Please note- 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.

This information will updated as soon as any policies are reviewed, changed or if new policies are added. Please check our website for changes.
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DEECD- Department of Education and Early Childhood
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
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.

http://www.education.vic.gov.au

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


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.
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 Together 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 -


**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.

<table>
<thead>
<tr>
<th>Healthy Policies</th>
<th>Policies clearly articulate conditions and practices necessary to create a physical and social environment which promotes health and wellbeing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Physical Environment</td>
<td>The physical environment facilitates and encourages health choices and lifestyles, complementing the health messages taught in the curriculum.</td>
</tr>
<tr>
<td>Healthy Social Appointment</td>
<td>Respect, fairness and equality is promoted and modelled, and a sense of belonging is fostered.</td>
</tr>
<tr>
<td>Learning and Skills</td>
<td>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.</td>
</tr>
<tr>
<td>Engaging children, young people, staff and families</td>
<td>Structures are established to engage children, young people, families and staff as active participants in the promotion of health and wellbeing.</td>
</tr>
<tr>
<td>Community Partnerships</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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
ALCOHOL POLICY

Rationale:
Alcohol, although legal, is considered one of the most harmful drugs affecting young people today. Our school has a community responsibility to fully inform our students, staff and whole school community about the effects of alcohol. Alcohol education will sit within the context of our school’s drug education program.

Aims:
- To provide accurate information regarding the effects of alcohol on the body
- To ensure students have the necessary knowledge and skills to make positive informed choices over their use of alcohol
- To provide opportunities for the broader school community to participate in alcohol education activities
- To clearly define the processes required when alcohol has been brought on to the school property or a student or staff member has attended school clearly under the influence of alcohol

Implementation:
- Alcohol education activities will be provided, ensuring age appropriateness, as part of our school’s drug education program
- Where appropriate, our school will access agencies within our local community with expertise in the field of alcohol education to participate in classes eg. local police, Community Health Service, Drug & Alcohol counsellors
- Any lessons taught regarding alcohol will be delivered within the context of a Harm Minimisation approach to drug education
- Alcohol will not be consumed on school premises
- Consumption of alcohol at school events held off premises is subject to laws associated with provision of alcohol in public places
- A clear protocol will be developed for addressing the issue of a student, staff member or community member attending school or a school function clearly under the influence of alcohol, or students consuming alcohol at school or during school functions
- 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 WorkCover 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
- Students are not permitted to bring alcohol on to school grounds under any circumstances

Evaluation:
This policy was ratified by the School Council in July 2014
It will be reviewed as part of the school’s review cycle.
ANAPHYLAXIS POLICY

Rationale:
Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow’s milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between schools and parent/guardians are important in ensuring that certain foods or items are kept away from the student while at school.

Adrenaline given through an auto-injector to the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.


MINISTERIAL ORDER 706- Anaphylaxis Management in Schools

Aims:
- to provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of schooling
- to raise awareness about anaphylaxis and the school’s management policy in the school community
- to engage with parent/guardians/carers of students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and managing strategies for the student
- to ensure that each staff member has adequate knowledge about allergies, anaphylaxis and the school’s policy and procedures in responding to an anaphylactic reaction

The key reference and support for the school regarding anaphylaxis is the Ministerial Order 706: Anaphylaxis Management in Victorian Schools and DET Anaphylaxis Guidelines 2014. This order sets out the steps schools must take to ensure the safety of students at risk of anaphylaxis in their care. Portarlington Primary School will fully comply with this order and the associated guidelines published and amended by the Department from time to time.

Implementation:
Anaphylaxis is best prevented by knowing and avoiding the allergens. In the event of an anaphylactic reaction, the school’s first aid and emergency response procedures and the student’s Individual Anaphylaxis Management Plan must be followed.

Our school will manage anaphylaxis by:

Individual Anaphylaxis Plans
- Ensure that an individual management plan is developed and regularly reviewed for affected students, in consultation with the student’s parent/guardians, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.
- An individual anaphylaxis management plan will be in place as soon as practicable after the student’s enrolment, and where possible before their first day of school.
- Each individual anaphylaxis management plan will be reviewed in consultation with the student’s parent/guardian/guardian annually, if the student’s condition changes or immediately after a student has an anaphylactic reaction at school.
- Placing individual anaphylaxis management plan (with student’s photo) in a prominent place – first aid office, administration office, notice board outside staff room and student’s classroom.

The Individual Anaphylaxis Plan will set out the following:

- Information about the student’s medical condition that relates to allergy and the potential for anaphylactic reactions, including the type of allergy/allergies the student has based on written diagnoses from a medical practitioner;
- Strategies to minimise the risk of exposure to known and notified allergens while the student is under the care or supervision of school staff for all in-school and out-of-school settings organised by the school;
  - The name of the person(s) responsible for implementing the strategies;
  - Information on where the student’s medication will be stored;
  - The student’s emergency contact details

The student’s individual management plan will be reviewed, in consultation with the student’s parent/guardians/carers:

- annually, and as applicable
- if the student’s condition changes, or
- immediately after a student has an anaphylactic reaction at school

It is the responsibility of the parent/guardian to:

- provide the individual anaphylaxis management plan and emergency procedures plan
- Inform the school if their child’s medical condition changes
- Provide an up to date photo for the individual anaphylaxis management plan when the plan is provided to the school and when it is reviewed
- update emergency contact details

Communication Plan:

- The school will be responsible for ensuring that a communication plan is developed to provide information to all staff, students and parent/guardians about anaphylaxis and the school’s anaphylaxis management policy.
- The communication plan will include information about what steps will be taken to respond to an anaphylactic reaction by a student in a classroom, in the school yard, on school excursions, on school camps and special event days.
- Volunteers and casual relief staff of students at risk of anaphylaxis will be informed of students at risk of anaphylaxis and their role in responding to an anaphylactic reaction by a student in their care, by the assistant principal or student wellbeing officer.
- The school will raise awareness of Anaphylaxis through fact sheets and posters displayed in classrooms and through the school newsletter.
- All staff will be briefed once each semester by a staff member who has up to date anaphylaxis management training on:
  - The school’s anaphylaxis management policy
  - The causes, symptoms and treatment of anaphylaxis
  - The identities of students diagnosed at risk of anaphylaxis and where their medication is located
  - How to use the auto injecting adrenaline device
  - The school’s first aid and emergency response procedures

Prevention Strategies:

- The school will request that parent/guardians do not send the identified allergens to school and the school will reinforce the rules about not sharing food, and not eating foods that parent/guardians have not provided or consented to.
- The school will complete an annual Risk Management checklist.
- The principal will ensure that the Annual Risk management checklist is completed.

Staff Training:
- Training key staff members in an accredited Anaphylaxis training program annually
- The principal will identify the school staff to be trained based on a risk assessment
- Brief staff on a regular basis about the
- School policy on Anaphylaxis Management
- Causes and symptoms of anaphylaxis
- Identities of students at risk of anaphylaxis
- How to use an auto adrenaline device and
- School’s first aid procedures
- Prevention strategies
- Emergency Responses

**Evaluation:**
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
**Annual Risk Management Checklist**

<table>
<thead>
<tr>
<th>School Name:</th>
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<tbody>
<tr>
<td>Date of Review:</td>
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<tr>
<td>Who completed this checklist?</td>
<td>Name:</td>
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<tr>
<td></td>
<td>Position:</td>
</tr>
<tr>
<td>Review given to:</td>
<td>Name</td>
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<tr>
<td></td>
<td>Position</td>
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<tr>
<td>Comments:</td>
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</table>

**General Information**

1. How many current students have been diagnosed as being at risk of anaphylaxis, and have been prescribed an Adrenaline Autoinjector?  
2. How many of these students carry their Adrenaline Autoinjector on their person?  
3. Have any students ever had an allergic reaction requiring medical intervention at school?  
   a. If Yes, how many times?  
4. Have any students ever had an Anaphylactic Reaction at school?  
   a. If Yes, how many students?  
   b. If Yes, how many times  
5. Has a staff member been required to administer an Adrenaline Autoinjector to a student?  
   a. If Yes, how many times?  
6. Was every incident in which a student suffered an anaphylactic reaction reported via the Incident Reporting and Information System (IRIS)?  

**SECTION 1: Individual Anaphylaxis Management Plans**

7. Does every student who has been diagnosed as being at risk of anaphylaxis and prescribed an Adrenaline Autoinjector have an Individual Anaphylaxis Management Plan and ASCIA Action Plan completed and signed by a prescribed Medical Practitioner?  
8. Are all Individual Anaphylaxis Management Plans reviewed regularly with Parent/guardians (at least annually)?  
9. Do the Individual Anaphylaxis Management Plans set out strategies to minimise the risk of exposure to allergens for the following in-school and out of class settings?  
   a. During classroom activities, including elective classes  
   b. In canteens or during lunch or snack times  
   c. Before and after School, in the school yard and during breaks
d. For special events, such as sports days, class parties and extra-curricular activities

<table>
<thead>
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<th>□ Yes</th>
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e. For excursions and camps

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</table>

f. Other

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<th>□ Yes</th>
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10. Do all students who carry an Adrenaline Autoinjector on their person have a copy of their ASCIA Action Plan kept at the School (provided by the Parent/guardian)?

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  a. Where are they kept?

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11. Does the ASCIA Action Plan include a recent photo of the student?

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<th>□ Yes</th>
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**SECTION 2: Storage and Accessibility of Adrenaline Autoinjectors**

12. Where are the student(s) Adrenaline Autoinjectors stored?

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13. Do all School Staff know where the School’s Adrenaline Autoinjectors for General Use are stored?

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<th></th>
<th>□ Yes</th>
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</table>

14. Are the Adrenaline Autoinjectors stored at room temperature (not refrigerated)?

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<tr>
<th></th>
<th>□ Yes</th>
<th>□ No</th>
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</table>

15. Is the storage safe?

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<thead>
<tr>
<th></th>
<th>□ Yes</th>
<th>□ No</th>
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</table>

16. Is the storage unlocked and accessible to School Staff at all times?

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<tr>
<th></th>
<th>□ Yes</th>
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Comments:

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17. Are the Adrenaline Autoinjectors easy to find?

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<th></th>
<th>□ Yes</th>
<th>□ No</th>
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Comments:

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18. Is a copy of student’s Individual Anaphylaxis Management Plan (including the ASCIA Action Plan) kept together with the student’s Adrenaline Autoinjector?

<table>
<thead>
<tr>
<th></th>
<th>□ Yes</th>
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</table>

19. Are the Adrenaline Autoinjectors and Individual Anaphylaxis Management Plans (including the ASCIA Action Plans) clearly labelled with the student’s names?

<table>
<thead>
<tr>
<th></th>
<th>□ Yes</th>
<th>□ No</th>
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</thead>
</table>

20. Has someone been designated to check the Adrenaline Autoinjector expiry dates on a regular basis?

Who? .......................................................... ..........................................................

<table>
<thead>
<tr>
<th></th>
<th>□ Yes</th>
<th>□ No</th>
</tr>
</thead>
</table>

21. Are there Adrenaline Autoinjectors which are currently in the possession of the School and which have expired?

<table>
<thead>
<tr>
<th></th>
<th>□ Yes</th>
<th>□ No</th>
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</thead>
</table>

22. Has the School signed up to EpiClub or ANA-alert (optional free reminder services)?

<table>
<thead>
<tr>
<th></th>
<th>□ Yes</th>
<th>□ No</th>
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</table>

23. Do all School Staff know where the Adrenaline Autoinjectors and the Individual Anaphylaxis Management Plans are stored?

