GRIEVANCE RESOLUTION PROCESS

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

Evaluation:

This policy was ratified by the School Council in February 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



CRITICAL INCIDENT MANAGEMENT POLICY

The Department of Education Policy and Guidelines must be followed.

All critical incidents are addressed in the school's Emergency Management Plan.

<http://www.education.vic.gov.au/school/principals/spag/management/pages/emergency.aspx>

Rationale

The purpose of this policy is to inform the Portarlington Primary School community how the school will respond to critical incidents within and outside of the school environment.

Aim

Portarlington Primary School is committed to responding appropriately to traumatic or critical incidents that may occur.

Implementation

RESPONDING TO A TRAUMATIC OR CRITICAL INCIDENT INVOLVING A SCHOOL.

1. Schools may become directly or indirectly involved in a tragic or traumatic event.
2. The incident may involve loss of life, serious injury or emotional disturbance.
3. The incident may occur in the school environment or outside.
4. It may involve staff, students or those close to them.
5. The network of those involved in a traumatic event can be wide, especially if it directly involves the school.
6. Feelings of grief and loss can continue over long periods of time.
7. 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.
8. 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.
9. While school should operate as normally as possible, some degree of flexibility should exist.
10. It is essential that people be given clear, accurate information at all times.

ACTION TO BE TAKEN

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: -

- i. Provision of clear accurate information.
 - ii. Description of action to be followed.
 - iii. Provision of help for all affected.
 - iv. Maintenance of normal school program.
1. Check for dangers and make the area safe.
 2. Apply First Aid, and call 000 if necessary.
 3. Isolate the area, and remove students.
 4. Obtain accurate information. Deal only with substantiated facts.
 5. Contact the Department of Education 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 ph: **(03) 9589 6266** and WorkSafe on ph: **13 26 60** as appropriate.

6. 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.
7. Appoint a skilled Support Team to assist in the management of the incident. The team may include staff members, counsellors, external Department of Education personnel, support agencies etc. The size and composition of the team will be related to the nature of the incident. Distribute names of Support Team members, and inform others of the role of the team.
8. As soon as possible provide information to the community as to what has happened, and what is being done.
9. The principal and/or School Council president will deal with all media requirements. Advice to be received from Department of Education's Media Unit ph: 96372871. A written press release may be useful. If necessary, protect others from contact with the media.
10. Establish an open line of contact with the family or families directly involved.
11. Provide out of school hours contact if necessary. This could be as simple as circulating the school mobile telephone number. In more complex situations it may mean maintaining telephone contact at the school.
12. Continue contact with the family to identify their expectations of the school, e.g. student participation in funeral or memorial service.
13. Try to identify those most likely to need help, e.g. classmates, teacher, special friends.
14. Ensure that counselling and help is available.
15. Continue to keep staff, students and parents informed, especially about what has happened and what the school is doing about it.
16. As soon as practicable, call students together and provide information about what has happened and what the school is doing about it. Reassure the student body.
17. Provide counselling 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.
18. The class teacher may be the person to whom students first turn for help.
19. Children's attendance at funerals requires parental approval. Children should attend in the company of a parent.
20. Those children not attending the funeral should be provided with an opportunity to engage in a meaningful experience.
21. Conduct an Incident Investigation – implement controls.
22. Continue normal routines at school but acknowledge the effect of incident 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.
23. 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.
24. Monitor, be sensitive to, and respond to staff and student's needs over a period of time.
25. Look after yourself.....take a break!
26. Review this process after any significant incident.

Related policies and Resources:

Department of Education

Emergency and Critical Incident Management Planning

<https://www2.education.vic.gov.au/pal/emergency-critical-incident-management-planning/policy>

Reporting and Managing School Incidents (including emergencies)

<https://www2.education.vic.gov.au/pal/reporting-and-managing-school-incidents-including-emergencies/guidance/step-2-reporting>

Emergency Management Requirements

<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/emergencymanagementrequirements.aspx>

Evaluation:

This policy was ratified by the School Council in June 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



CONTINUOUS IMPROVEMENT POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in June 2020

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



CURRICULUM POLICY

Rationale:

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

Aim:

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

Implementation:

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

Student Wellbeing and Learning

Portarlington Primary School will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- a) providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- b) providing a flexible, relevant, inclusive and appropriate curriculum
- c) accommodating student developmental needs within the Victorian Curriculum stages of schooling

Students with Disabilities

The Department of Education and Training and Portarlington Primary School is committed to delivering an inclusive education system that ensures all students, including students with disabilities, have access to a quality education that meets their diverse needs.

Portarlington Primary School will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities.

Aboriginal and Torres Strait Islander Education

Portarlinton Primary School is committed to providing culturally appropriate and inclusive programs to Aboriginal and Torres Strait Islander students through:

- a) Working in partnership with the Aboriginal and Torres Strait Islander community to develop an understanding of Aboriginal and Torres Strait Islander culture and the interpersonal relationship with the Aboriginal and Torres Strait Islander community, for example via Local Aboriginal Education Consultative Groups (LAECG).
- b) Supporting the development of high expectations and individualised learning for Aboriginal and Torres Strait Islander students creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum implementing initiatives and programs that meet student needs and in partnership with the Aboriginal and Torres Strait Islander community.
- c) School Council will ensure that resourcing is adequate for the implementation of the planned curriculum.

Evaluation:

This policy was ratified by the School Council in June 2020

This policy will be reviewed as part of the school's review cycle in 2023.

Links

<http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx>

<http://www.education.vic.gov.au/school/parents/learning/Pages/curriculum.aspx>

Links to DET School Policy & Advisory Guide:

- [Curriculum](#)
- [Using Digital Technologies to Support Learning and Teaching](#)
- [Student Wellbeing and Learning](#)
- [Students with Disabilities](#)
- [Koorie Education](#)

APPENDIX 1 -Curriculum Planning

Curriculum at Portarlington Primary

The Victorian F-10 Curriculum framework is implemented at Portarlington Primary School and includes 8 learning areas and 4 capabilities.



The curriculum is organised in the following way through our curriculum maps.

These curriculum plans show how the eight learning areas will be substantially addressed and how the curriculum will be organised and implemented. Curriculum Plans also show how the curriculum is delivered.

Yearly Overview:	Term Overview	Weekly Planning	Individual Lesson Plans
A documented Scope and Sequence of the topics to be covered in each learning area.	Documented Scope and Sequence. The topics are broken down into sub-topics or developmental stages of learning.	Based on assessment tasks and a review of the previous weeks learning. A documented planner that outlines the lesson sequences.	<ul style="list-style-type: none">Based on our instructional model.The individual lessons that make up the weekly planning. Allow for the differing points needs of each child. <p>These plans include the Learning Intention and Success Criteria of the lesson which is made explicit to the children.</p> <p>The Individual lesson plans not only detail the content but also how the curriculum is delivered. <i>For example, the Learning Tasks, the High Impact Teaching Strategies, the Instructional Strategies or the Learning Styles.</i></p>

- Our documentation includes the curriculum “I can...” statements.
- The curriculum “I can...” statements are also used as a basis for developing student learning goals.
- The curriculum “I can...” statements are documented on the COMPASS administration Portal and available to parents/carers for the purpose of progress reporting twice per term.
- An assessment schedule aligns with the curriculum planning.
- Staff plan content statements aligned to the curriculum for the purposes of reporting to parents and carers.

Weekly Curriculum

The weekly curriculum generally involves the following learning areas listed below. Literacy and Numeracy take up 60% of the learning during each week as this is our core business. The Inquiry and Investigation Approaches allow for purposeful cross-curricular opportunities so learning can be applied at deeper level in a more meaningful context.

- Reading and Viewing- 5 hours per week
- Writing- 5 hours per week
- Speaking and Listening- interwoven throughout every day.
- Maths- 5 hours per week (topics vary throughout the year).
- Inquiry/Investigations: 2-3 hours per week
- Indonesian-1 hour per week
- Visual Arts- 1 hour per week
- PE- 1 hour per week.
- Extra-Curricular: Depending on the year level includes sport, library, assembly, incursions/excursions, camps etc- average of 2-3 hours per week

Curriculum Evaluation and Review

The year level Professional Learning Community Teams meet weekly to review and refine the curriculum, track the student’s data, and identify areas of the curriculum that require additional focus for some or all students. These focus areas may be incorporated into the warm-ups or hooks for the following week.

Yearly overviews are reviewed every year especially if the structure of the school changes.

The assessment schedule which includes formative and summative tools provides a framework for not only assessing student learning progress and growth but also for reviewing the impact of the teaching and learning curriculum programs. We report annually through the school’s annual report which is published on our website annually.

Time-Tabled Allocation



Learning Areas		
The Arts	<ul style="list-style-type: none"> Includes a weekly specialist Visual Arts session. 	1 hour per week
	<ul style="list-style-type: none"> Music Performing Arts Dance Drama Media Arts Visual Communication 	Incorporated into Inquiry Topics, Visual Arts, and English throughout the year
English	<ul style="list-style-type: none"> Reading and Viewing Writing Speaking and Listening (includes spelling, grammar, punctuation, comprehension and, phonics at the junior levels) 	10 hours per week
Health and Physical Education	<ul style="list-style-type: none"> Includes a weekly specialist PE session. Weekly sport session. Whole school and interschool activities: cross country, athletics, swimming. Interschool Competitions for senior students only: netball, football, soccer. Year 4 Bike Education Camps: Years 3, 4, 5, 6 	1-3 hours per week
The Humanities	Taught through Inquiry Topics	2-3 hours per week
Languages	<ul style="list-style-type: none"> Includes a weekly specialist Indonesian Language session for all year levels. 	1 hour per week
Mathematics	<ul style="list-style-type: none"> Number and Algebra Measurement and Geometry Statistics and Probability Maths also includes problem solving, vocabulary development, hands-on authentic tasks.	5 hours per week
Science	Taught through Inquiry Topics	2-3 hours per week
Technologies	Design and technology	2-3 hours per week
	Digital technologies Used as a tool for learning across each week	
Capabilities		
Critical and Creative Thinking	Interwoven throughout the curriculum every week.	
Ethical	Taught through Inquiry Topics	2-3 hours per week
Intercultural	Taught through Inquiry Topics	2-3 hours per week
Personal and Social	Interwoven throughout the curriculum every week.	
Extra-Curricular	Library, Assemblies etc	



APPENDIX 2 -Curriculum Review Process

At Portarlington Primary School the curriculum is reviewed at different times for different purposes.

School Strategic Plan (SSP)

1. The School Improvement Cycle includes the development of the 4 year plan.

Annual Implementation Plan (AIP)

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

Policy Review

Occurs-

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

School Council

1. The school council is presented with a principal's report each month.

Professional Learning Teams

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

Collaborative Planning

1. Team levels are scheduled for three hours of collaborative planning week within the school timetable (pro-rata for part-time staff).
2. Teams also meet for one additional hour collaborative team work fortnightly after school.
3. Each term the teachers are given one full day of planning together to produce curriculum framework based on the yearly plan [Victorian F-10 Curriculum](#) and integrated units of work-term theme topics).
4. Each teacher engages in one professional Practice day per term
5. School Improvement teams meet fortnightly.
6. Data from assessment informs the point of need for groups and individual students.

Individual Learning Implementation Plans

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

Other

1. Specialist staff (consultancy or network staff) are involved to observe individual children to assist staff to review the curriculum needs and strategies for individual students (eg-DET Network Student Support Service Officers such as Speech Therapists, Psychologists or Social Workers and Specialist Development School consultants).



APPENDIX 3-CURRICULUM ASSESSMENT & PROTOCOLS GUIDING EFFECTIVE USE OF DATA

RATIONALE

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

AIMS

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

IMPLEMENTATION

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

Data interpretation will focus on:

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

Data will be used to assist teams and individual teachers to:

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

Data will be used to assist the leadership team to:

1. Track individual students.
2. Track cohorts of students.
3. Analyse school performance and student growth over time.
4. Identify goals and targets to improve school performance.

At Portarlington Primary School, data is collected from a variety of sources (but is not limited to):

1. English and Maths online.
2. Observation Surveys.
3. Carry over goals from Individual Learning Improvement Plans.
4. Guided reading levels (including previous year).
5. On Demand testing in Reading and Number (years 3-6 plus year 2 two end of year).
6. Running Records – including the Fountas and Pinnell framework for assessing comprehension.
7. Student Writing Samples and teacher moderation of these.
8. Oxford Word List- monitoring of the 300 high frequency words.
9. Pre and post testing mathematical units.
10. [Progressive Achievement Tests \(PAT\)](#)- Maths and Comprehension.
11. Attitudes to school survey data.

1. Use of Literacy and Numeracy Data

- a) Ongoing monitoring and tracking throughout the year.
- b) Half yearly reporting to parents.
- c) Groupings and planning.
- d) Strategy selection and point of need teaching.
- e) Individual Learning Plan adjustments.
- f) Setting targets and goals for students (including investigation/planning for children who have made little or no growth across all levels development).
- g) Colour coding (Traffic Light Data) to identify the range of student achievement.
- h) To provide an overview of the whole school and year level cohorts.
- i) To provide the capacity to look forwards (feed forward, student goal setting) and backwards (feedback and celebrating student progress).

2. Use of NAPLAN

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

3. Additional Data for Students considered At Risk with their Learning, Engagement or Wellbeing

- a) Identified from student learning data but also from wellbeing and engagement information.
- b) Assessments include Ravens and Peabody Screening tools and those of the network staff if required (speech, social work, psychology).
- c) Observational data from others (parents, consultancy, wellbeing, principal class) is also collected where required.