<table>
<thead>
<tr>
<th></th>
<th>□ Yes</th>
<th>□ No</th>
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</table>

24. Has the School purchased Adrenaline Autoinjector(s) for General Use, and have they been placed in the School’s first aid kit(s)?

<table>
<thead>
<tr>
<th></th>
<th>□ Yes</th>
<th>□ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>25. Where are these first aid kits located?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Is the Adrenaline Autoinjector for General Use clearly labelled as the ‘General Use’ Adrenaline Autoinjector?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>27. Is there a register for signing Adrenaline Autoinjectors in and out when taken for excursions, camps etc?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>SECTION 3: Prevention Strategies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Have you done a risk assessment to identify potential accidental exposure to allergens for all students who have been diagnosed as being at risk of anaphylaxis?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>29. Have you implemented any of the prevention strategies in the Anaphylaxis Guidelines? If not record why?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>30. Have all School Staff who conduct classes with students with a medical condition that relates to allergy and the potential for anaphylactic reaction successfully completed an Anaphylaxis Management Training Course in the three years prior and participated in a twice yearly briefing?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>31. Are there always sufficient School Staff members on yard duty who have successfully completed an Anaphylaxis Management Training Course in the three years prior?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>SECTION 4: School Management and Emergency Response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Does the School have procedures for emergency responses to anaphylactic reactions? Are they clearly documented and communicated to all staff?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>33. Do School Staff know when their training needs to be renewed?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>34. Have you developed Emergency Response Procedures for when an allergic reaction occurs?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>a. In the class room?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>b. In the school yard?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>c. In all School buildings and sites, including gymnasiums and halls?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>d. At school camps and excursions?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>e. On special event days (such as sports days) conducted, organised or attended by the School?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>35. Does your plan include who will call the Ambulance?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>36. Is there a designated person who will be sent to collect the student’s Adrenaline Autoinjector and Individual Anaphylaxis Management Plan (including the ASCIA Action Plan)?</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td>37. Have you checked how long it will take to get to the Adrenaline Autoinjector and Individual Anaphylaxis Management Plan (including the ASCIA Action Plan) to a student from various areas of the School including:</td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>a. The classroom?</strong></td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td><strong>b. The school yard?</strong></td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td><strong>c. The sports field?</strong></td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td><strong>38. On excursions or other out of school events is there a plan for who is responsible for ensuring the Adrenaline Autoinjector(s) and Individual Anaphylaxis Management Plans (including the ASCIAAction Plan) and the Adrenaline Autoinjector for General Use are correctly stored and available for use?</strong></td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td><strong>39. Who will make these arrangements during excursions?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>40. Who will make these arrangements during camps?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>41. Who will make these arrangements during sporting activities?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>42. Is there a process for post incident support in place?</strong></td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td><strong>43. Have all School Staff who conduct classes that students with a medical condition that relates to allergy and the potential for an anaphylactic reaction and any other staff identified by the Principal, been briefed on:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The School’s Anaphylaxis Management Policy?</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>b. The causes, symptoms and treatment of anaphylaxis?</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>c. The identities of students with a medical condition that relates to allergy and the potential for an anaphylactic reaction, and who are prescribed an Adrenaline Autoinjector, including where their medication is located?</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>d. How to use an Adrenaline Autoinjector, including hands on practise with a trainer Adrenaline Autoinjector?</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>e. The School’s general first aid and emergency response procedures for all in-school and out-of-school environments?</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>f. Where the Adrenaline Autoinjector(s) for General Use is kept?</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>g. Where the Adrenaline Autoinjectors for individual students are located including if they carry it on their person?</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 4: Communication Plan**

<p>| <strong>44. Is there a Communication Plan in place to provide information about anaphylaxis and the School’s policies?</strong> |   |   |
| a. To School Staff? | ☐ Yes ☐ No |   |
| b. To students? | ☐ Yes ☐ No |   |
| c. To Parent/guardians? | ☐ Yes ☐ No |   |
| d. To volunteers? | ☐ Yes ☐ No |   |
| e. To casual relief staff? | ☐ Yes ☐ No |   |
| <strong>45. Is there a process for distributing this information to the relevant School Staff?</strong> | ☐ Yes ☐ No |   |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What is it?</td>
<td></td>
</tr>
<tr>
<td>46. How is this information kept up to date?</td>
<td></td>
</tr>
<tr>
<td>47. Are there strategies in place to increase awareness about severe allergies among students for all in-school and out-of-school environments?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>48. What are they?</td>
<td></td>
</tr>
</tbody>
</table>
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, students and members of the school community will be familiar with 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 to be 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 July 2014
It will be reviewed as part of the school’s review cycle.
ASTHMA POLICY

Rationale:
- 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.
- 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:
- Children and adults with asthma may require daily or additional medication (particularly after exercise).
- Professional development will be provided for all staff at least every 3 years on the nature, prevention and treatment of asthma attacks. Such information will also be displayed appropriately around the school.
- All students with asthma must provide to the school a fully completed up to date (annual) Asthma Foundation Victoria’s School Asthma Action Plan developed by their treating practitioner and parent/guardians.
- Asthma plans will be provided to classroom teachers and stored in the first aid room for reference.
- Parent/guardians/guardians are responsible for ensuring their children have an adequate supply of appropriate asthma medication (including a spacer if required) with them at school at all times.
- 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. Asthma First Aid Kits will be located at the office and an additional Kit will be taken on excursions and camps. 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.
- The delegated first aid staff member will be responsible for checking reliever puffer expiry dates and the date of Action Plans.
- All devices used for the delivery of asthma medication will be cleaned appropriately after each use.
- Care must be provided immediately for any student who develops signs of an asthma attack.
- Children suffering asthma attacks should be treated in accordance with their asthma plan.
- 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.
- 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 July 2014
It will be reviewed as part of the school’s review cycle.
BREAKFAST CLUB POLICY

Rationale:
A nutritious breakfast is vital to the general health, learning capacity and concentration of a child. The provision of a breakfast club enables children who may not otherwise eat breakfast to have access to a healthy breakfast, and an avenue for all children to come and have breakfast with their friends in a social atmosphere.

Aims:
- To provide a healthy breakfast which supports student wellbeing
- To role model healthy eating habits and routine
- To give children a supervised social environment in which to experience belonging and connectedness
- To provide opportunity to learn leadership and serving skills.

Implementation:
- Breakfast club will run each school morning between 8.30am and 8.50am
- Breakfast club will be open to all children who wish to attend
- The menu will be approved by school council and form part of our Health Promoting School strategy
- The menu will be egg and peanut free, will provide wholemeal and wholegrain bread, other selected foods with minimal sugar and additives, fresh fruit. No processed fruit juice, or jam will be included in the menu. Milo may be used but must be prepared by the volunteers according to the school council approved process (see page 2)
- The menu can be varied so that different food can be offered on different days
- Any suggestions for change of menu will be submitted to the coordinator for discussion and approval by school council.
- The breakfast club will be supervised by parent/guardian and community volunteers.
- Student volunteers who are on roster will assist in the main hall area and only in the kitchen if required by parent/guardian volunteer.
- Purchase of supplies will be the responsibility of a DET employee who will have a school purchase card.
- All children are to be seated to eat breakfast
- All children are expected to show respect to parent/guardian volunteers, staff and peers, to be polite, co-operative and courteous.
- All parent/guardian volunteers are expected to show respect for all children by being polite and courteous and encouraging to student volunteers.
- Any problems with student behaviour should be addressed to a staff member by giving the student name to the office. Discussion and restorative practice will be handled by the child’s teacher or the principal.

Evaluation:
This policy was ratified by the School Council in February 2013
It will be reviewed as part of the school’s review cycle process or should any health and safety issue arise from the implementation of this program.

Breakfast Club Menu (as at 21/2/2013)
Bread: from Bakehouse (donated) wholemeal and wholegrain, sourdough, rye.

Spreads: Vegemite and honey, margarine (for convenience, as butter too hard to spread)

Yoghurt: best available with low sugar and minimal additives. “No fat” yoghurt not to be used as this is high in sugar and additives.

Milk: whole milk

Fresh Fruit: selection of fruits in season, depending on availability.

Cereal: “Vita Brits” – to be served with a choice of milk, stewed fruit, yoghurt, a few sultanas
Oats – raw – served with a selection of the above.
Oatmeal porridge

Pancakes: egg free, wholemeal

Fruit smoothies: with fruit in season.

Other options:

- tomatoes on toast,
- cheese on toast
- cottage cheese with stewed fruit
- avocado
- cinnamon
- baked beans
- milo

Ratified by school council on 20/2/2013
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 was ratified by the School Council in July 2014
It will be reviewed as part of the school’s review cycle.
BULLYING AND HARASSMENT POLICY

Rationale:

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that bullying and harassment in any of its forms will not be tolerated.

Aims:

- To recognise and value diversity and inclusiveness
- To reinforce within the school community that no form of bullying is acceptable.
- Everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up and that support is given all of those involved in the incident
- To seek parent/guardian and peer-group support and co-operation at all times.

What are bullying, cyber bullying and harassment?

- **Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group on more than one occasion.
- **Cyber-bullying** consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, ‘MUD’ rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.
- **Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

IMPLEMENTATION

- A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.
- All new students and staff will be informed of our policy and practices at the commencement of their time at the school.
- All complaints of bullying and harassment will be heard in confidence and taken seriously.
Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. Programs offered include You Can Do It, Life Education, BraveHearts and School Wide Positive Behaviour Support including Restorative Practices.

Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.

Students are to be made aware of the following misnomers about bullying;

“**I was just mucking around, can’t they take a joke?”**

This is the most common response to bullying. To put someone down, ridicule them, make them feel uncomfortable, push them around or to take their things is not a joke.

“**I’ll ignore it and it will go away.”**

If anything, ignoring it makes it worse. You will give the impression that it is okay with you and that you agree with what the bully is doing.

“**I don’t want to cause trouble.”**

Most cases of bullying are sorted out very simply, especially if it is reported straight away. You’re not causing trouble, you’re standing up for yourself.

“**It’s just a natural part of growing up.”**

There is nothing natural about being victimised. Kids have a right to feel safe at school, as well as at home.

Links which are connected with this policy are:

- DET’s [Effective Schools are Engaging Schools: Student Engagement Policy Guidelines](#)
- DET’s [Safe Schools are Effective School’s](#)
- DET’s [Student Engagement Policy Guidelines](#)
- The school’s E-Smart Policy (re cyber-bullying)
- DET’s [Respectful Schools](#)

**Evaluation:**

This policy was ratified by the School Council in **July 2014**

It will be reviewed as part of the school’s review cycle or more often if necessary due to changes in regulations or circumstances.

**Related Information**

Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

What are Bullying, Cyber Bullying and Harassment?

Bullying

Definition of Bullying
Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying
There are three broad categories of bullying:

1. Direct physical bullying – e.g. hitting, tripping, and pushing or damaging property.
2. Direct verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. Indirect bullying – this form of bullying is harder to recognise and often carried out behind the bullied student’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:
   - lying and spreading rumours
   - following someone around
   - taunting another person
   - playing nasty jokes to embarrass and humiliate
   - mimicking
   - encouraging others to socially exclude someone
   - damaging someone’s social reputation and social acceptance
   - cyber-bullying, which involves the use of electronic means to humiliate and distress
   - social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

What Bullying is Not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

1. Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

2. Single-episode acts of Social Rejection or Dislike
3. Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation
4. Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

Cyber-bullying

Consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, ‘MUD’ rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available.
Harassment

Is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Why do we have a Policy on these?
To provide a safe and friendly college environment for students, parent/guardian/guardians and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

What are the effects of Bullying and Harassment?
- poor health - anxiety, depression, injury
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

Am I bullying or harassing someone?
If you are not sure about your behaviour you can:
- stop it
- check it out by asking if it is offensive or inappropriate
- apologise
- take it seriously if someone says they are feeling uncomfortable
- talk it over with an adviser or somebody who has an understanding of the issues

What are some of the feelings victims of bullying or harassment may experience?
- “I will ignore it and it will go away.”
  If anything it will make things worse - you will give the impression that you agree with the situation.
- “I don’t want to cause trouble.”
Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.
- “Am I to blame?”
Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.
- “Am I imagining things?”
Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

Bullying or harassment can often make people feel:
- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable
- frustrated or angry
- a need to fight back

What should you do if you see another person being bullied or harassed?
Find an adult immediately. Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.
Bullying can involve
- grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
- publicly excluding a person from your group
- following or taunting others
- knocking a person’s books or belongings out of their hands or off their desk
- teasing a person because of their looks or their ideas / thoughts / comments

Cyber-bullying can involve
- flaming: online fights using electronic messages with angry or vulgar messages
- harassment: repeatedly sending nasty, mean and insulting messages
- denigration: posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- outing: sharing someone’s secrets or embarrassing information or images online
- exclusion: intentionally and cruelly excluding someone from an online group
- cyber-stalking: repeated, intense harassment and denigration that includes threats or creates significant fear

Harassment is usually directed at a person because of their gender, race, creed or abilities – it can be subtle or explicit

**Subtle (the most common)** they include:
- offensive staring and leering
- unwanted comments about physical appearance and sexual preference
- racist or smutty comments or jokes
- questions about another’s sexual activity
- persistent comments about a person’s private life or family
- physical contact e.g. purposely brushing up against another’s body
- offensive name calling

**Explicit (obvious)** they include:
- grabbing, aggressive hitting, pinching and shoving, etc
- unwelcome patting, touching, embracing
- repeated requests for dates, especially after refusal
- offensive gestures, jokes, comments, letters, phone calls or e-mail
- sexually and/or racially provocative remarks
- displays of sexually graphic material – pornography
- requests for sexual favours
- extreme forms of sexual harassment will lead to criminal prosecution

**What do you do if you are being bullied or harassed?**
- tell the person you don’t like what they are doing and you want them to stop
- discuss the matter with a Coordinator, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
- the school will take your concerns seriously - all complaints will be treated confidentially

**How will your complaint be dealt with?**

Your concerns will be taken seriously. All complaints will be treated confidentially.
School procedures for responding to a student who bullies or harasses others are set out below.

**Level 1**

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the student welfare coordinator or principal/assistant principal.

**Level 2**

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and “target”
- Parent/guardians are contacted

**Level 3**

For ‘at risk’ students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual ‘strength building’ plan should be developed by the student welfare coordinator in consultation with student, parent/guardians/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).

**Level 4**

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student’s family.

**Note:** The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parent/guardians/carers will be contacted and consequences implemented consistent with the school’s Student Code of Conduct. Furthermore, the principal may commence formal disciplinary action in line with ‘Effective Schools are Engaging Schools - Student Engagement Policy Guidelines’ (DET) at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.
CAMPS POLICY

RATIONALE:
Camps are seen as an integral part of the school curriculum as they enable students to explore, extend and enrich their learning and their social skills development, in a non-school setting. Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school. A camp is defined as any activity that involves at least one night’s accommodation.

AIMS
- To provide students with the opportunity to participate in a camping program that is linked to social, cultural and educational outcomes for students.
- To provide shared class experiences, team building and a sense of group cohesiveness.
- To reinforce and extend classroom learning.
- To provide a program that delivers skills and knowledge that may lead to a lifelong involvement in worthwhile leisure pursuits.
- To provide a program that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance.
- To further develop their problem solving and life survival skills.
- To extend understanding of their physical and cultural environment.

GUIDELINES FOR ACTION
- All camps must be approved by the Principal and School Council.
- The principal will ensure that full records are submitted to council regarding the camp well in advance of the starting date of the event and that no camp occurs unless all the formal record keeping has been completed and approved.
- Staff wishing to organise a camp must complete a camp proposal form and lodge this with the Principal for approval. All camps must be approved prior to running. The Principal in consultation with appropriate staff will consider the educational outcomes of the camp as well as the impact on the school program for the proposed dates.
- The Principal in consultation with organising teachers will ensure that all camps, transport arrangements, emergency procedures and student/staff ratios comply with DET guidelines.
- The Teacher In Charge will complete the “Notification of School Activity” online at www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp 4 weeks prior to the camp departure date, and pass on to the Assistant Principal or 2OIC to ensure relevant details are recorded in the Daily Organisational Diary/ Bulletin and are entered on the daily absence/planning sheets.
- All approved camps will then be presented to School Council for their approval.

Access to Camp.
- All efforts will be made not to exclude students simply for financial reasons. Parent/guardians experiencing financial difficulty, who wish for their children to attend a camp, are invited to discuss alternative arrangements with the Principal.
- All aspects of the camp will be outlined to parent/guardians in writing, including cost, sleeping arrangements, itinerary, activities, clothing and equipment lists, contact phone numbers, transport arrangements, student management processes, permission and medical forms and clearly stated payment finalisation dates.
- All families will be given sufficient time to make payments for camps. All parent/guardian consent and medical forms must be completed, signed and returned and all money must be paid prior to leaving. Copies of completed permission notes and medical information must be accessible at the camp location by staff at all times.
• Only students that have displayed sensible, reliable behaviour at school will be permitted to participate in school camps. Parent/guardians will be notified if their child is in danger of losing the privilege to participate in a camp due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with the organizing teacher. Both the parent/guardian and the student will be informed of this decision prior to the camp.
• Parent/guardians will be requested to collect their child from camp if their child exhibits behaviour that is considered unacceptable or a danger to others or if the child is unwell. The Teacher in Charge will make this decision. Costs incurred will be the responsibility of the parent/guardian.

Organisation
• All food, equipment, staffing, organization of activities and student management procedures must be addressed prior to the camp. Consideration needs to be given to students with special dietary and medical requirements. Parent/guardians should notify the staff in writing regarding special dietary and medical requirements when returning consent forms.
• Office staff will be responsible for managing and monitoring the payments made by parent/guardians and will provide organizing teachers with detailed records on a regular basis.
• In the case where a camp involves a particular class or year level group, the organizing teacher will ensure that there is an alternative program available for those students not attending the camp.
• The teacher in charge is responsible for ensuring a mobile phone and first aid kit is available for each camp.
• Parent/guardians may be invited to assist in the delivery of school camps. When deciding which parent/guardians will attend the organizing teacher will take into account any valuable skills offered (e.g. bus licence, first aid, etc), gender balance and special needs of particular students.
• The teacher in charge will ensure that student medical forms are available at the site and all camp staff are aware of special medical issues or medication requirements of any student.
• One staff member will be designated to take responsibility for administering student medication if required. (following consultation with parent/guardians and/or appropriate medical practitioners)

Site Safety
• A Risk Management Assessment is to be completed during the planning phases that includes the consideration of the risk of bushfire in the activity location.
• All safety requirements must be considered and adequately resolved prior to the camp. Refer: Safety Guidelines for Education Outdoors
• A designated “Teacher in Charge” will coordinate each camp. All camps will have an experienced teacher in attendance where possible.
• The Teacher in Charge will ensure all students and adults attending the camp are aware of evacuation and emergency procedures.
• The teacher in charge will communicate the anticipated return time with the office in the case where camps are returning out of school hours. Parent/guardians will be informed prior to students leaving for the camp, that they can phone the office to receive an updated anticipated return time.

Evaluation:
This policy was ratified by the School Council in July 2014
It will be reviewed as part of the school’s review cycle.
Pro-forma for School Approval for all Camps

*This form must be completed and handed to the Principal before School Council. If possible Council approval is required TWO normal meetings before the camp date.

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

**Camp Location / Phone**

Name of Camp: ____________________________________________________________

Name of nearest town: _____________________________________________________

Address of Camp: _________________________________________________________

_________________________________________________________________________Postcode: _____________________

Telephone of Camp: (     ) _________________________________________________

Melways Reference: ________________________________________________________

GPS Reference: ____________________________________________________________

Type of Camp Accommodation: ____________________________________________

1. **Dates / Times**

Leave School at ______ am/pm on __________ (day/month/year)

Arrive back at School ________ am/pm on ______________________ (day/month/year)

No. of days of Camp: _____________________________________________________

2. **Staff included**

Teacher(s)-in-charge: _______________________________________________________

No. of extra staff required to meet safety ratios:

Mr / Mrs / Ms: __________________________________ Position: ______________________

Mr / Mrs / Ms: __________________________________ Position: ______________________

Mr / Mrs / Ms: __________________________________ Position: ______________________

3. **Method of Travel / Route**

Travel to the Camp: _________________________________________________________

Travel back to School: _______________________________________________________

Travel while at Camp: _______________________________________________________
Are staff member’s cars involved?  

Yes □  No □

If Yes, complete the details below:

<table>
<thead>
<tr>
<th>CAR OWNER</th>
<th>TYPE</th>
<th>REG. NO #</th>
<th>INSURANCE</th>
<th>COMPANY</th>
<th>SIGNATURE</th>
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<tr>
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<td>YES □ No □</td>
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<td>YES □ No □</td>
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</tbody>
</table>

**NOTE:** All staff cars must be covered by comprehensive insurance policies.

Are staff member’s driving buses?  

Yes □  No □

If the buses require drivers to have endorsed licences, list the staff drivers attending with such qualifications.

<table>
<thead>
<tr>
<th>NAME OF STAFF</th>
<th>LICENCE NUMBER</th>
<th>EXPIRY DATE</th>
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4. **Certification**

As the teacher-in-charge, I certify that the particulars in the application are true and correct. I am aware of the Department of Education and Early Childhood Development safety precautions for this camp.

Signed: ___________________________  Date: ___ _______________
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 2016
- It will be reviewed as part of the school’s review cycle.
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”.

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

Implementation:
- All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the teacher on duty.
- 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.
- Any children with injuries involving blood must have the wound covered at all times.
- No medication including headache tablets will be administered to children without the express written permission of parent/guardians or guardians.
- Parent/guardians of all children who receive first aid will receive a completed form indicating the nature of the injury, any treatment given, and the name of the teacher providing the first aid. 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.
- 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.
- Parent/guardians of ill children will be contacted to take the children home.
- 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.
- All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action.
- All children attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms to be taken on camps and excursions, as well as kept at school.
- All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.
- A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of first aid materials.
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:

**Evaluation:**
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.

**Related Policies:**
- Anaphylaxis
- Asthma
- Diabetes
- First Aid
- Medication Distribution
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. The principal will provide the concerned community member with a copy of this ‘Community Grievances Policy’ unless the matter is easily and satisfactorily resolved.
5. While ‘in principle’ support may be sought from the School Council, both groups are in agreement that they will not simply become a conduit for community complaints, will not become involved in confidential or personal issues, and will generally refer specific 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 July 2014
It will be reviewed as part of the school’s review cycle.
CRITICAL INCIDENT MANAGEMENT PROTOCOL

RESPONDING TO A TRAUMATIC OR CRITICAL INCIDENT INVOLVING A SCHOOL

- Schools may become directly or indirectly involved in a tragic or traumatic event.
- The incident may involve loss of life, serious injury or emotional disturbance.
- The incident may occur in the school environment or outside.
- It may involve staff, students or those close to them.
- The network of those involved in a traumatic event can be wide, especially if it directly involves the school.
- Feelings of grief and loss can continue over long periods of time.
- Counselling should be provided for all those who need it. This may include many who do not seem to be closely connected to the event or the individuals involved.
- The school may be in a position to help grieving families at difficult times. e.g. through the school’s participation in the funeral service.
- While school should operate as normally as possible, some degree of flexibility should exist.
- It is essential that people be given clear, accurate information at all times.