4. Use of ZPD tool – Zone of Proximal Development (Excel Spreadsheet)

- a) For identifying the instructional teaching needs of the group.
- b) For measuring growth and achievement of groups of students and individual students.

Evaluation:

This policy was ratified by the School Council in June 2020

This policy will be reviewed as part of the school's review cycle in 2023.



DIABETES POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in June 2020.

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



EFTPOS POLICY

Rationale:

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

Aims:

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

Implementation:

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

- If an EFTPOS refund transaction has been processed and the receipt entered on CASES21, the original receipt is to be produced, or the receipt number identified, and the refund must be approved by the authorised officer. Details of the refund, including the name of the cardholder, card number, transaction details, date, name of staff member processing transaction, and signatures of the cardholder and the Principal will be recorded in the 'refunds' section of the EFTPOS Register.
- If the refund is not performed on the same date as the receipt, the school will not process the refund until it has been determined that the funds have been credited into our official account.
- Refunds can only be made by cheque or via the EFTPOS terminal to the cardholder's account that made the original payment.
- The cardholder will be given the customer copy of the refund voucher, and must sign the merchant copy which will be retained by the school. The EFTPOS refund will be processed on the terminal and CASES21 on the same day. The original receipt and merchant copy of the refund will be stapled to the CASES21 voucher which will be checked and approved by the authorised account signatories before processing on the EFTPOS terminal.
- Should the EFTPOS facility be 'off-line' for any reason, our school will not process manual transactions despite the potential for the school to process manual transactions up to the floor limit set by the bank during such times.
- Due to the anticipated high volume of EFTPOS transactions each day, our school will use a separate receipt batch for EFTPOS receipts which is updated at the end of each day.
- The settlement on the terminal (where the day's EFTPOS transactions are closed off for the day and a total determined) will be performed at the same time the batch is updated, ensuring that the daily total on each match, including adjustments for refunds.
- The batch total for that day (less refunds) will then match the direct credit amount paid by the bank on our Bank Reconciliation.
- Any problems associated with the EFTPOS in the school will be reported to the authorising officer and the principal.

Evaluation: This policy requires School Council Approval Annually

This policy was ratified by the School Council in February 2021

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

Please note: As part of the internal control procedures of the DET, all customer card details are attached to the receipts, card details are blacked out and the paperwork is filed in the Bank Deposits folder.

Schools must retain paperwork for the purposes of proof of payment and for DET financial auditing processes

[Return to the Contents page](#)



ENROLMENT POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in February 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



E-SMART POLICY ICT



Rationale:

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

Definitions

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

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

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

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

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

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

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

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

Aims:

This policy aims to:

1. Provide a safe, secure and caring learning environment
2. Develop safe practices for the use of the Internet and digital technologies for learning
3. Establish transparent expectations for students, teachers and the community when using the Internet and Digital Technologies
4. Assist students and members of the school community to differentiate between bullying and inappropriate social interactions
5. Foster social responsibility in all students so that they report inappropriate behaviour towards others rather than act as bystanders

6. Recognise that explicitly teaching students about safe and responsible eSmart behaviour

IMPLEMENTATION:

1. Portarlington Primary School's Acceptable Use Agreement of Internet and Digital Technologies is discussed with students.
2. All students in Years Prep to 6 have signed a copy of the Acceptable Use Agreement of Internet and Digital Technologies
3. Members of staff use Digital Technologies and Internet in accordance with the DET Acceptable Use Policy for ICT Systems
4. Protocols for safe, respectful and responsible use of technology are present and clearly visible in all Learning Spaces
5. A copy of the eSmart policy is displayed on the school website
6. Breaches of Acceptable Use Agreements are recorded on the COMPASS school administration portal and are dealt with accordingly
7. The school community will be updated on a regular basis through newsletters, fact sheets, special events and the school website
8. Victorian Curriculum eSmart Scope and Sequence implemented from Years Prep to 6 and supported in classroom.

Members of Staff at Portarlington Primary School have the responsibility to ensure that:

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

Students at Portarlington Primary School have the responsibility to ensure that:

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

Parents/Guardians at Portarlington Primary School have the responsibility to ensure that they:

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

Incidents and Complaints

1. Any form of bullying, whether physical, verbal or cyber, are unacceptable.
2. All incidents of Cyber bullying must be reported to a staff member and the police.
3. Incidents will be investigated and recorded on the COMPASS school administration portal.
4. All teachers have a responsibility to respond to, investigate, follow up and monitor incidents of cyber bullying.

5. Any parent/guardian who believes that their child is being cyber bullied should contact the school. In the first instance, contact will be with the classroom teacher or team leader and then the Assistant Principal or Principal.
6. Parents should also contact the police.
7. Parents will be notified if students are involved in any incidents of cyber bullying and appropriate and proportional consequences will be followed.

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

Evaluation:

This policy was ratified by the School Council in September 2020.

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



FIRST AID POLICY

RATIONALE:

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

IMPLEMENTATION:

Consistent with the Department of Education and Training's First Aid Policy and Procedures, the school will allocate a minimum of two staff members as First Aid Officers and will ensure that their training is always up to date.

All staff members will have regular training in CPR, Anaphylaxis and Asthma management.

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

Their specific duties include:

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

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

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

Procedures for Medical Treatment

1. In the event of a student requiring emergency medical attention, an attempt will be made to contact the parent/guardians before calling for medical attention except in an extreme emergency.
2. In serious cases, parent/guardians will always be informed as quickly as possible of their child's condition and of the actions taken by the school.
3. All emergency accidents and injuries will be recorded on the Department's injury management system on CASES21.
4. A Record of First Aid Treatment will be recorded on COMPASS for all students treated. It is the policy of the school that all injuries to the head are reported to Principal and Team Member in charge of First Aid and that parent/guardians/emergency contacts are contacted regarding the injury.
5. First aid kits will be available for all groups that leave the school on camps/excursions.
6. Portable first aid kits will be available for staff on yard duty.

First Aid Trained:

A register of first aid trained staff is located in the first aid room, in the staff room and in the office.

Anaphylaxis Trained:

- ✓ All staff

Asthma Trained:

- ✓ All staff

Evaluation:

This policy was ratified by the School Council in June 2020

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



FUNDRAISING

Background:

Over the past ten years the Portarlington monthly market has been the major source of fundraising for the school. However, the significant resources required to run the market left little scope to pursue other fund raising initiatives. Last year school council determined the school would benefit by passing the market to the Lion's Club to ensure the community retained the benefits provided by the market and introduce a broader more inclusive fundraising strategy to involve the whole school community.

Rationale:

Portarlington Primary School recognises the benefits that can be gained from raising funds to deliver additional learning opportunities, programs for students and improve school amenities.

The school community is a valuable source of fundraising ideas. The school would benefit by encouraging those prepared to become involved in activities by adopting an inclusive fund raising strategy to involve our school community in raising funds to enhance the learning experience for all students.

Implementation:

1. Fundraising is a function of the school council who must approve all fundraising events and activities on behalf of the school.
2. The Fund Raising, Grants and Sponsorship Committee, a sub-committee of school council is the organising and coordination focus point.
3. This committee will actively seek involvement in the form of ideas and support from our school community and encourage the school community to propose fundraising initiatives and welcome assistance in organising and conducting these events.
4. In deciding whether or not to approve particular fundraising events or activities, the school council will act in accordance with legal requirements, any relevant Department of Education and Training policy or guideline, the Department's *Finance Manual for Victorian Government Schools* and any relevant school policies.
5. All money raised through fundraising, will be held on trust by the school council for the general or particular purpose for which it was raised.
6. The school community will be informed by school council of the projects or programs where monies raised will allocated prior to the event.
7. Terms of Reference for the Fund Raising, Grants and Sponsorship Committee which outlines the operating principles of the committee.

Fundraising for Charitable Causes

The school council may also decide to support fundraising activities for charitable causes. In deciding whether or not to fundraise for a particular charitable cause, school council may:

5. Consider whether the methods used to raise funds for any specific charitable appeal are appropriate.
6. Seek written advice from organisations promoting fundraising activities on the percentage of funds raised that are directed to the named charity.

Evaluation:

This policy was ratified by the School Council in February 2021

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

Relevant documents/links

1. Terms of Reference for the Fundraising, Grants and Sponsorship Committee
2. [School Policy and Advisory Guide: School Generated Funding](#)
3. [Finance Manual for Victorian Government Schools](#)
4. [Fundraising Act 1998](#)
5. [School Financial Guidelines](#)

Internal Controls for Victorian Government Schools

- A. *Cash Handling Resources*
- B. *Cash Handling Best Practice Controls*
- C. *Cash Handling Authorised Form Fundraising Collection*

[Return to the Contents page](#)



HEAD LICE POLICY

Rationale:

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

Aims:

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

Implementation:

1. As outlined in the school's Uniform Policy, students with shoulder length hair must wear it tied back when at school.
2. While it is parent/guardians who have the primary responsibility for the detection and treatment of head lice on their children, the school will assist by offering up-to-date information, by offering a screening process, and by alerting parent/guardians of lice when detected.
3. The school principal will ensure that selected staff are available to manage this policy within the school.
4. Staff with the responsibility of managing this policy are provided with professional development regarding head lice and will be authorised to-
 - conduct visual checks of students heads for head lice (observations without touching of the students head or hair) and to
 - conduct head lice inspections (physical examinations) of students head and hair for the presence of head lice.
5. The school will ask parent/guardians to sign a permission form allowing their children to be inspected by our specific staff members for the presence of head lice. Only children whose parent/guardians have returned the permission form (which forms part of the enrolment form) will be physically inspected, however, all students may be visually checked.
6. The parents/guardians of all children checked or inspected who show evidence of eggs or lice will be contacted by the school.

Consistent with the Public Health and Wellbeing Regulations 2019, the principal will ensure that the parent/guardians of any child found to have live lice are informed so that appropriate treatment is commenced as a matter of urgency. As per the DET policy, **schools must exclude infected students until the day after treatment has commenced**. Dead eggs are not grounds for exclusion, (brown ones are alive).

<http://www.education.vic.gov.au/school/principals/spag/health/pages/headlice.aspx> The school will also provide parent/guardians of children found to have live lice with information about head lice treatment and prevention.
7. Upon their return to school, children undergo another inspection from specific trained staff to determine if the treatment has been successful.
8. A follow-up phone call to parents will occur should the issue continue.
9. The school will ensure that information relating to the prevention and eradication of head lice is available at the school.

Evaluation:

This policy was ratified by the School Council in November 2020
This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



HEALTHY EATING POLICY

Rationale:

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

Aims:

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

Implementation:

Healthy Policies:

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

Healthy Physical Environment:

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

Healthy social environment:

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

Learning and Skills:

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

Community Partnerships:

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

Definitions:

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

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

Home- made cooking is encouraged.

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

Nutrition: Everyone needs food to provide the right balance of vitamins, minerals and nutrients to feel energised and to help them grow and stay healthy. Our bodies need to be correctly fuelled for quality of life including work, exercise and learning.

Relevant accountability documents:

1. DET School Canteen and other School Food Services Policy

2. National Health and Medical Research Council, Australian Dietary Guidelines, 2013

Related Policies:

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

Evaluation:

This policy was ratified by the School Council in November 2020

This policy will be reviewed as part of the school's review cycle in 2023

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[Return to the Contents page](#)



HOMEWORK POLICY

Rationale:

To outline to our school community the Department's and Portarlington Primary School's policy requirements relating to homework.

Aims:

1. This policy applies to students in all year levels and staff responsible for setting and
2. monitoring homework at Portarlington Primary School.
3. Reading is the most homework task.
4. For younger students, daily reading is recommended. This can be reading to or with a parent /carer or an older child. Alternatively, the child can be read to.
5. For older students, daily independent practice is recommended.

Implementation

Portarlington Primary School has developed this Homework Policy in consultation with the school council to support student learning and wellbeing by:

1. providing opportunities for students to review, revise and reinforce newly acquired skills
2. providing opportunities for students to apply new knowledge
3. providing opportunities for students to prepare for future lessons
4. encouraging students to enrich or extend knowledge individually, collectively and imaginatively
5. fostering good lifelong learning and study habits
6. supporting learning partnerships with parents/carers.

Definition

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

At Portarlington Primary school all homework set by teachers will be:

1. purposeful
2. curriculum-aligned
3. appropriate to students' skill level and age
4. designed to help students develop as independent learners
5. monitored by the teacher
6. where appropriate, provide opportunities for parents/carers to partner in their child's learning.

The types of homework that teachers at Portarlington Primary will include are:

1. practising spelling words or number facts such as multiplication tables
2. practising words/phrases learnt in Indonesian.
3. reading for pleasure
4. researching topics about inquiry topics to be studied in the classroom.
5. applying new skills to home context such as:
 - planning and cooking food, including following a recipe
 - helping to plan a day trip or holiday, including timings, directions and costs
 - growing plants
 - reviewing their favourite film or book

→ writing a diary entry

6. engaging with parents in learning activities such as:

- rehearsing a presentation with parent/carers, and seeking their feedback
- interviewing a family member as part of a research project.

Shared Expectations and Responsibilities

Homework is a shared responsibility between the school, teachers, students and their parents/carers.

In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Responsibilities and expectations for **leaders at Portarlington Primary School** are to:

- advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Responsibilities and expectations for **teachers at Portarlington Primary School** are to:

- set homework that is curriculum-aligned and appropriate to the student's skill level and age
- ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work' or where students 'finish off' work they did/could not complete in class)
- assess homework and provide timely and practical feedback
- ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- offer opportunities for families to engage in their children's learning.

Responsibilities and expectations for **students** are:

- discussing homework expectations with their parents/carers
- accepting responsibility for the completion of homework
- seeking assistance when difficulties arise

Responsibilities and expectations for **parents/carers** are:

- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- talking to teachers about any concerns they have about the homework

Support for Students and Parents/Carers

Portarlington Primary School understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

Related Policies and Resources

- [Homework – Department Policy](#)

Evaluation:

This policy was ratified by the School Council in ***

This policy will be reviewed as part of the school's review cycle in 2023



INTERNET BANKING

Rationale:

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

Aims:

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

Implementation:

- School Council, after carefully considering the costs, benefits, fraud prevention, internal controls, and information privacy implications etc, has authorised the use of internet banking at our school for the following facilities. In doing so, School Council requires that all actions related to internet banking are consistent with DET's 'S385-2007 School Internet Banking Guidelines'.
- All payments through internet banking software are simply another form of payment from the school's accounts and consistent with DET requirements, must be authorised by the principal and one other member of council nominated by the council.
- School Council approves CBA Bank CommBiz as the approved software for all of our internet banking activities.

Direct Debit

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

Direct Credit

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

BPay

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

'Pay Anyone' Facility

- This form of internet banking allows the school to pay funds directly into a person's or businesses nominated bank accounts 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:-

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

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

Evaluation: This policy requires School Council Approval Annually

This policy was ratified by the School Council in February 2021

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

[Return to the Contents page](#)



INVESTMENT POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation: This policy requires School Council Approval Annually

This policy was ratified by the School Council in February 2021

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

[Return to the Contents page](#)



LEARNING POLICY

Rationale:

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

Aim:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in June 2020

This policy will be reviewed as part of the school's review cycle in 2023.

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

<http://www.education.vic.gov.au/Pages/default.aspx>

[Return to the Contents page](#)



LEAVE POLICY

Rationale:

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

Aims:

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

Implementation:

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

- d) The financial impact of the leave and the school's budgetary situation.
- e) The entitlement of the staff member to the leave for which they have applied.
- f) The order of leave applications.
- g) Availability of replacement staff.
- h) The staff member's previous leave record.

Evaluation:

This policy was ratified by the School Council in October 2020

This policy will be reviewed as part of the school's review cycle in 2023

Department of Education links-

Human Resources- HRWeb

<http://www.education.vic.gov.au/hrweb/aztopic/Pages/l.aspx>

- [Leave](#)
- [Leave without pay](#)

[Return to the Contents page](#)



MAINTENANCE POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in June 2020

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



MANDATORY REPORTING POLICY

Rationale

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

BACKGROUND- COMMITMENT TO CHILD SAFETY

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

AIMS –

This policy will:

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

DEFINITION

Child abuse includes any act committed against a child involving:

1. A sexual offence; or
2. An offence under section 49B(2) of the Crimes Act 1958 (grooming) and
3. The infliction, on a child of physical violence or serious emotional or psychological harm and serious neglect of a child

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

Types of child abuse include:

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

A report should be made to DHHS Child Protection in circumstances where, for example:

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

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

IMPLEMENTATION

1. In all cases where staff or volunteers have concerns about a child or young person, they should discuss their concerns with the Principal or a member of the school leadership team
2. Mandatory reporters, who believe on reasonable grounds that a child or young person is in need of protection from physical injury or sexual abuse, must report their concerns to Department of Human Services (DHS) Child Protection.
3. All other school non-teaching school staff who believe on reasonable grounds that a child or young person is in need of:
 - a) Protection, are encouraged to report their concerns to DHS Child Protection or Victoria Police.
 - b) Therapeutic treatment, are encouraged to report their concerns to DHS Child Protection.
4. If staff have significant concerns for the wellbeing of a child or young person they are encouraged to report their concerns to DHS Child Protection or Child FIRST.

LEGAL OBLIGATIONS

Failure to Disclose

Any staff member who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must disclose that information to police.

Failure to disclose the information to police is a criminal offence, except in limited circumstances such as where the information has already been reported to DHHS Child Protection. The offence applies to **all adults** in Victoria, not just professionals who work with children.

Duty of Care

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

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

Forming a belief on reasonable grounds

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

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

1. a child or young person states that they have been physically or sexually abused
2. a child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
3. someone who knows the child or young person states that the child or young person has been physically or sexually abused
4. a child shows signs of being physically or sexually abused.
5. the staff member is aware of persistent family violence or parent/guardian substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person's safety, stability or development

6. the staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
7. a child's actions or behaviour may place them at risk of significant harm and the child's parent/guardians are unwilling or unable to protect the child.

Protecting the identity of the reporter

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

Professional protection for reporters

If a report is made in good faith:

- a. it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter
- b. the reporter cannot be held legally liable in respect of the report.

This means that a person who makes a report in accordance with the legislation will not be held liable for the eventual outcome of any investigation of the report.

Support persons

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

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

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

Staff Training

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

PROCEDURE FOR MAKING A REPORT

1. School staff should keep comprehensive notes that are dated and include the following information:
 - a) Description of the concerns (e.g. physical injuries, student behaviour).
 - b) Source of those concerns (e.g. observation, report from child or another person).
 - c) Actions taken as a result of the concerns (e.g. consultation with principal, report to DHS Child Protection etc).
2. School staff should discuss any concerns about the safety and wellbeing of students with the Principal or a member of the school leadership team. The individual staff member should then make their own assessment about whether they must or may make a report about the child or young person.
3. School staff should gather the relevant information necessary to make the report. This should include the following information:
 - a) Full name, date of birth, and residential address of the child or young person.
 - b) Details of the concerns and the reasons for those concerns.

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

References:

<https://providers.dhhs.vic.gov.au/mandatory-reporting>

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/protecting-children-together>

<http://www.dhs.vic.gov.au/for-service-providers/children%2c-youth-and-families/child-protection/specialist-practice-resources-for-child-protection-workers/child-development-and-trauma-specialist-practice-resource>

Evaluation:

This policy was ratified by the School Council in July 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



**APPENDIX: MANDATORY REPORTING POLICY
LEGAL OBLIGATIONS**

Type of Reporting	By Whom	To Whom
<p>Mandatory Reporting</p> <p>Mandatory reporters must make a report as soon as practicable if, in the course of practising their profession or carrying out their duties, they form a belief on reasonable grounds that a child or young person is in need of protection, as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child.</p>	<p>Mandatory reporters</p> <ol style="list-style-type: none"> 1. Teachers registered to teach or who have permission to teach pursuant to the Education and Training Reform Act 2006 (Vic) 2. Principals of government and non-government schools 3. Registered medical practitioners 4. Nurses 5. All members of the police force 	<p>DHS Child Protection</p>
<p>Child in need of protection</p> <p>Any person may make a report if they believe on reasonable grounds that a child is in need of protection for any of the following reasons:</p> <ol style="list-style-type: none"> 1. The child has been abandoned and there is no other suitable person who is willing and able to care for the child. 2. The child's parents are dead or incapacitated and there is no other suitable person who is willing and able to care for the child. 3. The child has suffered or is likely to suffer significant harm as a result of physical injury and the parents are unable or unwilling to protect the child. 4. The child has suffered or is likely to suffer significant harm as a result of sexual abuse and their parents are unable or unwilling to protect the child. 5. The child has suffered or is likely to suffer emotional or psychological harm and the parents are unable or unwilling to protect the child. 6. The child's physical development or health has been, or is likely to be significantly harmed and the parents are unable or unwilling to provide basic care, or effective medical or other remedial care. 	<p>Any person</p>	<p>DHS Child Protection Victoria Police</p>
Type of Reporting	By Whom	To Whom
<p>Child in need of therapeutic treatment</p>	<p>Any person</p>	<p>DHS Child Protection</p>

Any person may make a report if they believe on reasonable grounds that a child who is 10 years of age or over, but under 15 years of age, is in need of therapeutic treatment because he or she has exhibited sexually-abusive behaviour		
Significant concerns about wellbeing of a child	Any person	DHS Child Protection
Any person may make a report if they have significant concerns for the wellbeing of a child		Child First

[Return to the Contents page](#)



MENTAL HEALTH AND WELLBEING POLICY

Rationale:

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

Aims:

Leadership and staff acknowledge the importance of promoting positive mental health and wellbeing. This policy confirms our commitment to:

1. Providing a safe, welcoming, inclusive, empowering and supportive environment.
2. Embedding social and emotional learning into the curriculum.
3. Promoting a culture of respect, fairness and equality.
4. Improving and sustaining family, community and service partnerships.
5. Ensuring that families, students and staff are key partners in mental health and wellbeing initiatives.
6. Building our capacity to promote mental health and wellbeing of students, staff and families.

Implementation:

Leadership and commitment

Staff, families and students are involved in guiding the development and implementation of a school mental health and wellbeing policy and are seen as key partners in promoting and supporting positive mental health in the school community.

1. Staff, families and students are kept informed about policy requirements.
2. Students who may be deemed to be experiencing social, emotional, behavioural or mental health difficulties will be supported through Student Support Group meetings with parents and referred to network support staff and health professionals.

Healthy Physical Environment:

1. Buildings, grounds, furniture, play equipment and resources are safe and accessible for every student.
2. Quiet and reflective spaces are provided for students, staff and families.

Healthy Culture:

1. The school encourages and values the contribution of students, families and staff to a positive school environment. Our school community promotes a culture of respect, fairness and equality.
2. Our school teaches through our Positive Behaviour Support culture, a range of strategies to promote behaviours which reflect our school values – **Safe, Kind, Respectful and Responsible**.
3. Strategies are used to promote positive and responsible behaviour, and to prevent and respond to bullying, discrimination and harassment.
4. Warm, responsive and trusting relationships are actively developed and maintained between students, families and staff.
5. Staff model respectful interactions with each other, students and families. A positive approach to mental health and wellbeing is also role modelled.
6. All staff have the appropriate knowledge and skills to recognise and support students who may be at risk of or experiencing social, emotional, behavioural or mental health difficulties, including how to access support and make appropriate referrals.

Student teaching and learning:

1. The school provides a curriculum which actively engages and builds students' self-awareness, social awareness, responsible decision making and risk taking, self-management and relationship skills. Social and Emotional learning is delivered in one or more key learning areas.
2. Staff are supported to access resources, tools and professional learning to enhance their knowledge and capacity to promote mental health and wellbeing across the curriculum.

Engaging students, staff and families:

1. Families, students and staff are key partners in developing and supporting mental health and wellbeing initiatives and are regularly provided with information, ideas and practical strategies to promote and support mental health and wellbeing at school and at home.
2. The school incorporates a culture of inclusion and engagement for families and students from diverse cultural backgrounds so that cultural values are respected.

Family and community partnerships:

1. The school engages with local health professionals, services and other organisations to increase their capacity to deliver and promote mental health and wellbeing initiatives.
2. Community groups are encouraged to participate in the school's mental health and wellbeing initiatives.
3. The school provides information to students and families about local mental health and wellbeing services, parenting and family services, and other resources that are available to support the mental health and wellbeing of students and families.
4. There are clear referral options and pathways for students, staff and families to access support services for mental health and wellbeing.

Definitions:

Mental Health: is the capacity of an individual to:

1. participate in the physical and social environment
2. form healthy and secure relationships
3. experience, regulate, understand and express emotions
4. understand and regulate their behaviour
5. interact appropriately with others, including peers
6. develop a secure sense of self.

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

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

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

Relevant Documents/links:

- Be You - <https://beyou.edu.au/>
- [DET School Policy and Advisory Guide – Health Education Approaches](#)
- [DET Student Health and Wellbeing – Mental and interpersonal wellbeing – Social and Emotional Learning](#)
- [DET Teaching and Curriculum – capabilities – Personal and Social Capability](#)
- [DET Enrolment, Attendance and Behaviour – The Student Engagement Policy](#)
- [Education and Training Reform Act 2006](#)

Related School Policies:

- Staff Health and Wellbeing
- Bullying and Harassment
- E-smart
- Anti- Discrimination
- Mandatory Reporting
- Physical Activity & Movement
- Safe Environments

Evaluation:

This policy was ratified by the School Council in November 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



Mobile Phones-Student Use Policy

Rationale:

To explain to our school community the Victorian Education Department's and Portarlington Primary School's policy requirements and expectations relating to students using mobile phones [and other personal mobile devices] during school hours.

Aims:

This policy applies to:

1. All students at Portarlington Primary School and,
2. Students' personal mobile phones and other personal mobile devices [see definitions] brought onto school premises during school hours, including recess and lunchtime.