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: -

* Provision of clear accurate information.
* Description of action to be followed.
* Provision of help for all affected.
* 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 and Training 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. The Student Engagement and Wellbeing Team will 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 and Training’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.

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 parent/guardians 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 students.

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 wishing to attend funerals should be a parent/guardian decision. Should do so in the company of their parent/guardians. Provide meaningful participation for those not actually attending the service.

20. Conduct an Incident Investigation – implement controls.

21. 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.

22. 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.

23. Monitor, be sensitive to, and respond to staff and student’s needs over a period of time.

24. Review this process after any significant incident.

**Evaluation:**
This procedure was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
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:
- To establish a workplace where continuous improvement is embedded in the school’s ethos and culture.
- 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:
- Continuous improvement is as much about attitude as it is about process.
- All staff at our school have demonstrated a commitment to continuous improvement, and understand that a high performing school is to the benefit of everybody.
- Our school values and relies upon robust, authentic and valid performance data.
- Discussions relating to continuous improvement data will focus on opportunities for development and enhancement as opposed to shortcomings or deficits.
- All staff will have the opportunity to analyse whole school data and develop strategic plans to improve performance in identified areas of need.
- In doing so, the School Leadership will set high and realistic expectations, and clearly articulate expected levels of performance by students and staff.
- 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.
- Targeted whole school and personal professional development will provide significant support in the achievement of identified improvement goals.
- Mentors will be identified for all graduate staff members, and staff with expertise in specific fields will be identified and made available to all.
- Achievement progress will be closely monitored and constructive and precise feedback based on data will feature prominently.
- Achievements will be publicly and enthusiastically celebrated, and will set benchmarks for new improvements.
- The school will maintain the Performance and Development Culture standards required for continued accreditation.

Evaluation:
This policy was ratified by the School Council in July 2014
It will be reviewed as part of the school’s review cycle.
CURRICULUM POLICY

Rationale:
Implementation of the Australian/Victorian Essential Learning Standards (AUSVELS) 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.

Aims:
To improve student learning through the implementation of the AUSVELS curricula across all year levels in a manner consistent with departmental requirements and locally identified needs.

Implementation:
- Our school is committed to the successful implementation of the strands and domains of AUSVELS across all P-6 year levels.
- School Leadership will drive and support the development and implementation of a strategic plan for the integration of AUSVELS across the school.
- In doing so, all Department of Education and Training timelines and reporting requirements will be met.
- Whole school professional development opportunities will be provided, as well as personal professional development plans developed that cater for the AUSVELS needs of each staff member.
- The community will be kept well informed of the curriculum.
- 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.
- 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.
- Student achievement will be measured and reported to students, parent/guardians, Department of Education and Training and the wider community against the AUSVELS standards and progression points, in each of the domains.
- 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.
- Student Learning will be a key performance indicator of each staff member’s annual performance review.
- School council will provide adequate resources for the implementation of the school curriculum and associated professional development etc.

Evaluation:
This policy was ratified by the School Council in July 2014.
It will be reviewed as part of the school’s review cycle.
Curriculum Review

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

Strategic Plan
- The School Improvement Cycle includes the development of the 4 year plan

Annual Implementation Plan
- The yearly data is reviewed to ensure that the curriculum is impacting on the whole school data (see Analysing Student Data)

Policy Review
- As part of the school review process
- In line with any curriculum changes or adjustments at the central or national level (as required)
- In line with any legislative changes (as required)

School Council
- The AIP is tracked by the Student Engagement Team where progress is reviewed. The school council is presented with a report each month

Professional Learning Teams
- As part of the PLT 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:
  - School data and research
  - In response to professional learning around best practice (new learning- what are the implications for our programs or practice?)
  - Observations (in particular to reference to consistency across the school)
- Professional Learning is conducted twice per week with a view to reviewing content knowledge and pedagogical practice
  - Moderation of student work samples
  - Consistency in teacher practice

Collaborative Planning
- Team levels are scheduled for one hour of collaborative planning week
- Each term the teachers are given one full day of planning together to produce curriculum framework based on the yearly plan (AusVELS and the ‘Teaching for Understanding’ integrated units of work)
- Data from assessment informs the point of need for groups and individual students

Individual Learning Implementation Plans
- Based on student data and progress, the ILIPs are reviewed as learning goals are achieved for those student considered at risk with in literacy and numeracy
- 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
- 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- Barwon Valley Special School consultants)
Analysing Student Data

*STAFF-this document is to be read in conjunction the whole school assessment schedule*

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

- English and maths online
- Observation Survey (lowest 20% of prep)
- Carry over goals from Individual learning Improvement Plans
- Guided reading levels (including previous year)
- On Demand testing in Reading and Number (years 3-6 plus year 2 two end of year)
- Running Records – including the Fountas and Pinnell framework for assessing comprehension
- Student Writing Samples and teacher moderation of these
- Oxford Word List- monitoring of the 300 high frequency words
- Pre and post testing mathematical units
- PAT Maths -pre & post-tests to be created (on a continuum) for assessment of the units covered (in 2014)
- Attitudes to school survey data

1. **Literacy and Numeracy Data**
   - Half yearly
   - Groupings and planning
   - Students at risk
   - Strategy selection
   - Individual Learning Plan adjustments
   - Setting targets and goals for students (including investigation/planning for children who have made little or no growth across all levels development not just at risk students)
   - Colour coding highlights growth, starting points and ‘added value’
   - Provides an overview of the whole school and year level cohorts
   - Provides the capacity to look forwards and backwards

2. **NAPLAN**
   - Forms part of the triangulated data
   - 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. **At risk students**
   - Identified from student learning data but also from wellbeing and engagement information
   - Assessments include Ravens and Peabody and those of the network staff if required (speech, social work, psychology)
   - Observational data from others (consultancy, wellbeing, principal class) is also collected where required

4. **SPA- Student Performance Analyser**
   - Collection of data
   - (as for literacy and numeracy data –see above)

5. **ZPD tool – Zone of Proximal Development**
   - For identifying teaching needs of the group
   - Measuring growth and achievement
The Effective Use of Student Data Protocols

Purpose

- To improve learning outcomes for all students this includes children below, at and those children operating above the expected level or benchmark
- Data will be distributed for the purpose of student learning improvement and teacher capacity building
- The data sets will be distributed to all teachers
- The data sets will be used by the principal and the teachers within the school and not distributed any further than the school context
- Data will be approached in a de personalised, non-judgemental manner to avoid labelling or drawing conclusions
- Data sets must be relevant and ‘fit for purpose’
- There will be triangulation of the data sets

Implementation

Data will be used to assist teams to:

- Compare students against students over time
- Compare their results to an external relative or absolute standard (eg- similar or like schools)
- Used at network, school and classroom level to improve teaching and learning practices
- Set ‘aspirational targets’ for students based on current trends and evidence
- Build a collegiate approach to data sharing and school improvement
- Provide targeted assistance for students through the allocation of resources to improve performance where students are at risk of underperforming (or are underperforming) against the expectations

Data will also be used during performance reviews to analyse student data at the mid and end of cycle meetings

Interpretation

Data interpretation will focus on:

- Supporting teachers and teams to build capacity and implement effective instructional practices
- Building a collaborative approach to reflection and sharing of regular and relevant class, cohort and whole school data
- Skilling teachers to use their own data effectively and regularly to improve practice
- Identifying and analysing trends over time to determine the progress of cohorts of students and the school particularly in relation to ‘intake adjusted’, ‘relative growth’ or ‘value adding’
DAY EXCURSIONS POLICY

Rationale:
- The school’s excursion program enables students to further their learning and social skills development in a non-school setting. Day excursions complement, and are an important aspect of the educational programs offered at our school. Any time the child leaves the school with a staff member is classified as Day Excursion.

Aims:
- To reinforce, complement and extend learning opportunities beyond the classroom.
- To develop an understanding that learning is not limited to school, and that valuable and powerful learning takes place in the real world.

Implementation:
- Day excursions are defined for the purpose of this policy as any organised and supervised school activities that require children to venture beyond the school boundary.
- The principal is responsible for the approval of all non-adventure single-day excursions other than those that must approved by the School Council (eg: Students walking to the kinder, walking to Ann Nichol House to read to the elderly, walking to the church or Parks Hall for school programs).
- School Council is responsible for approval of all other day excursions, overnight excursions; camps; interstate and overseas visits; excursions requiring sea or air travel; excursions involving weekends or vacations; and adventure activities.
- A designated ‘Teacher in Charge’ will coordinate each day excursion.
- Prior to the commencement of any detailed planning relating to a proposed day excursion, the Teacher in Charge must meet formally with the principal, to present the principal with a planning summary, to discuss the proposed activity, and to seek ‘in principle’ support for the event.
- If the principal’s approval is granted, detailed planning should commence using the planning questions proforma as a guide. This must include risk assessment including the risk of bushfire in the activity location.
- When presenting information to the Principal, the Teacher in Charge must be aware that the Principal will consider the following:-
  - What is the purpose of the excursion and its connection to student learning?
  - Do staff members attending have the competence to provide the necessary supervision of students throughout the excursion?
  - Is an appropriately trained member of staff able to provide first aid?
  - Have supervisory adults who are not registered teachers completed a Working with Children Check?
  - Is the location of staff and students throughout the excursion including during travel known?
  - Is a record of telephone contacts for supervising excursion staff available?
  - Is a record of the names and family contacts for all students and staff available?
  - Are copies of the parent/guardian consent and confidential medical advice forms for those students on the excursion available?
  - If day excursions include adventure activities organising staff should consult the adventure activities website, or seek advice from peak bodies or skilled and experienced staff with recent experience instructing the activity to satisfy the principal’s requirements.
  - If approved, the online Notification of School Activity form then be submitted three weeks prior to the activity if required. (required if country schools travelling beyond the local town/city, rural
schools travelling beyond the local area, metropolitan schools travelling beyond the greater metropolitan area).

- School Council prefers that students only travel on buses fitted with seatbelts if available.
- The principal requires that a report from the Teacher in Charge occur after each day excursion if any mishaps or concerns have arisen.
- The schedule of excursions, including costs, will be distributed as early as possible, and will be updated on a needs basis.
- School Council will determine an approximate cost of excursions each year. Parent/guardians can bulk pay for the year’s excursions or pay for individual excursions as they occur. To assist in this matter, parent/guardians have an opportunity to sign over their “EMA” if applicable. Payments can also be deducted from Centrepay or engage in a payment plan.
- All endeavours will be made not to exclude students simply for financial reasons. Parent/guardians experiencing financial difficulty, who wish for their children to attend a day excursion, will be required to discuss their individual situation with the Principal. Decisions relating to alternative payment arrangements will be made by the Principal on a case-by-case basis.
- All families will be given sufficient time to make payments for excursions. Children whose parent/guardians have not paid deposits by the due date, who do not make full payment by the due date, or who have not made alternative arrangements with the Principal will not be eligible to attend.
- 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.
- Information will be provided to all parent/guardians of non-English speaking families in a manner that allows them to provide an informed consent to their children attending excursions.
- The school will provide a first-aid kit for all day excursions.
- Copies of completed Permission forms, and signed Confidential Medical Information forms must be carried by excursion staff at all times.
- A senior staff member will be in attendance at school whilst the children are returning from any out-of-school-hours excursion. The Teacher in Charge will communicate with this person with regards the anticipated return time.
- While school excursions are a team activity requiring the cooperation and common-sense of all participants, it is the Teacher in Charge who oversees the operations of the excursion, takes charge of events, makes key decisions and accepts ultimate responsibility for the excursion.
- Parent/guardians may be invited to participate in excursions. When deciding on which parent/guardians will attend, the Teacher in Charge will take into account –
  1. Any valuable skills the parent/guardians have to offer. eg. bus licence, first aid etc.
  2. The preference to include both male and female parent/guardians.
  3. The special needs of particular students.
- Parent/guardians selected to assist with day excursions may be required to pay their excursion costs.
- Only children who have displayed sensible, reliable behaviour at school will be invited to participate in school day excursions. Parent/guardians will be notified if a child is in danger of losing their invitation to participate in an excursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with other staff members and the Teacher in Charge.
- The primary references that must be consulted when considering all day excursions is the DET School Policy and Advisory Guide in particular- Student Safety & Risk Management.

**Evaluation:**

This policy was ratified by the School Council in **July 2014**

It will be reviewed as part of the school’s review cycle.
Planning Summary

The following planning summary provides an overview of four issues that should be considered before undertaking detailed planning of an outdoor or adventure-based program. This summary is most useful when used in the initial stages of planning for the proposed activity or program, and before bookings are made and dates are confirmed. It can also be applied as a final check before the program commences. It is strongly recommended that you obtain the support of your principal for the proposed program before undertaking detailed planning.

Purpose
You will need to explain the educational benefits that your students will gain, and how they relate to your school’s curriculum.

Environment
The environment in which an activity is conducted is one of the most dynamic elements of the excursion. You will need to assess the opportunities and challenges that are reasonably foreseeable in the environment in which you will be operating (including the risk of bushfire in the activity location).

You will need to consider how to manage the impact your program will have on the environment. You will need to contact land managers/owners, well in advance, to check for usage requirements or constraints. Transport arrangements should comply with the School Policy and Advisory Guide - Transporting Students and VicRoads regulations.

Activities
The activities undertaken as part of your program should support the educational purpose. You will need to follow the specific guidelines for any activity you will be offering students, and to carefully develop detailed risk management plans.

People
Your students must have the capacity to manage the range of challenges that your proposed experience may present. You will need to prepare them adequately, and provide information that will allow for informed consent to be provided.

Ultimately it is the staff responsible for the planning, instruction and supervision of students who will contribute to the learning and wellbeing of students.

You must be able to supply a safe and effective supervision and instruction framework.

The school council must give formal approval for your detailed plans.

Prior to departure, prepared documentation that might assist with emergency management must be lodged with the Principal and the designated 24-hour school contact person.
DIABETES POLICY

Rationale:
A considerable number of students in schools are diabetics. In general, the appropriate preparations and safeguards should ensure that students with diabetes are able to participate fully in the school’s educational programs.

Aims:
To ensure that students with diabetes are happy, safe and participatory members of the school.

Implementation:

- All staff will receive professional development relating to diabetes and its management.
- Students with diabetes will be identified.
- 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.
- 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.
- 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.
- It may be desirable that a student’s friends be aware of the student’s diabetes to give moral support if needed, to save embarrassment at blood testing and insulin giving times, and to give appropriate help if needed should the student have an insulin reaction.
- In general, the student should undertake all educational activities including school camps and excursions, so 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.
- 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 July 2014
It will be reviewed as part of the school’s review cycle.
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:
- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner.
- To establish well understood and logical consequences for student behaviour.

Prevention
- Our school will develop, through a process of community consultation, a comprehensive Student Engagement & Wellbeing Policy based upon: Student Engagement and Inclusion Guidance 2014, the code of conduct, which outlines amongst other things, agreed behavioural expectations, responsibilities of all parties and management strategies.
- Our Engagement & Wellbeing Policy will place significant emphasis on the development and recognition of positive behaviours.
- Whole school rules will be developed with input from students.
- We will provide a wide range of positive extra-curricula activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.
- Positive student behavioural achievement will appropriately recognised.
- An up-to-date database of student behaviour will be maintained.
- All staff will undertake professional development on student engagement, behaviour and discipline management.
- Student Learning opportunities will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.

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

Evaluation:
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
DRUG EDUCATION

Rationale:
Drug Education is a joint responsibility between school, home and the broader community. Drug Education will be provided at all levels of schooling and will include specific drug education curriculum as well as resilience education, problem solving skill and appropriate coping strategies. Drug education will be based on a Harm Minimisation approach.

Aims:
Drug Education will focus on a prevention model.
- To provide all students with a comprehensive, age appropriate drug education curriculum.
- To ensure that drug education is embedded across all key curriculum learning areas.
- That resilience education forms a strong basis for drug education at our school.

Guidelines:
- Create an awareness in all students about what a drug is.
- Work towards the development of a feeling of self-worth in all students.
- Develop an understanding of strategies students can use if faced with pressure in regard to drug usage.
- Lessons to focus on the concept of harm minimisation with regards to drug usage.

Implementation:
- Years Prep, 1 and 2 to focus on developing positive social attitudes and self-esteem.
- Specific drug issues for Prep 1 and 2 will concentrate on helpful drugs and legal drug usage (medicines)
- Years 3-6 will focus on dealing with feelings, issues and situations and developing strategies to deal with these issues.
- Years 5 and 6 only will include focus on legal & illegal drugs and the effects of legal drugs both physically and mentally.

Evaluation:
This policy was ratified by the School Council in July 2014
It will be reviewed as part of the school’s review cycle.

Related Policies
- Alcohol Policy
- Tobacco Policy
DUTY OF CARE POLICY, GUIDELINES & PROCEDURES

These guidelines should be read in conjunction with the Portarlington Primary Duty of Care School Policy

DET: Duty of Care policy located on the School Policy & Advisory Guide. See:

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

Definition

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

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

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

Rationale:

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

Aims:

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

To ensure that all parent/guardians understand the legal responsibilities of school staff (including mandatory reporting—see Mandatory Reporting Policy on page 79).
**Implementation:**

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

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

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

The teacher’s duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.

Whilst each case regarding a teacher’s legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:

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

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

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

**Risks to students outside the school environment**

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

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

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

While students are generally free to move around the buildings and work independently in break out spaces and designated study areas they must be under adult supervision at all times.

Staff are responsible for their students at all times.

The following instructions and notices apply to all staff.

**Classroom Supervision**

- Staff must **not** leave the classroom unattended at any time during a lesson.
- It is **not** appropriate to leave students in the care of ancillary staff, parent/guardians or trainee teachers (At law, the Duty of care cannot be delegated)
- It is **not** appropriate to leave students in the care of external education providers for example incursions (At law, the duty of care cannot be delegated)
- In an emergency situation use the phone for the Principal or Assistant Principal or contact the teacher in the next room. (if appropriate – send another student for assistance)
- **No student should be left unsupervised outside the classroom** as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague’s classroom, or to the Assistant Principal or Principal. This should be accompanied by documentation and appropriate follow up. The teacher, Principal or Assistant Principal is to be contacted first to alert them that the student is on their way.

**Movement of Students**

- Care needs to be taken in allowing students to leave the room to work in other areas of the school.
- Use of students as monitors outside the room during class time must only occur with the approval of the Principal or Assistant Principal
- Discretion is to be used when allowing students to visit the toilet or the Resource Centre during class time.

**Yard Supervision**

- Yard supervision is an essential element in teachers’ duty of care. It is now clearly established that in supervising students, teacher’s duty of care is one of positive action.
- Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
- Be aware that yard duty supervision within the school requires the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher’s responsibility to be aware of these guidelines and duty of care responsibilities. Teachers are also expected to follow school policy whilst on yard duty.
- Teachers rostered for duty are to attend the designated area at the time indicated on the roster.
  - Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable.
  - The handing over of duty from one teacher to another must be quite definite and **must occur in the area of designated duty**. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, **but not leave the area until replaced**.
- No changes to the yard duty roster are to be made without the approval of the Daily organiser, or Assistant Principal.
- Be alert and vigilant -intervene **immediately** if potentially dangerous behaviour is observed in the yard -
enforce behaviour standards and logical consequences for breaches of safety rules.

- You should always be on the move and highly visible.

**Excursions, Incursions and Camps**

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

- Be aware that an incursion with an external provider, (ie- another school, registered training organisation or an organisation not registered as an education and training provider- eg: visiting performance providers) does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.

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

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

- Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion, sporting events, extra-curricular or camp activities.
  
  - The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.
  
  - Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.
  
  - The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.
  
  - If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parent/guardians can be contacted and a senior staff member will remain at school until they arrive.
  
  - If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

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

**Informing Staff of the legislative liability of Duty of Care**

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

- A copy of this document will be provided to each member of staff at the first staff meeting at the commencement of the school year, and will be placed on the intranet.

- New staff will be informed of their Duty of Care as part of the school’s Induction Program

- Duty of Care will be addresses an agenda item at staff meetings regularly throughout the year and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Guide.
• Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions.

• Staff will be directed to the student wellbeing policy annually.


Evaluation:
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
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 a 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 was ratified by the School Council in **August 2012**
It will be reviewed as part of the school’s review cycle.

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.
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 https://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
• Students with Disabilities and Impairments will be enrolled along with all other eligible children.
• 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 **July 2014**
It will be reviewed as part of the school’s review cycle.
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/guardians will work with us and encourage this behaviour at home.

Aim:
- To provide clear guidance for appropriate use of ICT to enhance learning

IMPLEMENTATION:
- All students will be involved in Cybersafety Education and will be required with their parent/guardians to sign an Acceptable Use Agreement before they will be allowed on-line.
- The school community will be provided with Cybersafety information on a regular basis.
- Incidents of Cyberbullying will not be tolerated at Portarlington Primary School and victims and their carers will be encouraged to report incidents.
- Cyberbullying: is when a child is tormented, threatened, harassed, humiliated, embarrassed or targeted by another child using the Internet, mobile phone, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter or other type of digital technology. Cyberbullying is usually not a one time communication, unless it involves a death threat or a credible threat of serious bodily harm.
- Safe and responsible behaviour is explicitly taught at our school and parent/guardians/carers are requested to reinforce this behaviour at home. Parent/guardians can view the Cybersafe programs at www.cybersmart.gov.au.
- Students are advised to report an incident if
  ✓ they feel that the welfare of other students at the school is being threatened
  ✓ they have experienced an incident of Cyberbullying
  ✓ they come across sites which are not suitable for their school
  ✓ someone writes something they don’t like, or makes them and their friends feel uncomfortable or asks them to provide information that they know is private
  ✓ they accidentally do something which is against the rules and responsibilities they have agreed to.
- The school Welfare and Discipline Policy will determine action taken for breaches of this agreement. Any student who does not follow the rules of the Acceptable Use Agreement will lose their computer privileges for a length of time as decided appropriate by the Principal.
- Parent/guardians will be notified if students are involved in any incidents of bullying/cyberbullying. Notification will also be given when computer privileges are suspended or withdrawn.
PHOTOS, VIDEO, BLOGS, WEB CONFERENCING
Teachers and Students sometimes record their participation in school activities and show evidence of their learning with photos and short videos. They may also communicate with other students via web cameras. These images will be published within the school in their own and others portfolios and on secure school web sites. The school environment is controlled so that only the school community is able to see information. Teachers will outline expected processes with students in these spaces however, it is still important to think before you post to any online space. These images remain the property of the school and cannot be copied, published or distributed in any other forum. Failure to follow this agreement could result in legal action. Parent/guardians are asked to complete the appropriate form to give permission for their student to be included in these activities. The school may also have the opportunity to publish some photos of school events in a public place e.g. the local newspaper and you are asked to give your permission for your child’s photo to be published in a public forum.