Definitions:

1. **A mobile phone** is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network
2. For the purpose of this policy, "**mobile phone**" refers to mobile phones and any device that may connect to or have a similar functionality to a mobile phone such as smart watches.
3. At Portarlington Primary School "**inappropriate use**" of mobile phones is "**any use during school hours**", unless an exception has been granted, and particularly use of a mobile phone:
 - a) in any way that disrupts the learning of others
 - b) to send inappropriate, harassing or threatening messages or phone calls
 - c) to engage in inappropriate social media use including cyber bullying
 - d) to capture video or images of people, including students, teachers and members of the school community without their permission
 - e) to capture video or images in the school toilets, changing rooms, swimming pools and gyms
 - f) during exams and assessments

Implementation:

1. Portarlington Primary School understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.
2. At Portarlington Primary School:
 - a) Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours
 - b) Exceptions to this policy may be applied if certain conditions are met (see below for further information)
 - c) When emergencies occur, parents or carers should reach their child by calling the school's office.
3. **Personal Mobile Phone Use**
 - a) In accordance with the Department's [Mobile Phones Policy](#) issued by the Minister for Education, personal mobile phones must not be used at Portarlington Primary School during school hours, including lunchtime and recess, unless an exception has been granted.
 - b) Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

4. Secure storage

- a) Mobile phones owned by students at Portarlington Primary School are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that Portarlington Primary School does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items. Refer to the Victorian Education Department's [Personal Goods policy](#).
- b) Where students bring a mobile phone to school, Portarlington Primary School will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Portarlington Primary School students are required to store their phones by handing them to their class teacher to be placed in a lockable cupboard.

5. Enforcement

Students who use their personal mobile phones inappropriately (see definition for **inappropriate use**) at Portarlington Primary School may be issued with consequences consistent with our school's existing E-Smart ICT Policy and Acceptable Use Agreement.

6. Exceptions

Exceptions to the policy:

- a) May be applied during school hours if certain conditions are met, specifically,
 - i. Health and wellbeing-related exceptions; and
 - ii. Exceptions related to managing risk when students are offsite.
- b) Can be granted by the principal or the principal's delegate, or by the teacher for that class, in accordance with the Department's [Mobile Phones Policy](#).

The three categories of exceptions allowed under the Department's [Mobile Phones Policy](#) are:

Note: Some examples of health and wellbeing related exceptions may include: a student with diabetes may use their mobile phone to monitor their blood sugar; a young carer providing care to a parent with health issue may need to use their mobile phone to discuss health issues with medical professionals and the person they are caring for, during the school day].

1. Learning-related exceptions

Specific exception	Documentation
For students for whom a reasonable adjustment to a learning program is needed because of a disability.	Individual Learning Plan, Individual Education Plan

2. Health and wellbeing-related exceptions

Specific exception	Documentation
Students with a health condition	Student Health Support Plan
Students who are Young Carers	A localised student record

3. Exceptions related to managing risk when students are offsite

Specific exception	Documentation
Students with a dual enrolment or who need to undertake intercampus or interschool travel	Risk assessment planning documentation

Where an exception is granted, the student can only use the mobile phone for the purpose for which it was granted.

7. Camps, Excursions and Extracurricular Activities

Portarlington Primary School will provide students and their parents and carers with information about items that can or cannot be brought to camps, excursions, special activities and events, including personal mobile phones.

8. Exclusions

This policy does not apply to

- Out-of-School-Hours Care (Kelly Club OSHC)
- Out-of-school-hours events
- Travelling to and from school

Relevant documents/links

1. E-Smart ICT Policy- Portarlington Primary School
2. ICT Acceptable Use Agreement – Portarlington Primary School
3. [Mobile Phones – Victorian Education Department Policy](#)
4. [Ban, Search and Seize Harmful Items – Victorian Education Department Policy](#)
5. [Personal Goods – Victorian Education Department Policy](#)

Evaluation:

This policy was ratified by the School Council in 2020.

It will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



ORAL HEALTH POLICY

Rationale:

Oral health is fundamental to overall health, wellbeing and quality of life. Oral disease, particularly dental caries (tooth decay and gum disease) are a significant and costly burden to families.

The Australian Dental Association reported that dental admissions are the highest cause of acute preventable hospital admissions in children.

Proper nutrition and dental care in childhood are important in preventing dental disease.

Aims:

1. To provide information about oral care to children and parent/guardians (including information about local dental services).
2. To promote good oral health habits as part of our overall health and wellbeing program.
3. To promote, support and encourage healthy eating for children and the school community so that good dental health becomes a natural outcome.
1. Implementation:
 1. The school promotes the consumption of fruit and vegetables and healthy food options in line with Australian Dietary Guidelines.
 2. The school provides healthy eating and oral health information to families on the contents of lunch boxes of which are in line with the school's healthy eating policy. This includes guidelines for brain food, healthy snacks and lunches.
 3. The school will give clear guidelines about food which is highly discouraged – foods which are high in fat and sugar. This includes lollies and sugary drinks.
 4. All children and staff have access to water bottles during class times.
 5. Food will not be used as an incentive or reward at any time.
 6. Oral hygiene and safety practices (such as mouth guards for contact sports) are promoted and undertaken in the school where appropriate (e.g. school camps, sleepovers)
 7. Staff are encouraged to access local health professionals including Bellarine Health Centre to maintain good oral health practices and increase their capacity to deliver and promote healthy eating and oral health initiatives.
 8. Oral health is included in the curriculum as part of a healthy eating plan.
 9. Students are involved in the design and implementation of oral health initiatives.
 10. This policy is shared with the whole school community with opportunities to provide feedback/input.
 11. Diversity and cultural practices are considered when implementing this policy and oral health practices.

Definitions:

Oral Health: A standard of health of the oral and related tissues that enables an individual to eat, speak and socialise without active disease, discomfort or embarrassment and that contributes to general wellbeing.

Relevant accountability documents:

1. DET School Canteen and other School Food Services Policy
2. National Health and Medical Research Council, Australian Dietary Guidelines
3. DET School Policy and Advisory guide – Health Education Approaches
4. Oral Health Messages for the Australian Public
1. Related Policies:
 1. Healthy Eating Policy
 2. Staff Health and Wellbeing Policy
 3. Student Welfare and wellbeing policy

Evaluation:

This policy was ratified by the School Council in November 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



PARENT/GUARDIAN CONCERNS and COMPLAINTS POLICY

Rationale:

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

Aims:

- Provide an outline of the complaints process at Portarlington Primary School so that parents and members of the community are informed of how they can raise complaints or concerns about issues arising at our school
- Ensure that all complaints regarding Portarlington Primary School are managed in a timely, effective, fair and respectful manner.
- This policy relates to complaints brought by parents, carers, students or members of our school community and applies to all matters relating to our school. In some limited instances, we may need to refer the complainant to another Department of Education and Training process where there are different mechanisms in place to review certain decisions, for example, expulsion appeals.

Implementation:

1. Portarlington Primary School welcomes feedback, both positive and negative, and is committed to continuous improvement.
2. We value open communication with our families and are committed to understanding complaints and addressing them appropriately.
3. We recognise that the complaints process provides an important opportunity for reflection and learning.
4. We value and encourage open and positive relationships with our school community. We understand that it is in the best interests of students for there to be a trusting relationship between families and our school.
5. When addressing a complaint, it is expected that all parties will:
 - a) be considerate of each other's views and respect each other's role
 - b) be focused on resolution of the complaint, with the interests of the student involved at the centre
 - c) act in good faith and cooperation
 - d) behave with respect and courtesy
 - e) respect the privacy and confidentiality of those involved, as appropriate
 - f) operate within and seek reasonable resolutions that comply with any applicable legislation and Department policy.
 - g) recognise that schools and the Department may be subject to legal constraints on their ability to act or disclose information in some circumstances.

GRIEVANCE RESOLUTION PROCESS

Please refer to Appendix 1 for a Complaints Flow Chart

Portarlington Primary School is always happy to discuss with parents/carers and community members any concerns that they may have. Concerns in the first instance should be directed to your child's teacher. Where possible, school staff will work with you to ensure that your concerns are appropriately addressed.

Where parents/carers feel that the concern has not been addressed, it can be raised with the Student Wellbeing Coordinator.

Where concerns cannot be resolved in this way, parents or community members may wish to make a formal complaint to the Assistant Principal, noting that formal complaints should be directed to a member of the school's leadership team.

Following that, if there is no satisfactory outcome, the concern can be raised with the school Principal.

If you would like to make a formal complaint, in most cases, depending on the nature of the complaint raised, our school will first seek to understand the issues and will then convene a resolution meeting with the aim of resolving the complaint together. The following process will apply:

1. **Complaint received:** Please either email or telephone the front office to outline your complaint so that we can fully understand what the issues are. We can discuss your complaint in a way that is convenient for you, whether in writing, in person or over the phone.
2. **Information gathering:** Depending on the issues raised in the complaint, the teacher, Student Wellbeing Officer, Assistant Principal or Principal may need to gather further information to properly understand the situation. This process may also involve speaking to others to obtain details about the situation or the concerns raised.
3. **Response:** Where possible, a resolution conversation will be arranged to discuss the complaint with the objective of reaching a resolution satisfactory to all parties. If after the resolution conversation we are unable to resolve the complaint together, we will work with you to produce a written summary of the complaint in the event you would like to take further action about it. In some circumstances, the Principal may determine that a resolution meeting would not be appropriate. In this situation, a response to the complaint will be provided in writing.
4. **Timelines:** Portarlinton Primary School will acknowledge receipt of your complaint as soon as possible (usually within two school days) and will seek to resolve complaints in a timely manner. Depending on the complexity of the complaint, Portarlinton Primary School may need some time to gather enough information to fully understand the circumstances of your complaint. We will endeavour to complete any necessary information gathering and hold a resolution meeting where appropriate within 10 working days of the complaint being raised. In situations where further time is required, Portarlinton Primary School will consult with you and discuss any interim solutions to the dispute that can be put in place.

Resolution

Where appropriate, Portarlinton Primary School may seek to resolve a complaint by:

1. an apology or expression of regret
2. a change of decision
3. a change of policy, procedure or practice
4. offering the opportunity for student counselling or other support
5. other actions consistent with school values that are intended to support the student, parent and school relationship, engagement, and participation in the school community.

In some circumstances, Portarlinton Primary School may also ask you to attend a meeting with an independent third party, or participate in a mediation with an accredited mediator to assist in the resolution of the dispute.

Escalation

1. If you are not satisfied that your complaint has been resolved by the school, or if your complaint is about the Principal and you do not want to raise it directly with them, then the complaint should be referred to the Department of Education Regional Office Region via email at swvr@education.vic.gov.au or by telephoning 1300 333 232
2. Portarlinton Primary School may also refer a complaint to the Barwon region if we believe that we have done all we can to address the complaint.
3. For more information about the Department's *Parent Complaints* policy, including the role of the Regional Office, please see: [Parent Complaints policy](#).

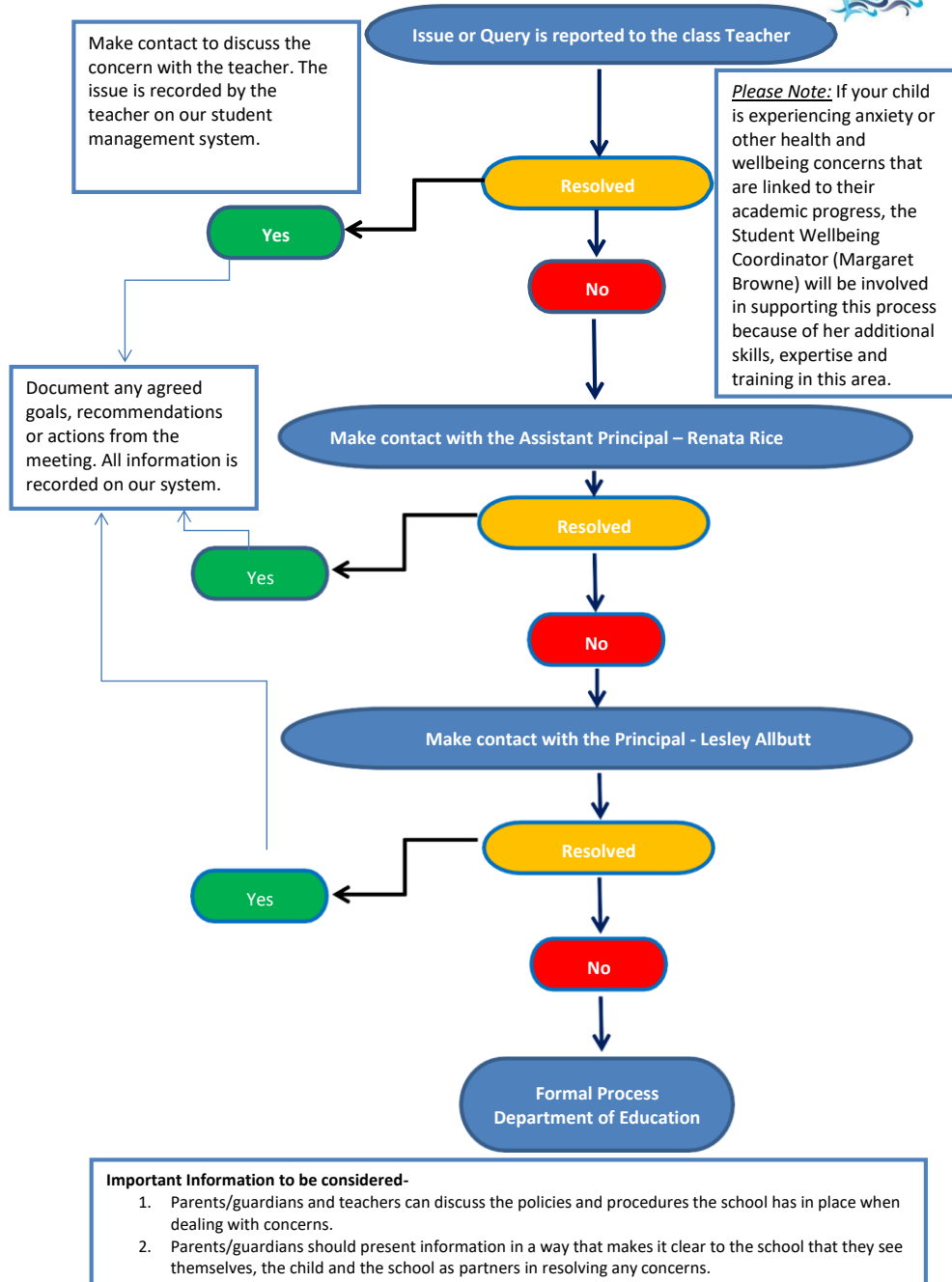
Evaluation:

This policy was ratified by the School Council in October 2020

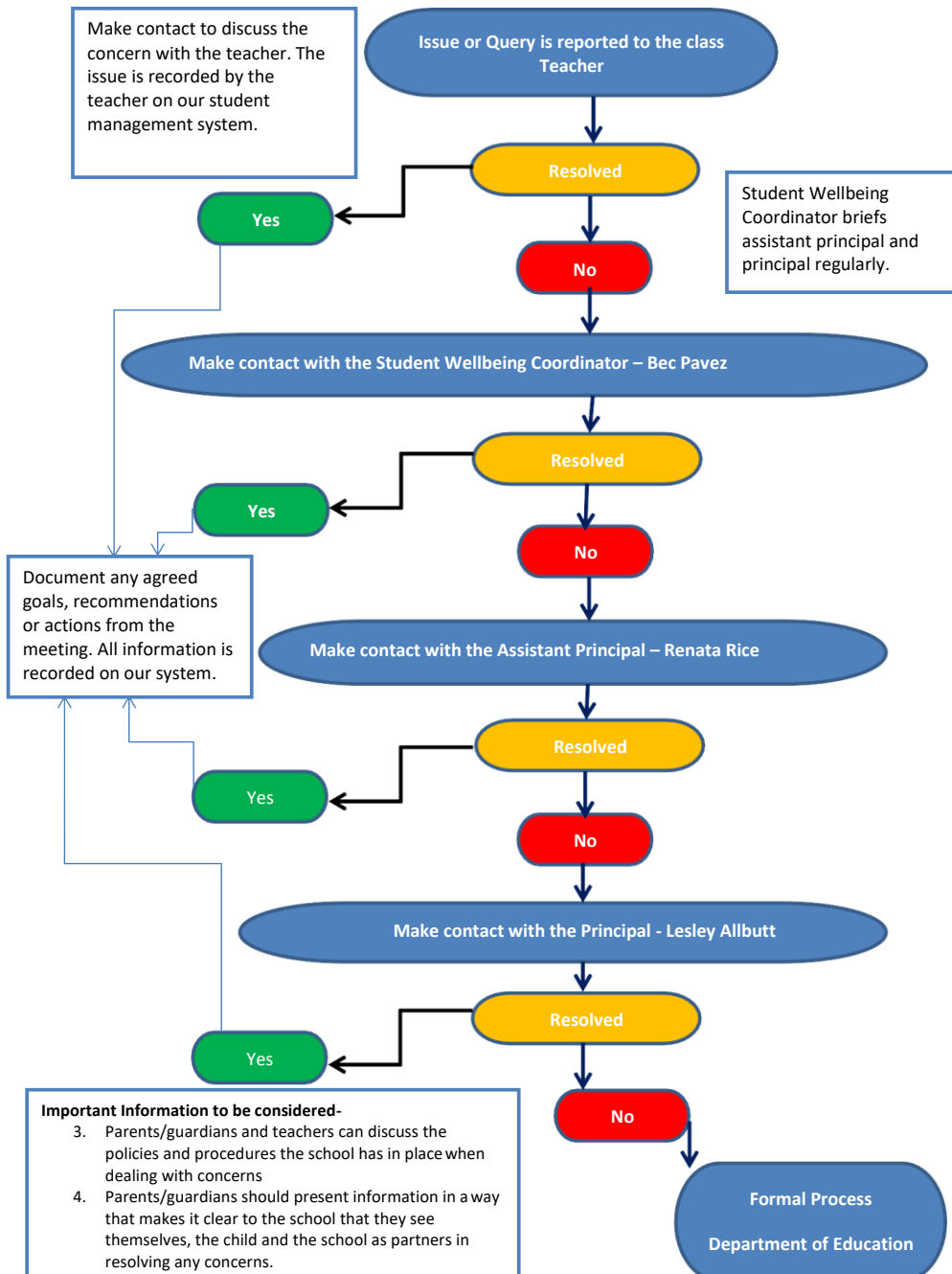
This policy will be reviewed as part of the school's review cycle in 2023

Appendix 1

Parent Concern Process –Academic Progress



Parent Concern Process -Wellbeing





Our Service Standards

(from the Portarlington Primary School Strategic Plan 2018-2021)

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

General

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

Specific

1. The school will respond to all communication from parents and caregivers within 2 working days.
2. Parents will be engaged regularly when their child does not behave in a socially acceptable manner.
3. All teachers will provide timely and targeted feedback to students on their learning.



**Our School Values & Our
Expected Code of Behaviour**
Respect – Responsibility – Safety - Kindness

Communication – Staff at our School

The staff of Portarlinton Primary will always treat adults and children with RESPECT.

In line with our school values, all adults and children are expected to be respectful of the staff.

Frustration and Anger – There is a Communication Problem

There may be times when you may feel frustrated or angry when there has been a communication problem with the school.



We encourage all families to contact the school in a respectful way if they feel confused, uncertain or anxious about anything.

Please ring the school and say-

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

School Protocol for Dealing with Rude and Angry Phone Calls

In the event that we receive angry, rude or disrespectful phone calls, the staff will let you have some time to re-think your phone call and call back later. Staff will say-

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

This is not hanging up on you. This is not ignoring your concern. It just means that our staff are to be treated in a respectful manner.

We will take your concerns seriously and follow them up.



Approaching Other Children

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

Approaching Other Parents/Carers

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



PARENT PAYMENT POLICY & IMPLEMENTATION

Please note: This policy has been provided by the Department of Education

PURPOSE

To ensure that parent payment practices are consistent, transparent and ensure that all children have access to the standard curriculum.

RATIONALE

The Victorian community shares a vision to build an education system that champions excellence and ensures that every child and young person has access to the opportunities to succeed in life, regardless of their background or circumstances.

Schools are best placed to make local decisions which ensure that all students can access a broad range of learning opportunities that support their expectations and promote their aspirations as they move through the education system. Parent contribution, in all forms, assists schools to provide an enriched learning and teaching program for every student and is highly valued by school communities.

Learning and teaching programs vary across schools based on local needs and circumstances and reflect each school's priorities, decisions and resources. This, in turn, informs the parent payment charges approved by school councils that may vary from one school to the next.

What can schools charge for?

The Education and Training Reform Act 2006 provides for instruction in the standard curriculum program to be free to all students in government schools. School councils are responsible for developing and approving school-level parent payment charges and can request payments from parents¹ under three categories only- Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

Essential Student Learning Items are those items, activities or services that are essential to support student learning of the standard curriculum. These are items that the school considers essential for all students and which students take possession of. Parents may choose to provide the items themselves or buy the items from the school where practical and appropriate.

Optional Items are those items, activities or services that are offered in addition to or support instruction in the standard curriculum program. These are provided on a user-pays basis so that if parents choose to access them for students, they are required to pay for them.

Voluntary Financial Contributions

¹ Parent' in the policy has the same meaning as in the *Education and Training Reform Act 2006*, which is: 'parent', in relation to a child, includes a guardian and every person who has parental responsibility for the child including parental responsibility under the *Family Law Act 1975* of the Commonwealth and any person with whom a child normally or regularly resides.

Parents can be invited to make a donation to the school for a general or specific purpose, e.g. school grounds projects, library fund or for new equipment. Only some Voluntary Financial Contributions are tax-deductible.

The attached diagram "**Understanding Parent Payment Categories**" provides examples of items and materials under each category.

In implementing this policy, schools must adhere to the following principles:

Principles

Educational value: Student learning, aspirations and wellbeing are paramount when schools determine their parent payments practices

Access, equity and inclusion: All students have access to the standard curriculum program and participation of all students to the full school program is facilitated

Affordability: Cost to parents is kept to a minimum and is affordable for most families at the school

Engagement and Support: Early identification and engagement strategies by the school ensure parents are well informed of the payment options and supports available for those experiencing hardship

Respect and Confidentiality: Parents and students experiencing hardship are treated with respect, dignity, sensitivity and without judgement and the identity and personal information of all parents and students are kept confidential in respect to parent payments

Transparency and Accountability: School parent payment practices are well communicated, clear and transparent and their impact on student programs and families are reviewed by school councils

Cost and support to parents

When school councils consider the proposed requests for parent payments the cost is kept to a minimum and is affordable to most parents at the school.

School principals must ensure that:

1. items students consume or take possession of are accurately costed
2. payment requests are broadly itemised within the appropriate category
3. parents are advised that they have the option of purchasing equivalent Essential Student Learning Items themselves, in consultation with the school
4. information on payment options is available, accessible and easily understood to all parents so that they know what to expect and what supports they can access
5. parents are provided with early notice of annual payment requests for school fees (i.e. a minimum of six weeks' notice prior to the end of the previous school year). This enables parents to save and budget accordingly.
6. parents are provided with reasonable notice of any other payment requests that arise during the school year- ensuring parents have a clear understanding of the full financial contribution being sought

7. the status and details of any financial arrangements are kept confidential and only shared with relevant school personnel
8. parents experiencing hardship are not pursued for outstanding school fees from one year to the next
9. use of debt collectors to obtain outstanding school funds owed to the school from parents is not permitted
10. there will be only one reminder notice to parents for voluntary financial contributions per year
11. Invoices/statements for unpaid essential or optional items accepted by parents are not generated more than monthly or according to the parent payment arrangement with the school.

Support for families

Families may experience financial difficulties and may be unable to meet the full or part payments requested. Principals and school councils exercise sensitivity to the differing financial circumstances of students and their families when considering parent payment fees. There are a range of support options available to support and assist parents. These can be accessed through [“Cost support for families.”](#)

Consideration to hardship arrangements in respect to payment requests is provided to families experiencing long term hardship or short term crisis on a confidential, case by case basis. All schools have written hardship arrangements that include a proactive approach to providing support for parents experiencing financial difficulty.

All parents are provided the name and contact details of a nominated parent payment contact person at the school who they can discuss payment arrangements with.

Engaging with parents

In respect to each school’s development of its parent payments, school councils will engage in effective communication with the school community and have strategies in place to ensure they are aware of and understand the needs and views of parents.

Review of policy implementation

Schools will monitor the effectiveness and impact of the implementation of this policy at least annually as part of its ongoing improvement and report back to the school community.

The full Parent Payment Policy is available from the Department’s [School Policy and Advisory Guide](#).

Answers to the most commonly asked questions about school costs for parents see:

[Frequently Asked Questions – For Parents](#)

[Return to the Contents page](#)



PARENT PAYMENTS AT PORTARLINGTON PRIMARY

Parent Payment Charges

Parent payment charges are divided into three categories

- **Essential Student Learning Items**
Books
Materials for teaching and learning, activity sheets
Standard art, cooking and technology materials
- **Optional items – for example**
Swimming
Sporting events
Camps and excursions
Incursions for Guest Speakers

Payment arrangements and methods

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

- Cash
- Cheque
- EFTPOS
- Centrepay
- BPay

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

FAMILY SUPPORT OPTIONS

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

CONSIDERATION OF HARDSHIP

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

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

Communication with families

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

EVALUATION

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

Evaluation: This policy requires School Council Approval Annually

This policy was ratified by the School Council in 2021

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

[Return to the Contents page](#)



PHOTOGRAPHING, FILMING and RECORDING STUDENTS POLICY

Rationale:

This policy outlines the practices that Portarlington Primary School has in place for the collection, use and disclosure of images of students to ensure compliance with the *Privacy and Data Protection Act 2014* (Vic). It also explains the circumstances in which Portarlington Primary School will seek parent/carer consent and how consent can be provided and/or withdrawn.

Aims:

To explain to parents/carers how Portarlington Primary School will collect, use and disclose photographs, video and recordings of students, how parent/carer consent can be provided and how it can be withdrawn.

Scope:

This policy applies to the general collection, use and disclosure of photographs, video and recordings ("images") of students. It does not cover the use of Closed Circuit Television (CCTV). The use of CCTV is covered in our school's CCTV policy.

Implementation:

1. As a general rule, use relates to images which are shared and distributed only within the school for school purposes (i.e. ID photos, COMPASS), whilst disclosure is used for images which are shared and distributed outside of the school staff and are available to other students, parents/carers and the wider school community.
2. Portarlington Primary School will ensure that parents/carers are notified upon enrolment and at the commencement of each school year of the ways in which our school may use images of students. There are many occasions during the school year where staff photograph, film or record students participating in school activities or events, for example classroom activities, sports events, concerts, excursions, camps etc. We do this for many reasons including to, for example, to celebrate student participation and achievement, showcase particular learning programs, document a student's learning journey/camps/excursions/sports events, communicate with our parents/carers and school community in newsletters.
3. Portarlington Primary School will use student images reasonably, appropriately and sensitively, consistent with our obligations under the Child Safe Standards and our school's Child Safety Policy and Statement of Commitment to Child Safety.
4. If at any time a parent/carer or student has a concern about the use of any images they should contact our school office on 52592572 or email portarlington.ps@education.vic.gov.au. However, if the images have already been published and are in the public domain, it may not be possible for consent to be withdrawn.
5. There may be occasions when the school will record whole of school or large group events [and make those recordings available to the school community through DVD sales etc], such as the school concert, and if your child participates, they may appear in these recordings which will be available to the whole school community.
6. The school can still collect, use and disclose images in circumstances where consent is not required (see below for more information).