VIEWING MEDIA
To improve student Digital Literacy the curriculum at Portarlington Primary School includes the use of Videos, DVD’s and film to support some lessons. Students will have the opportunity throughout the year to watch media considered as acceptable by the school and with a G or PG rating. We require parent/guardians to give permission for their students to view this material. If parent/guardians have any questions about these agreements please arrange to see the Principal.

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

Evaluation:
This policy was ratified by the School Council in July 2014
It will be reviewed as part of the school’s review cycle.
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 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:

- Participating in the risk management process within the school as part of the school’s OHS team.
- Maintaining first aid room and first aid kits
- Providing first aid services commensurate with competency and training. This may include all or some of emergency life support including response to life threatening conditions which may occur in the school (e.g. cardiac arrest or respiratory difficulties associated with asthma), management of severe bleeding, basic wound care, fractures, soft tissue injury.
- Recording all first aid treatment. A copy of treatment provided shall be forwarded with the patient where further assistance is sought. The first aider should respect the confidential nature of any information given.
- Providing input on first aid requirements for excursions and camps.

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

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

Procedures for Medical Treatment

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

In serious cases, parent/guardians/guardians will always be informed as quickly as possible of their child’s condition and of the actions taken by the school.

All accidents and injuries will be recorded on the Department’s injury management system on CASES21.

A Record of First Aid Treatment will be kept in the First Aid Room and information recorded for all students treated. A form will be filled in and sent home with the student indicating date and time of attendance in the First Aid Room, the treatment given and the person administering the first aid.
It is the policy of the school that all injuries to the head are reported to Principal and Team Member in charge of First Aid and that parent/guardians/emergency contacts are contacted regarding the injury.

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

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

- band-aids
- record book & pen

**First Aid Trained:**
- Lisa Gale
- Chris Hester
- Brooke McLaren
- Morgan-Lee Hickey
- Leigh Ulmer
- Renee Lowry
- Wendy Newton
- Laura Bowen

**Anaphylaxis Trained:**
- All staff

**Asthma Trained:**
- All staff

**Evaluation:**
This policy was ratified by the School Council in July 2014.
It will be reviewed as part of the school’s review cycle.
HEAD LICE POLICY

Rationale:
Head lice (pediculosis) are tiny insects that live on the human scalp where they feed and breed. Probably 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.

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

Implementation:
- 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.
- 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.
- The school principal will ensure all teachers and aides are provided with professional development regarding head lice, who will then be authorised to carry out visual checks of students heads for head lice (observations without touching of the students head or hair). The principal will also identify specific staff members to carry out head lice inspections (physical examinations) of students head and hair for the presence of head lice.
- 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 inspected, however, all students may be visually checked.
- All children checked or inspected will be provided with a confidential report indicating to parent/guardians the results of the inspection, as well as advice on the latest information regarding head lice.
- Consistent with Health (Infectious Diseases) Regulations 2001, the principal will ensure that the parent/guardians of any child found to have live lice are informed that their child is to be excluded from school until appropriate treatment has commenced. Such children will not be sent home during the school day, but will be dismissed as usual. Lice eggs are not grounds for exclusion.
- The principal will also provide parent/guardians of children found to have live lice with information about head lice treatment and prevention.
- Upon their return to school, parent/guardians of excluded children are to present the signed declaration on Form2 indicating that appropriate treatment has commenced. All excluded children to undergo another inspection from our trained head lice inspectors upon recommencement of school.
- The principal 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 December 2012
It will be reviewed as part of the school’s review cycle.
HEALTH & HUMAN RELATIONS-SEXUAL EDUCATION

Rationale:
Sexual Health education is an integral part of health education. In providing a comprehensive sexual health education curriculum consideration will be given to the age appropriateness of material and will be provided in consultation with parent/guardians and school council.

Aims:
- To provide age appropriate information regarding all areas of sexual health.
- To ensure students are provided with accurate information regarding sexual health issues.
- To ensure students have the necessary skills to increase their ability to make positive choices.

Implementation:
- Comprehensive sexuality education is a compulsory health education curriculum component from prep to year 10.
- An appropriate sexual health curriculum will be provided to Prep - Year 6 students
- The Year 5 and 6 program will be delivered by an external service provider (usually a nurse or health educator)
- Year 5 and 6 students will participate in the program delivered by an external provider twice to cater for the differing needs in knowledge.
- Year 5 and 6 students will be provided with a sexual health curriculum relevant to developing puberty and human reproduction.
- Children will be expected to display appropriate behaviour during these sessions. Individuals who fail to do so may be excluded from future sessions.
- The sexual health curriculum will be delivered as a core component of the health curriculum and will be age appropriate.
- The school will invite others with expertise in this area to participate in lessons or to assist with the content eg. local general practitioners or the school nurse.
- Parent/guardians will be informed of the content of the lessons.
- Parent/guardian sessions will be offered in conjunction with the sexual health classes.

Evaluation:
This policy was ratified by the School Council in July 2014
It will be reviewed as part of the school’s review cycle.
HEALTHY EATING POLICY

Rationale:

- 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.
- Portarlington Primary School recognises that to develop a new habit, a good example needs to be provided. Having one day per week where Healthy Nude Food is implemented supports children and families to recognise ‘good’ food choices. It is the first step to normalising healthy eating.
- To ensure that 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 which follows Australian Dietary Guidelines.
- Daily opportunities to practice healthy eating will embed the knowledge required for children to develop optimum health through good eating habits which will shape their quality of life.

Aims:

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

Implementation:

- The development of an appreciation of healthy foods and healthy eating habits will form part of our Health Promoting School strategy.
- 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
- Each class will have “Brain food” at 10am which is a piece of fruit or vegetable only.
- To discourage poor food choices at brain food, snack and lunch times and suggest alternatives.
- To develop a whole school approach to healthy eating that involves a consistent message from all areas including the classroom, breakfast club, special events and fundraising events.
- To introduce a regular weekly healthy nude-food day. Children will be encouraged to take home any packaged food brought to school on a healthy nude food day. A reminder note will be sent home to parent/guardians with any food returned.
- To provide occasional whole school breakfasts which reflect our healthy food policy.
- To provide healthy lunches occasionally which reflect our healthy food policy.
- Lunch orders will be available once a week if a local supplier is available
- To promote visual displays which help with good food choices for health and learning.
- To educate about nutrition for learning through curriculum, the school newsletter and website.
- To have a “sometimes food” day once a term which could be used as a celebration day.

Foods not allowed: peanuts, cashews, eggs, lollies, soft drinks, flavoured milk.
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 as this does not contain commercial harmful additives.
Roles:

Principal:
- To ensure the school community is kept informed of the policy.
- To ensure learning programs are provided to support students’ learning regarding food and nutrition.

Parent/guardians:
- Support students’ learning by providing food that promotes student’s health and wellbeing
- Liaise with teachers to promote healthy eating whilst at school
- Support children to make good food choices
- Support the implementation of our healthy eating policy.

Staff:
- To implement the Healthy Eating Policy in all learning situations so that learning is complemented and reinforced.
- To not use food as reward in the learning environment
- To resource healthy recipes for classroom cooking.
- To model healthy eating within the school community
- To ensure children are not sharing food
- To inform the Student Wellbeing staff of any students who appear to be provided with inadequate lunches.
- To ensure that students have access to their water bottles during class lessons.

Students:
- Participate in all learning experiences to increase awareness of nutrition and its effect on learning and wellbeing
- Model healthy eating within the school community
- Eat foods and drink water frequently to meet Australian Dietary Guidelines
- Eat the nutritious food provided from home

Evaluation:
Lunch order Menu (if available) to be reviewed every year.

This policy was ratified by the School Council in **October 2013**

It will be reviewed as part of the school’s review cycle.
HOMEWORK POLICY

Rationale:

- To ensure a consistent approach to appropriate homework is upheld throughout the school.

Aims:

- To foster self-discipline and a sense of responsibility.
- To foster a positive attitude towards the need to complete and/or revise work.
- To encourage students to take the opportunity to put extra time and effort into achieving their personal best.
- To establish a pattern of organising their time in order to ensure that when they attend secondary school they are equipped to cope with research skills, self-directed and set homework.
- To encourage parent/guardians and the wider community to be utilised and/or involved with the provision of resources, other than those available at the school level.
- To keep parent/guardians in touch with what is happening in the classroom.

Implementation:

- From Prep to Year 4, homework should not be seen as a chore.
- Homework will:
  - Enable the extension of class work by practising skills or gathering extra information or materials
  - Mainly consist of daily reading to, with, and by parent/guardians / caregivers or older siblings
- This will generally not exceed 30 minutes a day
- All children from Years 3 - 6 will be expected to practice number facts for approximately 5-10 minutes per night.
- Children may be expected to do oral and/or written work within the following time limits
  - Prep Up to 15 mins. per week.
  - Year 1 & 2 Up to 20 mins. per week.
  - Year 3 & 4 Up to 30 mins. per week.
  - Year 5 & 6 Up to 60 mins. per week.
- Homework should be:
  - appropriate to the student’s skill level and age
  - interesting, challenging and, where appropriate, open ended
  - balanced with a range of recreational, family and cultural activities
  - purposeful, meaningful and relevant to the curriculum
  - assessed by teachers with feedback and support provided.
- The OSHC program will provide opportunities for children to complete their homework but the staff are not responsible to fulfil the parent/guardians expectations as outlined further in this policy

Types of homework that meet these requirements include:

- **Practice exercises** – providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills, such as:
  - completing consolidating exercises for Mathematics – practising of multiplication tables
  - practising spelling words
  - practising words or phrases learnt in Indonesian classes
  - reading for pleasure
- writing essays and other creative tasks
- practising and playing music and performance skills
- practising physical education skills.

- **Preparatory homework** – providing opportunities for students to gain background information so they are better prepared for future lessons, such as:
  - reading background material for Integrated Studies
  - reading English texts for class discussion
  - researching topics for class work
  - collecting newspaper articles
  - revising information about a current topic.

- **Extension assignments** – encouraging students to pursue knowledge individually and imaginatively, such as:
  - writing a book review
  - making or designing and art work
  - completing Science investigation exercises
  - researching local news
  - finding material on the Internet
  - monitoring advertising in a newspaper
  - completing projects

**Expectations of Parent/guardians:**
Parent/guardian and caregivers can help their children by:
- observing and acknowledging their success and asking how their home and class work is progressing
- setting an example by reading themselves
- contacting the relevant teacher to discuss any problems their children are having with homework
- helping them to complete homework by discussing key questions or directing them to resources whilst encouraging children to complete homework themselves
- helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities
- checking whether homework for upper students has been set and ensuring it is completed by the due date
- parent/guardians of students who take the opportunity to work on homework tasks during the OSHC program understand that they as parent/guardians, they are responsible for monitoring the completion of homework (not the OSHC staff)

**Evaluation:**
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
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 initialed 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 was ratified by the School Council in February 2016
It will be reviewed as part of the school’s review cycle.
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 was ratified by the School Council in **February 2016**
- It will be reviewed as part of the school’s review cycle.
- This policy, plus investment levels, investment terms and types of investments are required to be formally minuted and reviewed by school council regularly.
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.