Official school photographs

1. Each year, Portarlington Primary School will arrange for a professional photographer to take official school photographs of students. This will generally involve both class photos and individual photos being taken.

Official school photographs may be:

- a) purchased by parents/carers
 - b) stored on CASES21 for educational and administrative purposes.
2. Portarlington Primary School will notify parents/carers in advance of the official school photographs being taken to give them an opportunity to decide whether their child will be included in the official school photographs.
 3. Parents/carers who choose to opt-out of having their child participate in official school photographs must contact Portarlington Primary School before the date photos are scheduled to be taken to advise that their child will not participate. There is no obligation on any parent or carer to purchase any photographs taken.

Images for use and disclosure within the school community and ordinary school communications

1. From time to time Portarlington Primary School may photograph, film or record students to use within the school community, including:
 - a) in the school's communication, learning and teaching tools for example, COMPASS, for display in school classrooms, on noticeboards
 - b) in the school's newsletter
 - c) to support student's health and wellbeing (eg: photographs of pencil grip to assist in Occupational Therapy assessments)

An Annual Consent Form and Collection Notice will be distributed to parents/carers on enrolment and also at the beginning of each school year via COMPASS.

Images to be used or disclosed outside the school community

External use or disclosure by the school

1. Photographs, video or recordings of students may also be used in publications that are accessible to the public, including:
 - a) on the school's website including in the school newsletter which is publicly available on the website
 - b) on the school's social media accounts

The Annual Consent Form and Collection Notice also covers these types of uses. We will notify you individually if we are considering using any images of your child for specific advertising or promotional purposes.

Media

The general media (newspapers, TV), or the Department of Education and Training's media team, may seek to photograph, film or record students for a news story or school event. This may include broadcast media, online or social media or print media, including newspapers and magazine publications.

When our school receives such requests Portarlington Primary School will:

- a) provide parents/carers with information about the organisation involved and when/for what purposes the photography, filming or recording will occur
- b) seek prior, express parent/carer consent in writing

Students will only be photographed, filmed or recorded by the media at school if express consent is provided for that specific media event. Neither the school nor the Department own, or control any photographs, video or recordings of students taken by the media.

Other external collection, use or disclosure:

1. If there is a situation which will involve the collection, use or disclosure of images of students by or to third parties which is not otherwise covered by this policy, Portarlington Primary School will:
 - a) provide parents/carers with information about the event or activity, the organisation involved and when the photography, filming or recording will occur
 - b) seek prior, express parent/carer consent in writing.

School performances, sporting events and other school approved activities

Portarlington Primary School endeavours to respect the privacy of all members of our school community and requests that parents/carers, students and invited guests do not photograph, film or record school performances, sporting events and other school-approved activities.

Neither the school nor the Department own or control any images of students taken by parents/carers, students or their invited guests at school activities.

Images to manage student behaviour or fulfil our school's legal obligations

1. On occasion it may be necessary for school staff to photograph, film or record students when necessary to:
 - a) fulfil legal obligations, including to:
 - b) take reasonable steps to reduce the risk of reasonably foreseeable harm to students staff and visitors (duty of care)
 - c) provide a safe and suitable workplace (occupational health and safety law)

d) for identification purposes, when necessary to implement discipline and/or behaviour management policies

Portarlington Primary School does not require or obtain consent from parents/carers or students to photograph, film or record students for these reasons. However, when Portarlington Primary School photographs, films or records a student for any of these purposes, staff will only collect and use such images in a way that is reasonable and appropriate in the circumstances.

Staff use of personal devices

School staff may use their own personal devices to capture images of students for reasonable and legitimate educational purposes. If this occurs, staff upload the images to the school database and delete the images from their device within a week of the images being captured.

Further information and resources

The Department's Policy and Advisory Library: [Photographing, Filming and Recording Students](#)

Evaluation:

This policy was ratified by the School Council in 2020

This policy will be reviewed as part of the school's review cycle in 2023



PHYSICAL ACTIVITY & MOVEMENT POLICY

Rationale:

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

Aims:

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

Definitions:

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

Active travel: means walking, cycling, scootering or any similar transport where physical activity is used to travel.¹

Implementation:

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

15. The school will work with local health professionals, services and organisations to increase capacity to deliver and promote physical activity initiatives.
16. The school will enable the community to use our school grounds and facilities for physical activity and recreation as appropriate.

Relevant Legislation and Policies

- DET School Policy and Advisory Guide – Physical and Sport Education
- Victorian Curriculum Foundation-10, Health and Physical Education Curriculum
- Education and Training Reform Act 2006
- Australian 24-Hour Movement Guidelines for Children and Young People (5–17 years)
- Australian 24-Hour Movement Guidelines for Adults

Related school policies

1. Healthy Eating Policy
2. Oral Health Policy
3. Staff Health and Wellbeing Policy
4. Student Welfare and wellbeing policy

Evaluation:

This policy was ratified by the School Council in November 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



POLICE RECORD CHECKS POLICY

Rationale:

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

Aims:

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

Implementation:

2. In order to maintain high levels of safety for all students and a commitment to maintaining high standards of professional conduct, it is a Department of Education and Training requirement that all new employees, including those applying for transfer or promotion undergo a satisfactory police records check signed by the General Manager, Human Resources, Department of Education.
3. Police records checks have a 'life span' of 3 years. Employees seeking re-employment, transfer or promotion after that date will require a new check, those seeking re-employment, transfer or promotion within the 3 years, are required to present the original report as well as sign a Statutory Declaration indicating any proven or pending criminal offences since the applicant signed the last police records check form.
4. The wording of Statutory Declarations must be as follows:
"I declare that I do not have any convictions, findings of guilt and/or pending charges (non traffic) in either Victoria, any other state of Australia or under Commonwealth Law"
5. New employees requiring police records checks will be required to complete, sign and provide the principal with a 'Consent to Check and Release Criminal Report' form accompanied by 100 point ID evidence, and will be required to pay a fee. Department of Education meets the cost of record checks for transferred or promoted staff.
6. The applicant and the school will each retain copies of police record checks.
7. The results of all police record checks are strictly confidential.

Evaluation:

This policy was ratified by the School Council in March 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



POLICY DEVELOPMENT

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in October 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



PURCHASING POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation: This policy requires School Council Approval Annually

This policy was ratified by the School Council in February 2021

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

[Return to the Contents page](#)



PURCHASING CARD POLICY

RATIONALE

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

AIMS

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

IMPLEMENTATION

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

REFERENCES

1. Department School Purchasing Card Guidelines and Procedures (pdf 629.04kb)
<http://www.education.vic.gov.au/Documents/school/principals/finance/Card%20guidelines%20and%20procedures%20v4.4.pdf>
2. Department Westpac Administration Guide (pdf 456.48kb)
<http://www.education.vic.gov.au/Documents/school/principals/finance/cardwestpacadmin%20guide%20v1.3.pdf>

Evaluation: This policy requires School Council Approval Annually

This policy was ratified by the School Council in February 2021

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

[Return to the Contents page](#)



REFUND POLICY

Purpose:

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

DET Financial Manual for Victorian Government Schools, Version 5, dated May 2011, states:

REFUNDS TO PARENT/GUARDIANS:

Should an event be cancelled, refunds to parent/guardians/guardians are to be made by preparing a credit for the amount to be refunded.

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

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

Rationale:

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

Implementation:

Excursions/Incursions/Camps/Swimming:

The school's Excursion/Incursion Policy does not include any details regarding refunds.

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

Evaluation: This policy requires School Council Approval Annually

This policy was ratified by the School Council in February 2021

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

[Return to the Contents page](#)



REPORTING POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in June 2020

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



SAFE ENVIRONMENTS POLICY

Rationale:

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

Aims:

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

Whole School Engagement:

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

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

Implementation:

Leadership and commitment:

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

Healthy Physical Environment:

1. Students and visitors are appropriately supervised.
2. Action is taken to minimise risks, remove hazards and protect students from harm within and outside school grounds and for excursions.
3. Buildings, facilities and equipment are well maintained and any safety issues are responded to promptly.
4. The school takes action to support safe travelling to and from school including school crossings and car parking and traffic flow in school vicinity.

Healthy Culture:

1. Diversity and cultural practices are considered when implementing this policy and safety practices.
2. There are clear expectations and agreements for safe, respectful and responsible behaviours at the school and online for students, staff and families.

3. Clear processes are in place to identify, report and respond to unsafe behaviours.

Student teaching and learning:

1. Students are educated about positive safety behaviours, including:
 - road safety
 - correct use of protective equipment
 - correct use of facilities and equipment
 - identifying and responding to safety hazards
 - cyber safety and respectful online behaviour
 - cultural safety and inclusive behaviour.
2. Staff are supported to access resources, tools and professional learning about safety education and child safety requirements.

Engaging staff, students and families:

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

Families and community partnerships:

1. Staff are encouraged to work with local health professionals, services and organisations to support safety practices where appropriate.
2. The school works with local government and other agencies to minimise safety hazards in the surrounding area.

Processes are in place to seek support from specialist organisations if issues of safety are identified.

Definitions:

Safe environments: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Safe Environments' health priority area focuses on supporting physical safety, cultural safety and cyber safety.

Physical safety: Protection from harm and hazards that can cause injury. Identified risks are managed and minimised.

Cultural safety: An environment that is spiritually, socially and emotionally safe, as well as physically safe for people; 'where there is no assault challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together'.

Relevant documents/links

- [Child Protection Reporting Obligations](#)
- [Child Safety Standards](#)
- [National Safe Schools Framework](#) National Safe School Framework <https://www.education.gov.au/national-safe-schools-framework-0> (2015)
- [DET Guidelines for School Playgrounds](#) – Playground safety management: Section 3.2.5 (2012)
- [Victorian Government OHS Planning Documents](#)
- [Education and Training Reform Act 2006](#)

Related School Policies:

- Child Safety Standards
- Staff Health and Wellbeing
- Student welfare and Wellbeing
- Bullying and Harassment
- E-Smart
- Anti-Discrimination

- Mandatory Reporting
- Physical Activity
- Mental Health and Wellbeing
- Care for Ill Children
- Critical Incident Management Protocol
- Asthma
- Diabetes
- Anaphylaxis
- Duty of Care
- Drug Education
- First Aid
- Medication Distribution
- Occupation Health and Safety
- Police Record Checks
- Sunsmart

Evaluation:

This policy was ratified by the School Council in November 2020
It will be reviewed as part of the school's review cycle in 2023.



SEXUAL HEALTH AND WELLBEING POLICY

Rationale:

Comprehensive, whole- school sexuality education and respectful relationships initiative which provides consistent and accurate information to students from an early age, is respectful of diversity and supported by a whole-school approach can contribute to positive behaviour change. The promotion of sexual health is a responsibility shared between schools, the local health and welfare community, and parents.

Aims:

Leadership and staff acknowledge the importance of a safe and inclusive environment which supports the sexual health and wellbeing of all staff and students. The purpose of this policy is to promote respectful relationships and the health and wellbeing of students, staff and families through learning, policies, creating a safe and healthy physical and social environment, and developing community links and partnerships.

This policy confirms our commitment to:

- a) Providing teaching and learning in sexuality education which is age and developmentally appropriate.
- b) ensuring students are provided with accurate information regarding sexual health issues
- c) building knowledge, skills and understanding which will assist in developing protective factors and social and emotional competencies.
- d) enhancing the potential of students to make good decisions and positive choices about their health and wellbeing and avoid potentially harmful behaviours.

Definitions:

Sexual Health: A state of physical, mental and social wellbeing in relation to sexuality, developed in a positive, safe and respectful environment which values and supports each individual.

Social and Emotional competence: The ability to recognise and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships and handle challenging situations capably.

Respectful relationships: A respectful relationship is one where each individual feels equal, safe, valued and accepted for who they are.

Implementation:

Leadership and commitment:

1. Staff, families and students may be involved in guiding the development and implementation of the whole school sexual health and wellbeing policy and are seen as key partners in promoting and supporting positive sexual health in the school.
2. Staff, families and students are provided with information about policy requirements.
3. The school will work collaboratively with parents and health professionals to support any particular sexual health issues with appropriate referrals.

Healthy Physical Environment:

1. The school provides a welcoming and inclusive physical environment which reflects the diversity and interests of the students, families and staff.
2. All school sanctioned events including school camps, excursions, sporting events and celebrations are respectful and inclusive of the diversity of all students, families and community.
3. School staff are proactive in ensuring an environment which is safe and affirming of all students.
4. The school provides a warm and welcoming space for students, families and staff to meet to discuss private matters and privacy is respected at all times.
5. The school uniform policy is gender inclusive.

Healthy Culture:

1. The school encourages the contribution of students, families and staff by considering diversity and cultural practices when implementing this policy.
2. The school implements strategies to promote positive and responsible behaviour, and to prevent and respond to any bullying, discrimination or harassment.
3. Staff and families recognise that they are role models and demonstrate respectful relationships and inclusive behaviour.
4. Language used is respectful of gender, culture and sexuality. Students, staff and community are able to raise concerns and be supported when disrespectful language and behaviours are identified.

Student Teaching and Learning:

1. Age-appropriate sexuality education is delivered from foundation to year 6 as a core component of the health curriculum.
2. The sexuality education program provides interactive teaching strategies which focus on understanding the body and positive relationships and build students' skills in problem solving, decision making and help seeking.
3. Families are recognised as key partners in their child's learning and are encouraged to share responsibility for sexuality education.
4. Staff are supported to access resources, tools and professional learning to enhance their knowledge and capacity to deliver the approved sexuality curriculum.

Engaging children, young people, staff and families:

1. Families, students and staff are key partners in promoting and supporting sexuality education and sexual health, wellbeing and diversity initiatives and are, on a regular basis, provided with information and practical strategies to support this where available (including local support services).
2. Students, staff and families are included in decision making about sexual health and wellbeing initiatives and kept informed of the content of the sessions.
3. Staff are encouraged to develop competencies to facilitate engagement and inclusion of families and students from diverse cultural backgrounds.

Families and Community Partnerships:

1. Staff are encouraged to work with local health professionals, services and other organisations to increase their capacity to deliver sexual health and wellbeing initiatives.
2. The school is proactive and ensures referral procedures and pathways are in place to local health and support services when needs are identified.

Relevant Resources:

1. DET – "Catching on Early" Program www.vic.gov.au
2. Family Planning Victoria parent portal www.fpv.org.au
3. Better Health Channel – Sex education tips for parents www.betterhealth.vic.gov.au
4. Barwon Child Youth and Family – (parenting programs) www.bcyf.org.au
5. Espod Geelong Inc www.espodgeelong.org.au (talking with your children about sex and sexuality)
6. Respectful Relationships Curriculum
7. DET School Policy and Advisory Guide – Health Education Approaches
8. Education and Training Reform Act 2006
9. Equal Opportunity Act 2010
10. DET Protection and Support Policies

Related School Policies:

1. Staff Health and Wellbeing Policy
2. Anti-Discrimination Policy
3. Bullying and Harassment Policy
4. Mental Health and Wellbeing Policy

Evaluation:

This policy was ratified by the School Council in November 2020.

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



SCHOOL FRUIT AND VEGETABLE GARDEN POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in June 2020

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



SPONSORSHIP POLICY

Rationale

1. Portarlington Primary School recognises the mutual benefits that can be gained from developing positive and purposeful partnerships with organisations and businesses that exist within the wider school community.
2. This policy is designed to ensure that advertising and sponsorship arrangements in which the school engages with the local business community will not generate misunderstandings regarding the nature of sponsorship arrangements.

Aims

1. To ensure it is understood by the wider school community that participation in advertising and sponsorship will not generate pressure on children, families or schools to purchase particular goods or services, subscribe to particular beliefs or attitudes or pursue particular courses of action.
2. To seek sponsorship opportunities that will benefit Portarlington Primary School through monies raised to deliver additional learning opportunities, programs for students and improve school amenities

Implementation

1. The Executive of School Council, comprising of the School Principal or School Principal DET Delegate, School Council President and School Council Treasurer, will investigate and negotiate all potential sponsorship and advertising arrangements.
2. The Executive of School Council will provide School Council with details of any sponsorship or advertising proposals, and seek School Council approval before finalising any partnership arrangements. Any pecuniary interests by school councillors must be declared to School Council at the time of the submission of the proposal.
3. When considering potential advertising and sponsorship arrangements, the Executive Committee is required to adhere to the following guidelines:
 - a) All sponsorship and partnership arrangements will be considered on merit.
 - i) Sponsorship and advertising will be with organisations and companies where there is a clear and demonstrable benefit for the students and the school's programs.
 - ii) Sponsorship and advertising arrangements must take into account the values and views of the school community as well as the school policies
 - iii) Sponsorship and advertising arrangements will only be entered into with organisations and companies that have a positive public image, and whose products and services that align with school values. Consideration will be given to:
 - the type of products or services the organisation markets
 - the marketing methods the organisation employs
 - the impact its products and processing have on issues such as the environment
 - it's public image as an employer, acceptability to the community and general reputation as a business.
 - b) Arrangements must not be entered into with companies directly involved with tobacco or alcohol products and/or any other products considered to be harmful to children and parents or in contravention of school policy.
 - c) Arrangements must not be entered into with companies that seek information from the school that would contravene the *Information Privacy Act 2000*.
 - d) Sponsorship arrangements that contain restrictions regarding the school's ability to purchase goods and services freely, or restrict the school's ability to make choices in any way, will be avoided.

4. In considering a sponsorship or advertising arrangement the Executive of School Council will consider the Checklist for Sponsorship as outlined in the Victorian Government School Reference Guide. (see appendix 1)
5. Each individual sponsorship relationship will be monitored and maintained by the principal or his/her representative.
6. Information relating to the sponsorship will be stored in an easy and accessible format for audit purposes.
7. Where necessary, individual sponsorship arrangement will be reviewed on an annual basis.
8. School Council will determine the manner of acknowledgement and the media to be used in any sponsorship arrangements.

Evaluation

This policy was ratified by the School Council in February 2021.
This policy will be reviewed as part of the school's review cycle annually.

[Return to the Contents page](#)



STAFF COMPLAINTS RESOLUTION POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in October 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



STAFF HEALTH & WELLBEING POLICY

Rationale:

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

Aims:

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

Implementation:

Health and Wellbeing information and policy requirements (e.g. healthy eating and oral health policy and other health areas mentioned in the Achievement Program) are included in staff induction/orientation.
To provide clear referral options and pathways for staff to access support services related to their health and wellbeing e.g. Employee Assistant Program.

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Healthy Eating and Oral Health:

1. To encourage staff to consume healthy ~~bring~~ food and drinks and maintain good oral health practices at school.~~to school which is consistent with our healthy eating policy.~~
2. To assist with a consistent message about healthy eating being given to the school community by choosing healthier options at school.
3. To increase our modelling of healthy eating practices to the children such as during brain food, snack or lunch. This includes having access to a water bottle in the classroom and having conversation about how healthy eating habits keep our brain and body healthy and help us to learn.
4. To provide healthy ~~food options~~choices at morning tea, meetings, celebrations and events.
- 4-5. To ensure there is a suitable space for breastfeeding and storing breast milk.

Physical Activity & Movement:

1. Staff are encouraged to participate in physical activity (both inside and outside of work hours) on a regular basis to contribute to their overall health and wellbeing.
2. As role models, staff are encouraged to participate in walk to school days to encourage children and families and join in active travel to school.
3. To encourage staff to participate in physical activity with the children. This could include joining in with games at recess and lunch time or during sport time.
4. Going for an occasional walk with the class within the school grounds.
- 4-5. To provide suitable facilities to support active travel for staff.

Sun Protection:

1. All staff are supported to follow sun protection behaviours and are required to wear hats which protect their face, neck and ears whenever they are outside from mid-AugSept 1st – April 30th annually.
2. Sunscreen is provided in each classroom for staff and student use.

3. Assist staff to be responsible for their own sun protection including sunglasses, sunscreen and shade when participating in outdoor activities and when on yard duty during ~~mid-Aug~~Sept 1st – Apr 30th ~~and whenever UV levels reach 3 or higher.~~3.
- ~~3-4.~~ Staff are encouraged to access the daily local sun protection times at sunsmart.com.au or the free SunSmart app
1. ~~5-4.~~ Staff to become familiar with Vitamin D education and follow Sunsmart Policy.
 2. ~~6-5.~~ Sun protection information is provided to staff and a All staff will follow OH&S guidelines relating to sun protection ~~including the dress code.~~

126

Mental Health and Wellbeing:

1. To provide a supportive school culture which promotes positive relationships and caring for one another ~~which includes leadership practices and on the ground support.~~
2. To encourage each staff member to take time to talk over successes and difficulties.
3. To encourage one another through positive feedback and conversations.
4. To occasionally engage wellbeing speakers who are able to increase our knowledge and participation in good mental health strategies.
5. To be mindful of the demands of the profession and be alert to the ways to share the load and decrease stress levels.
6. Staff members to be intentional about taking time for themselves and their own pursuits.
- 6-7. ~~To ensure strategies are implemented to promote positive conflict resolution and to prevent and respond to bullying, discrimination and harassment.~~

Safe Environments:

1. Staff are to comply with all relevant health and safety legislation and guidelines.
2. To be aware of potential health and safety hazards in the environment and communicate where necessary to assist monitoring and improving of safety and wellbeing management systems.
3. To be familiar with all safety procedures including location of first aid kits and emergency procedures.
4. To consult and cooperate with DET on safety related matters.
- 4-5. ~~To support staff to learn about and practice safe behaviours, including cultural safety, cyber safety and physical safety.~~

Tobacco, Alcohol and other drugs Control:

1. ~~To support staff who want to quit smoking, drinking or using other drugs. To ensure that all staff are made aware of the dangers of smoking.~~
2. To encourage staff to be positive anti-smoking role models. ~~3. To recognise the negative outcomes of smoking and access the Employee Assistance Program where appropriate.~~
- 3-4. ~~To respect and comply with our School Tobacco Control policy.~~
- 4-3. ~~Alcohol and other Drug Use:~~
- 5-4. ~~1.~~ Recognise and support that Portarlington Primary School is an alcohol free zone at all times.
- 6-5. ~~2.~~ Recognise and support that Portarlington Primary School has a zero tolerance of illicit drugs and any such matters will be referred to police.
- 7-6. ~~3.~~ Staff are encouraged to access information and resources that increase worker knowledge and awareness around key health areas, including the ~~health risks related to smoking, excessive risk associated with~~ alcohol consumption and drug use and seek professional help where appropriate.
7. ~~4.~~ The consumption of alcohol by staff during work related activities, camps or excursions is not permitted.

Sexual Health and Wellbeing:

1. Staff recognise that they are role models and demonstrate respectful relationships and inclusive behaviour.
2. Staff are proactive in ensuring an environment which is free from sexual harassment and is safe and affirming of all staff.
3. Staff are supported to learn about and care for their own sexual health and wellbeing.
4. Staff are supported when sexual health, diversity and harassment issues are identified.

Definitions:

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Mental Health and Wellbeing: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Mental Health and Wellbeing' health priority area focusses on social and emotional wellbeing and resilience (see [Mental Health and Wellbeing policy](#) for full list of definitions).

Physical Activity and Movement: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Physical Activity and Movement' health priority area focusses on physical activity participation, fundamental movement skills and reducing sedentary behaviour (see [physical activity policy](#) for a full list of definitions).

Safe Environments: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Safe Environments' health priority area focusses on supporting physical safety, cultural safety and cyber safety (see [safe environments policy](#) for a full list of definitions).

Healthy Eating and Oral Health: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Healthy Eating and Oral Health' health priority area focusses on supporting healthy eating, including nutrition, positive food habits and food literacy, and supporting oral health and hygiene practices (see [healthy eating and oral health policy](#) for a full list of definitions).

Sun Protection: For the purposes of this policy and for the Healthy Early Childhood Services Achievement Program, the 'Sun Protection' health priority area focusses on the creation of environments and behaviours that will prevent overexposure to UV radiation (see [Sunsmart Policy](#) for full list of definitions).

Tobacco, Alcohol and Other Drugs: For the purposes of this policy and for the Healthy Early Childhood Services Achievement Program, the 'Tobacco, Alcohol and Other Drugs' health priority area focusses on creating smoke-free and drug-free environments and responsible alcohol consumption (see [Tobacco control and Alcohol and other drug policy](#) for a full list of definitions).

Sexual Health and Wellbeing: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Sexual Health and Wellbeing' health priority area focusses on sexual health, sexuality and gender (see [sexual health and wellbeing policy](#) for a full list of definitions).

Related Policies:

- [Occupational Health and Safety](#)
- [Mental Health and Wellbeing](#)
- [Physical Activity](#)
- [Sunsmart](#)
- [Healthy Eating](#)

- [Oral Health](#)
- [Sexual Health and Wellbeing](#)
- [Alcohol and Other Drug Use](#)
- [Safe Environments](#)
- [Tobacco Control](#)

[Relevant legislation and policy documents:](#)

- [Australian 24-Hour movement guidelines for adults](#)
- [Victorian Government OHS Planning documents](#)
- [Australian Dietary Guidelines. National Health and Medical Research Council, 2013](#)
- [Oral Health Messages for the Australian Public](#)
- [Occupational Health and Safety Act \(2004\)](#)
- [Victorian Government OHS Planning documents](#)
- [Victorian Government OHS Planning documents](#)
- [Education and training reform act 2006](#)
- [Tobacco Act 1987](#)
- [Liquor Control Reform Act 1998](#)
- [Equal Opportunity Act 2010](#)
- [Education and training reform act 2006](#)

Evaluation:

This policy was ratified by the School Council in November 2020

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



STATEMENT OF VALUES and PHILOSOPHY POLICY

PURPOSE

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

POLICY

Portarlington Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Portarlington Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote your values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

VISION

Portarlington Primary School's vision is:-

Empowering lifelong learners to achieve success and make a difference in a rapidly changing world.