Aims:

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

Implementation:

- Our school has made a commitment to provide for the individual needs of each student.
- We do not accept that students be provided with whole class generic lessons that do not allow for individual difference or need.
- Learning experiences will be challenging, engaging, and involve practical ‘hands-on’ activities and first-hand encounters where ever practicable.
- Student learning goals will be developed identifying targets and achievement goals.
- 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.
- Learning opportunities will be open-ended, cater for the multiple intelligences of all students, and be based upon cooperative learning strategies.
- Sequential courses of study will be provided in all learning areas.
- Homework will consist of activities that reflect the needs of each student.
- Both extension and intervention opportunities will be provided for all students according to need.
- Teachers will draw upon the expertise of others by working in Professional Collaborative Learning teams to develop and implement the curriculum.
- The learning technologies will be incorporated into the instructional programs to enhance learning.

Evaluation:

This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.

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

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

Implementation:

- 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.
- 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.
- Each form of leave is granted or denied subject to a variety of legislative requirements and school based matters.
- Information about leave entitlements can be obtained by staff through the EduPay system.
- 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 the provide the Business Manager with medical certificate/s on the same day.
- 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.
- 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.
- Absence from school for reasons other than approved Departmental leave will result in leave being entered as ‘Leave Without Pay’.
- 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.
- 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.
- 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.
- 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.
- 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.

- The Principal will make provision for replacement of staff and higher duties where appropriate.
- In determining whether leave may be granted, the Principal will consider:
  - Whether the leave is discretionary or an entitlement.
  - Whether or not exceptional circumstances exist.
  - The impact the granting of the leave will have the operations of the school.
  - The financial impact of the leave and the school’s budgetary situation.
  - The entitlement of the staff member to the leave for which they have applied.
  - The order of leave applications.
  - Availability of replacement staff.
  - The staff member’s previous leave record.

**Evaluation:**

This policy was ratified by the School Council in **July 2014**

It will be reviewed as part of the school’s review cycle.
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:
- School Council in partnership with the principal are responsible for the maintenance of the school buildings and grounds, and all urgent works projects to the value of $30 000.
- 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 appropriately.
- School Council will consider contributing additional funds to school maintenance only after the Finance subcommittee has presented an itemised annual works program, which includes items to be paid by both SRP and SMS funding.
- 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.
- Individual classes of students will be responsible for the maintenance of gardens and various areas of the school.
- Students will not use powered, electrical or otherwise dangerous equipment for the purpose of school maintenance.
- School Council will ensure a supply of basic gardening, maintenance and safety equipment is available for use by students.
- School Council does recommends the use of loud equipment such as mowers, drills, blowers to used outside of school hours wherever possible as it is disruptive to the teaching and learning programs.
- The current asbestos audit must be consulted prior to any maintenance works to buildings.
- Staff are required to write in the maintenance register (or email the business manager) all equipment, facilities or areas of the school that they believe require attention.
- Urgent or unsafe maintenance items need to be removed from use, and brought to the immediate attention of the principal or the OH&S officer as appropriate.
- All other issues relating to maintenance are to be brought to the attention of Principal or Business Manager.

Evaluation:
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
MANDATORY REPORTING POLICY

Rationale
Where during the course of carrying out their normal duties, a school staff member forms the belief on reasonable grounds that a child is in need of protection, the staff member must make a report to Child Protection regarding this belief and the reasonable grounds for it as soon as practicable. *(Children Youth and Families Act 2005)* Primary and secondary school teachers and principals (including students in training to become teachers) are prescribed as mandatory reporters under section 182 of the CYFA.

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/guardian are unwilling or unable to protect the child.

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

- a child or young person states that they have been physically or sexually abused
- a child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows the child or young person states that the child or young person has been physically or sexually abused
- a child shows signs of being physically or sexually abused.
- the staff member is aware of persistent family violence or parent/guardian substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person’s safety, stability or development
- the staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
- a child’s actions or behaviour may place them at risk of significant harm and the child’s parent/guardians are unwilling or unable to protect the child.

Reporting a belief
Staff members, whether or not mandated, need to report their belief when the belief is formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief and on each occasion on which they become aware of any further reasonable grounds for the belief.
Protecting the identity of the reporter

Confidentiality is provided for reporters under the Children, Youth and Families Act 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:

- it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter
- 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.

Failure to report

A failure by mandated professionals and staff members to report a reasonable belief that a child is in need of protection from significant harm as a result of physical or sexual abuse may result in the person being prosecuted and a court imposing a fine under the CYFA.

Procedures

Teachers are encouraged to discuss any concerns about the safety and wellbeing of students with the principal. If a principal does not wish to make a mandatory report, this does not discharge the teacher’s obligation to do so if they have formed a reasonable belief that abuse may have occurred. If the teacher’s concerns continue, even after consultation with the principal, that teacher is still legally obliged to make a mandatory report of their concerns.

Information about the identity of a person making a report to Child Protection must be kept confidential unless the reporter consents to the disclosure of their identity. If the staff member wishes to remain anonymous, this information should be conveyed at the time that the reporter makes the mandatory report.

Staff must respect confidentiality when dealing with a case of suspected child abuse and neglect, and may discuss case details and the identity of the child or the young person and their family only with those involved in managing the situation.

Note: The role of investigating an allegation of child abuse rests solely with Child Protection and/or Victoria Police.

Interviews at Victorian schools

Child Protection may conduct interviews of children and young people at school without parent/guardian knowledge or consent. However, a child will be interviewed at a Victorian school only in exceptional circumstances and if it is in the child’s best interests to proceed in this manner. Child Protection will notify the school of any intention to interview a child or young person. This may occur regardless of whether the school is the source of the report to Child Protection.

When Child Protection practitioners arrive at the school, the principal or their nominee should ask to see their identification before allowing Child Protection to have access to the child or young person.

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. This may occur verbally or in writing using the relevant Child Protection proforma.
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.

Ensuring that a Child Protection interview takes place

The school does not have the power to prevent parent/guardians, carers or guardians from removing their children from the school and should not attempt to prevent the parent/guardians, carers or guardians from collecting the child. If a parent/guardian/carer or guardian removes a child before a planned interview has taken place, the principal and/or their nominee should contact Child Protection or Victoria Police immediately.

Staff Training

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

References:


Evaluation:

This policy was ratified by the School Council in July 2014

It will be reviewed as part of the school’s review cycle.
DISTRIBUTION OF MEDICATION POLICY

Rationale:

- Teachers and schools are often asked by parent/guardians to administer medication for their children while at school. It is important that such requests are managed in a manner that is appropriate, ensures the safety of students, and fulfils the duty of care of staff.

Aims:

- To ensure the medications are administered appropriately to students in our care.

Implementation:

- Children who are unwell should not attend school.
- A staff member will be responsible for administering prescribed medications to children.
- All parent/guardian requests to administer prescribed medications to their child must be in writing on the form provided and must be supported by specific written instruction from the medical practitioner or pharmacist’s including the name of the student, dosage and time to be administered (original medications bottle or container should provide this information).
- Requests for prescribed medications to be administered by the school ‘as needed’ will cause the Principal to seek further written clarification from the parent/guardians.
- All student medications must be in the original containers, must be labelled, must have the quantity of tablets confirmed and documented, and must be stored in either the locked office first aid cabinet or office refrigerator, whichever is most appropriate.
- Consistent with our Asthma policy, students who have an Asthma Management Plan may carry an asthma inhaler with them or it can be stored in the school office.
- All completed Medication Request Forms and details relating to students, their prescribed medication, dosage quantities and times of administering will be kept and recorded in a confidential medications register located in the school office.
- Students involved in school camps or excursions will be discreetly administered prescribed medications by the ‘Teacher in Charge’ in a manner consistent with the above procedures, with all details recorded on loose-leaf pages from the official medications register. Completed pages will be returned to the official medications register on return of the excursion to school.
- Parent/guardians/carers of students that may require injections are required to meet with the principal to discuss the matter.

Evaluation:

This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
MEDICATION REQUEST FORM

DATE: 

PARENT/GUARDIAN’S NAME: 

CONTACT NO: 

I request that my child ________________________ be administered the following medication whilst at school, as prescribed by the child’s medical practitioner.

NAME of MEDICATION: 

DOSAGE (AMOUNT): 

EXPIRY DATE: 

TIME/S of MEDICATION: 

DATES MEDICATION TO BE GIVEN: 

I have sent the medication in the original container displaying the instructions provided by the pharmacist.

Yours sincerely

(Parent/guardian Signature)
OCCUPATIONAL HEALTH AND SAFETY POLICY

Rationale:

To create and maintain a healthy and safe working environment and to create a team approach to health and safety issues.

Aims:

- This policy recognises that the health and safety of all employees and volunteers within Portarlington Primary School is the responsibility of the principal. It also addresses the statutory requirements as set out in the OHS Act 1985 under section 21, “Duties of Employers”.
- Health shall be understood as a dynamic concept that refers to the physical and psychological wellbeing of individuals, workgroups and the school community as a whole.
- Portarlington Primary School recognises that health is affected by the interaction of personal, social, organisational and environmental factors. Individual differences and needs shall be recognised, respected and supported as far as is reasonable and practicable.
- Portarlington Primary School has a duty of care to provide and maintain, so far as is practical, an environment that is safe and without risk to the health of staff, students, and visitors. The coordination and implementation of this policy shall be the responsibility of the School Administration, but all staff has a duty of care under this policy.

This includes:

- providing and maintaining safe plant and systems of work.
- making and monitoring arrangements for the safe use, handling, storing and transport of equipment and substances.
- maintaining the work place in a safe and healthy condition.
- providing adequate facilities to protect the welfare of all employees and students.
- providing information, training and supervision for all employees, enabling them to work in a safe and healthy manner.
- providing regular consultation processes with employees to ensure that the policy operates effectively.
- providing training and support.
- providing role descriptions and details of safety duties of management at all levels.

IMPLEMENTATION:

Recognition of hazards occurring in the education environment, with specific reference to Portarlington Primary School, the school leadership and administration will take every practicable step to provide and maintain a safe and healthy work environment for all employees. This will include:

1. This policy covers management who must:
   - observe, implement and fulfil its responsibilities under the Acts and Regulations that apply within the state.
   - provide process and consultation with a properly formed OHS plan, which details the purchase and storage of dangerous goods, staff induction and training, noise, first aid and systems of work.
• provide information, training and supervision for all employees in the correct use of equipment and substances used within the school.
• inform of incidents and accidents occurring on the school grounds or to school employees so that the health and safety performance can be accurately recorded, gauged and acted upon.
• ensure OHS issued procedures are clearly established
• ensure that the school trains first aid personnel in sufficient numbers as determined by the school need.
• provide formal hazard identification and preventative maintenance programs.
• ensure that a formal process for reporting, recording and investigating of incidents is followed, as well as reporting of potential or actual hazards.
• provide copies of this policy to school visitors, members of the public and contractors working on site as appropriate.
• Anticipate, monitor, and assess psychological impacts of the school environment, work practices and processes, management decisions, and organisational and environmental changes.
• Monitor and assess psychological impacts of incidents and accidents on individuals, work groups and the school community.
• Respond positively and proactively to minimise psychological impacts arising from the school environment, work practices and processes, management decisions, organisational and environmental changes, and incidents and accidents.