MISSION

Portarlington Primary School's Purpose Statement:

Portarlington Primary School strives to maximise the potential of all students through high academic expectations and a supportive school culture. We know that all children can learn and can become effective lifelong learners. We foster a strong partnership between students, staff, parents and the community. We provide a safe, caring and dynamic learning environment that supports strong interpersonal relationships in a climate of collaboration and mutual respect between students, staff, families and the wider community. Our relentless focus on learning provides opportunities for the optimum progress of all students. We promote a philosophy that supports the development of independence, adaptability, cooperation and the creative abilities of all of children which empowers them to become resilient, active and harmonious members of our ever-changing world.

OBJECTIVE

Portarlington Primary School's objective is to ensure all students leave our school with a practical understanding of inclusion, diversity and the curriculum so that they can be productive and successful citizens.

VALUES

At Portarlington Primary School, we are all Learners and we are all:-

Respectful: Acceptance and respect for ourselves, for others and for the environment.

Responsible: Owning your choices and decisions and being a good role model.

Kind: We show kindness for one another, our school and property through our words and behaviours.

Safe: Taking care of yourself, of others and our environment.

BEHAVIOURAL EXPECTATIONS

Portarlington Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

UNREASONABLE BEHAVIOURS

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
- the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- sending demanding, rude, confronting or threatening letters, emails or text messages
- sexist, racist, homophobic, transphobic or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action

Inappropriate student behaviour will be managed in according with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy*.

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from the school administration upon request.

FURTHER INFORMATION AND RESOURCES

Please refer to our Student Engagement and Inclusion Policy

POLICY REVIEW AND APPROVAL

Evaluation:

This policy was ratified by the School Council in November 2021.

This policy will be reviewed as part of the school's review cycle in 2024.



STUDENT BEHAVIOUR POLICY

Rationale:

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

Aims:

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

Prevention

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in July 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



STUDENT ENGAGEMENT WELLBEING and INCLUSION POLICY

Rationale:

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

Aims:

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

Implementation:

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

Evaluation:

This policy was ratified by the School Council in July 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



SUNSMART POLICY

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

Rationale:

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

AIMS:

This SunSmart Policy has been developed to:

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

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

IMPLEMENTATION:

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

Healthy Policies:

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

Healthy Physical Environment

Seek shade

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

Healthy Social Environment

1. Sun protective clothing is included in our school uniform / dress code and sports uniform. School clothing is cool, loose fitting and made of densely woven fabric. It includes shirts with collars and longer sleeves, longer style dresses and shorts and rash vests or t-shirts for outdoor swimming.

Hats

1. All students and staff are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats, whenever they are outside. Baseball or peak caps are not considered a suitable alternative.

Sunscreen

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

Sunglasses

Where practical, sunglasses may be worn which are to be wrap-around sunglasses which meet the Australian Standard 1067 (Category 2,3 or 4) and cover as much of the eye area as possible.

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

Learning and Skills

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

Engaging children, educators, staff and families

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

Evaluation: This policy requires School Council Approval every 3-4 years

This policy was ratified by the School Council in November 2020

This policy will be reviewed as part of the school's review cycle in 2023

Relevant Documents / Links

- DET School Policy & Advisory Guide (SPAG) Sun & UV protection (2016)
<http://www.education.vic.gov.au/school/principals/spag/health/pages/sun.aspx>
- SunSmart policy for Schools (Feb 2017)

See:

- [SunSmart - homepage](#)
- [SunSmart - SunSmart app](#)
- [SunSmart - Widget](#)
- Bureau of Meteorology - UV Index Forecast

[Return to the Contents page](#)



TOBACCO, ALCOHOL AND OTHER DRUGS POLICY

(to replace previous Alcohol, Drug Education and Tobacco Policies)

Rationale:

1. Portarlington Primary School Leadership and staff recognises/acknowledge the importance of/in reducing harm from tobacco, alcohol and other drugs in contributing to good health and wellbeing.
2. For the protection of staff, students and visitors, smoking, alcohol consumption or drug use are not permitted within any area of the school property or within view of children and visitors entering and leaving school grounds. This also applies to students, staff and visitors at any school related activity or function.
3. Our school will continue to provide alcohol, tobacco and drug education to our students, and support staff, parents and volunteers and the wider school community to understand the health associated health risks.

Aims:

This policy confirms our commitment to:

1. Ensuring a smoke-free and drug-free environment for students, families, staff, volunteers and visitors.
2. Delivering tobacco, alcohol and other drugs education in one or more learning key areas of the curriculum as a part of a whole school approach to health and wellbeing (e.g. developing knowledge, resilience and help-seeking skills of students to support making informed choices).
- 2-3. Providing information to staff and families about the health benefits of not smoking or taking drugs, and responsible alcohol consumption.
4. Implementing strategies based on a harm minimisation approach to prevent and minimise harm
5. Encouraging families, staff and students to be key partners in developing and supporting a tobacco, alcohol and drug-free curriculum.
6. Defining clear processes which respond to breaches of policy at school.

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As a health promoting school, we will promote positive behaviours in relation to the use of tobacco, alcohol and other drugs through learning, policies, creating a safe and healthy physical and social environment, and developing community links and partnerships.

Definitions:

Tobacco, alcohol and other drugs: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Tobacco, Alcohol and Other Drugs' health priority area focuses on creating smoke-free and drug-free environments and responsible alcohol consumption.

Tobacco prevention: Involves classroom curriculum and smoking prevention messages that are communicated to students regardless of their smoking behaviour.

Drug: Refers to any substance taken to change the way the body and/or mind functions.

Alcohol: A depressant drug that slows down activity in the central nervous system.

Implementation:

Leadership and Commitment:

1. Staff, families and students are involved in guiding the development and implementation of the whole school Tobacco, Alcohol and Other Drugs Policy and practices.
2. Staff, families and students are provided with information about policy requirements, with opportunities to provide feedback and input.

Healthy Physical Environment:

1. There is smoke-free signage that can be easily seen and understood by the whole community.
2. All events, on and off site, are smoke-free and drug free.
3. If there is alcohol at a staff or family event, school leadership and school council ensures all legal requirements related to the sale and supply of alcohol are met. Responsible consumption of alcohol is promoted.

4. If external organisations use the premises, a formal agreement ensures the service premises are smoke-free, drug-free and alcohol free -responsible alcohol consumption is promoted.

Healthy Culture:

1. Diversity and cultural practices are considered when implementing this policy
2. Staff, families and visitors are required to adhere to legislation and school policies related to smoke-free areas and are asked not to smoke within 4 metres of entrances or in sight of students.
- 2-3. Staff who smoke are encouraged to take appropriate hygiene measures after smoking so that students are not exposed to second-hand smoke.
4. Consumption of alcohol at school events held off premises is subject to laws associated with provision of alcohol in public places.
5. Clear protocols will be followed to address the issue of a student, staff, or community member attending school or a school function who is clearly under the influence of alcohol.
6. The consumption of alcohol by staff members on camps or excursions is not allowed because it may compromise a staff member's professional standing, their ability to carry out their duty of care, and/or loss of work cover rights. Students consuming alcohol on a school camp or excursion will be immediately returned to school, their parent/guardians (-and police if under-aged) will be contacted, and sanctions as determined by the principal will be applied.
- 2-7. The school avoids encouraging the consumption of alcohol as a part of events, celebrations, awards, gifts and fundraising.

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Student Teaching and Learning:

1. Age appropriate tobacco, alcohol and drug education, including information about related health risks, is incorporated into the curriculum.
2. Staff are supported to access professional development and resources about tobacco, alcohol and other drug education and best-practice responses to student misuse.

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Families and Community Partnerships:

1. Information about health risks related to smoking, excessive drinking and using other drugs can be provided to ~~available for~~ families and community members, including information about accessing support services.
2. Partnerships are established with relevant organisations and health professionals to support this policy.
- 2-3. No partnerships are made with organisations that market or supply alcohol or tobacco.

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Relevant Legislation and Policy Documents:

Tobacco Act 1987
Liquor Control Reform Act 1998
DET School Policy and Advisory Guide: Drug Prevention
DET School Policy and Advisory Guide: Smoking Ban
Education and Training Reform Act 2006

Related School Policies:

Staff Health and Wellbeing
Student Welfare and Wellbeing
Duty of Care
Medication Distribution

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Evaluation:

This policy was ratified by the School Council in 2020~~insert date~~
This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)

Appendix A – Process to Implement this Policy

<http://www.education.vic.gov.au/school/principals/spag/governance/pages/smokingban.aspx>

<http://www.health.vic.gov.au/tobaccoreforms/smoke-free-learning-enviro/index.htm>

Department Resources

For more information see:

- [Tobacco reforms - Smoke free learning environments](#)
- [Drug Education - Learning and Teaching:](#)

[Return to the Contents page](#)



UNIFORM POLICY

RATIONALE:

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

AIMS:

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

IMPLEMENTATION:

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

Evaluation: This policy requires School Council Approval every 3-4 years

This policy was ratified by the School Council in March 2020

This policy will be reviewed as part of the school's review cycle in 2023

[Return to the Contents page](#)



WORKING WITH CHILDREN CHECKS POLICY

Rationale:

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

Aims:

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

Implementation:

- a) As of 1 January 2008, all workers or volunteers related in 'child related work' must undergo Working with Children checks prior to commencing work.
- b) You are considered to be performing 'child related work' if you work or volunteer at a school or school related activities, and you volunteer or do this work on a regular basis, and you have direct contact with children under 18yrs of age which is unsupervised, and you do not qualify for an exemption.
- c) All teaching staff members are registered with the Victorian Institute of Teaching, and undergo ongoing monitoring that satisfies Working with Children check requirements, and are therefore exempt. Police officers are also exempt.
- d) Parent/guardians who volunteer in relation to an activity in which his or her child ordinarily participates (eg: classroom reading) is also exempt. If the same parent/guardian volunteers in a class or activity that his or her child does not ordinarily participate in, then a check is required.
- e) The school does not pay for Working with Children checks, which are free to volunteers.
- f) All people required to have Working with Children checks are issued a WWC Check Card
- g) The school will maintain a record of volunteers with up to date WWC Checks by updating the register in line with any changes in staff or volunteers
- h) School Council requires that all volunteers directly involved in school camps, excursions, sleep-overs, teaching of swimming lessons, transport of students without staff members present, extra-curricular activities such as school sporting teams etc all have Working with Children Checks.
- i) The principal will consider other activities such as incursions on a case-by-case basis.
- j) Other visitors attending the school are covered by the regulations in the Child Safety Standards policy.

Evaluation:

This policy was ratified by the School Council in March 2020.

This policy will be reviewed as part of the school's review cycle in 2023.

[Return to the Contents page](#)



YARD SUPERVISION

Rationale:

Adequate supervision of students in the school yard is a requirement of the school's duty of care. The Duty of Care Policy outlines the guidelines for the duty of care to be exercised whilst on yard duty. This policy is an operational guideline.

Aim:

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

Implementation:

1. The School will comply with all Department of Education Guidelines with regard to the [Supervision](#) of students.
2. Supervision of students is the responsibility of all staff.
3. A roster system will be used to timetable staff members for yard supervision.
4. Yard supervision will include before school, recess and lunch breaks, and after school.
5. Parent/guardians will be informed regularly via the newsletter that staff members are not rostered to take yard duty until 8:30am each morning. Parent/guardians are discouraged from sending their children to school before this time.
6. Parent/guardians will also be informed via the newsletter that staff members will not be rostered to undertake yard supervision after 3:30pm each day. Parent/guardians are required to make sure that their children have been collected or have left the school grounds by this time. Students still in or about the school yard after that time will be brought to the school office by the supervising teacher and parent/guardians contacted. An Out of School Hours Care program is offered by the Kelly Club (registered Service Provider).
7. On the last day of terms 1, 2 and 3, staff members will not be rostered to undertake yard supervision after 2:45pm.
8. On the last day of term 4, staff members will not be rostered to undertake yard supervision after 1.45pm.
9. The yard supervision roster will require staff members to undertake yard duty before school, for a part of recess or lunchtime, or after school on specific days.
10. An experienced staff member will be responsible for coordinating the roster, and for negotiating specific duty times or days with individual staff members.
11. Yard duty staff members will be provided with a bag/satchel containing basic first aid supplies, pad and pencil and red emergency card.
12. Yard duty staff members will keep a record of individual student behaviour where necessary. This will be followed up by the Yard Duty Teacher.
13. Casual Relief Teachers will be responsible for the yard duty responsibilities of staff members they are replacing.
14. Staff members who are aware that they cannot fulfil their yard duty obligations due to excursions etc are required to either make a swap with another staff member, or discuss the matter with the Yard Duty Coordinator.
15. Staff are required to wear broad-brimmed hats and sun block between September the 1st and April 30th each year.
16. Staff are required to wear 'high visibility' vests at all times whilst on supervision duty (that are provided by the school).
17. Staff on yard supervision must approach unknown people in the yard, or alternatively send a student with the red emergency card into the office or staff room to seek assistance.

18. Staff members must be prompt at arriving at their yard duty location on time, and must ensure that all students are directed promptly out of the yard at the end of the break time.
19. Yard Duty staff must exercise an effective handover to the next teacher (when starting/finishing a Yard Duty Shift). This involves a verbal handover.
20. Education Support Staff are responsible for the individual students that they have been rostered to track and monitor.

Evaluation:

This policy was ratified by the School Council in June 2020

This policy will be reviewed as part of the school's review cycle in 2023.

Related Policy: Department of Education Duty of Care Policy

<https://www2.education.vic.gov.au/pal/duty-of-care/policy>