2. Employees who should:
• have a duty of care of which they are responsible for their own health and safety and of others affected by their actions at work.
• comply with the safety procedures and directions agreed between management and employees with nominated or elected health and safety functions.
• not wilfully interfere with or misuse items or facilities provided in the interests of health, safety and welfare of other employees.
• in accordance with agreed school procedures for accident and incident reporting, report potential and actual hazards to their elected Health and Safety Representative.

3. Resources:
• Professional development funds will be provided to train members of OHS Committee.
• Funds will be available as part of the Minor Works and Maintenance budgets to rectify any faults.
• Subject to budgetary considerations and approval, Management should access necessary professional advice and support to (a) develop operating procedures for the implementation of this policy, and (b) implement the provisions of this policy.

Evaluation:
• This policy was ratified by the School Council in July 2014
• It will be reviewed as part of the school’s review cycle.

• This policy will also be reviewed in the light of legislative changes (ie-changes in regulations or circumstances)
• The management of Portarlington Primary School seeks the cooperation of all employees in implementing this policy.
• All employees will be advised, in writing of agreed changes to this policy and arrangements for their implementation.
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:
- To provide information about oral care to children and parent/guardians.
- To promote good oral health habits as part of our overall health and wellbeing program.
- To promote, support and encourage healthy eating for children and the school community so that good dental health becomes a natural outcome.

Implementation:
- The school promotes the consumption of fruit and vegetables and healthy food options in line with Australian Guidelines.
- The school encourages and provides 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.
- 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.
- All children and staff have access to water bottles during class times.
- Food will not be used as an incentive or reward at any time.
- Students are encouraged to undertake oral hygiene and safety practices in the school where appropriate (eg. school camps, sleepovers)
- The staff will be encouraged to access local health professionals including Bellarine Health Centre to increase their capacity to deliver and promote healthy eating and oral health initiatives.
- Oral health is included in the curriculum as part of a healthy eating plan.

Evaluation:
This policy was ratified by the School Council in November 2013
It will be reviewed as part of the school’s review cycle.
PARENT/GUARDIAN COMPLAINTS POLICY

Rationale:

- A timely and professional response to parent/guardian complaints is an effective means of encouraging communication, building trust and resolving issues for the betterment of all concerned.

Aims:

- To develop and implement a process by which parent/guardians can confidently raise concerns in the knowledge that they will be listened to and their concerns will be professionally managed in a timely, confidential and appropriate manner.

Implementation:

- Relationships with parent/guardians are important to us. We take complaints raised by parent/guardians seriously.
- Parent/guardians making complaints should ascertain the facts as best they can, and contact the school at their earliest convenience.
- The procedure for making a complaint is available in pamphlet form in the administration foyer of the school.
- Parent/guardians with complaints should contact the school by telephone, in person or in writing. Parent/guardians are discouraged from making complaints by email as it can be impossible to authenticate the identity of the person writing the email.
- Parent/guardians visiting the school to make a complaint are advised that it is unlikely that staff will be immediately available to investigate the complaint. However, details regarding the complaint can be taken by the office staff. Alternatively, office staff can make an appointment for the parent/guardian to meet with an appropriate person to discuss their concerns.
- Parent/guardians making complaints are to be well-behaved, confidential and courteous. Parent/guardians who are unreasonable, threatening or discourteous can expect their discussions with staff to be terminated until such time as an alternative discussion time is arranged by the school.
- The school will record the details of all complaints including the name and contact details of the persons making the complaints. The school will then refer the complaint to the most appropriate person to investigate. There will be many occasions that this will be someone other than the principal.
- The principal will determine whether or not an anonymous complaint will be investigated.
- The investigating staff member may conduct a preliminary investigation or communicate with the parent/guardian to discuss the matter further.
- If the scope of the investigation is beyond the capacity or jurisdiction of the school, the matter will be referred to the appropriate authority and the parent/guardian will be informed of the referral.
- Any investigation conducted by the school will be done so in a timely, efficient and confidential manner, ensuring the fair principles on natural justice are applied for all. Parent/guardians will be provided with an anticipated time-frame for a resolution.
- The investigating staff member will record the details of the investigation.
- Following the investigation, the investigating staff member will communicate with the parent/guardian to provide their findings and an appropriate course of action, if any.
• If in the view of the parent/guardian the matter remains unresolved, the parent/guardian will be provided with details as to how they can refer the matter to the Department of Early Childhood Education’s regional office.
• Similarly, the school, the parent/guardian or other involved parties may seek to involve a mediator to try to resolve any unresolved complaint.
• Our school will develop a variety of policies relating to areas where complaints often arise, so that all parties are sure of the school’s position.
• All records of parent/guardian complaints, subsequent investigations and outcomes will be stored in the principal’s office.
• All staff will be made aware of our school’s complaints handling procedures and will be supported with training on how to minimise, respond to, and manage parent/guardian complaints.

Evaluation:
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
PHILOSOPHY POLICY

RATIONALE:
- This school has a clear statement outlining its philosophy through the vision, mission and values statement

AIMS:
- To ensure that the whole school community is aware of the direction and guiding values of our school

IMPLEMENTATION:
- The School Strategic Plan is developed on a cyclic basis through a consultative process outlining the key improvement strategies of our school
- The Annual Implementation Plan (AIP) is developed each year and includes yearly targets (based on the School Strategic Plan)
- At the beginning of the school year the staff and community are reminded of our vision statement and values
- Our values are clearly displayed on windows (decals), in classrooms and around the school
- The induction process for new staff includes the distribution of all key documents
- The School Wide Positive Behaviour Framework is based on our school values
- The school newsletter and other school documentation includes the school’s values
- The school website and school app contain the vision and values statement
- The school community is expected to integrate and enact the school’s values daily
- At the beginning of each year a comprehensive “start right” program is implemented. Students are reminded of the expectations at the beginning of each term or as the need arises
- Recognition for those displaying positive behaviours and the school values include:
  - Weekly assembly awards
  - Acknowledgement with dolphin tokens
  - Early lunch on a Friday for the students with the most tokens from each class
  - Recognition in the newsletter each week

- Evaluation:
  - This policy was ratified by the School Council in July 2014
  - It will be reviewed as part of the school’s review cycle.
PORTARLINGTON PRIMARY SCHOOL

We believe that all children can learn, be healthy and succeed within a supportive and academically rich environment.

Our MISSION is:

To provide our students, staff, families and wider community with the provision of quality learning opportunities both academically, socially, emotionally and physically through contemporary teaching practices and a healthy, nurturing, challenging, safe and secure environment.

Our VISION is:

That our students:

- progress in their learning
- develop individual strengths
- set and pursue goals
- become aspirational and inspired to achieve personal fulfilment

Our VALUES:

We have a strong commitment to collaborate with our families the local community to reflect socially appropriate values.

- Respect for self, others, property and the environment
- Responsibility
- Safety
- Kindness

Our school values are reflected throughout all of our teaching and learning programs and they are embedded into our school culture.

Our AIMS:

Our values guide the way we work and we aim to:

- Provide learning experiences which will engage, challenge and extend all students to reach their full potential
- Ensure that our school culture supports our children to be healthy and positive
- Develop high levels of self-confidence, self-discipline and self-worth
- Strive to always do our best and be the best that we can be
- Develop resilience and persistence
- Be connected to the school and wider community
- Develop honesty and integrity
- Develop appropriate social skills, positive relationships and strategies to handle our emotions
- Develop problem solving skills, inquiring and receptive minds
- Work in close partnership with parents in guiding the educational progress of each child so that they are able to succeed developmentally at their own individual rate

We achieve great outcomes because we work together and set high standards of achievement and behaviour that are shared by students, families, staff and the wider community.
I am a Successful Learner when...

- I am **Respectful** (self, others, environment, property)
- I am **Responsible** (self, others, environment, property)
- I am **Safe** (self, others, environment, property)
- I am **Kind** (self, others, environment, property)

then I am building

- **my** Confidence skills
- **my** Resilience skills
- **my** Persistence skills
- **my** Getting Along skills
- **my** Organisation skills

and...

- I am **Happy and Healthy**
PHYSICAL ACTIVITY 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:
• To increase the activity levels and wellbeing of the whole school by providing a supportive environment that encourages and enhances physical activity opportunities.
• To promote the importance of a healthy lifestyle, which includes being physically active every day.
• 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)

Implementation:
• Appointed Physical Education staff will provide a sequential PE skills and sporting program for all students.
• Staff are supported to access resources, tools and professional learning to enhance their knowledge and capacity to promote physical activity across the curriculum.
• 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.
• 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.
• 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.
• 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.
• Active travel 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.
• The school promotes physical activity which encourages inclusiveness and participation in addition to performance.
• Staff and families recognise that they are role models and are encouraged to actively engage in physical activity and active travel.
• Students will be involved in the running of physical activity initiatives in the playground.
• Students are encouraged to take part in after school physical activity programs including “Active After School Communities”.
• Links are established with local community sports and recreation services to create and strengthen opportunities for students to participate in physical activity outside of school hours.
• 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
• The school will work with local health professionals, services and organisations to increase capacity to deliver and promote physical activity initiatives.

**Evaluation:**
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
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:

- To ensure all employees, and those volunteers involved in activities with potentially high levels of student contact, are responsible and of sound character.

Implementation:

- 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.

- 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.

- 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’

- 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.

- The principal will decide which other groups of volunteers require police records checks.

- Police record checks of volunteers will be organised, coordinated and paid for by the volunteers.

- The applicant and the school will each retain copies of police record checks.

- The results of all police record checks are strictly confidential.

Evaluation:

This policy was ratified by the School Council in **July 2014**

It will be reviewed as part of the school’s review cycle.
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:
- The policies describe the rationale, aims and implementations of the operations and directions of the school as a whole.
- The process of considering school policies will be managed by the principal, will be a continuous cycle, and will use a transparent/guardian and consultative process.
- All policies will use the school policy layout including the following elements: School Name, policy name, rationale, aims, implementation, evaluation/cycle review time.
- 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.
- Policies will be developed taking into account Department of Education and Training policies, memos and circulars relevant to each policy area.
- A database of policies and a review schedule to provide a timeline for reviews either annually or on a cyclic basis is to be maintained.
- When reviewing an existing school policy, the principal will consult with all staff and the appropriate committees and to School Council for ratification.
- Changes as a result of policy developments and / or reviews will be widely advised to staff and parent/guardians.
- All staff will have opportunities to provide input into any policy development or review process.
- The focus of all school policies must remain the needs of students and school operations.

Evaluation:
This policy was ratified by the School Council in July 2014
It will be reviewed as part of the school’s review cycle.
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:
• The school’s limited funds are allocated each year by school council to various budgets for specific purposes.
• School council’s budgeting decisions are made after the principal has sought input from staff.
• The school’s priority programs attract high precedence when budgets are being decided.
• 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.
• Staff members responsible for expenditure of program budgets will be provided with professional development as required.
• 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.
• 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.
• 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.
• 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.
• 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.
• Staff will be provided with regular financial reports indicating the expenditure history of their respective budgets and unspent balances.
• 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.
• 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.
• Unspent budget funds will not be carried over to the following year.
• The expenditure of, and outcomes achieved by each budget will be monitored and reported in full to the school council.

Evaluation:
This policy was ratified by the School Council in February 2016
It will be reviewed as part of the school’s review cycle.
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.


**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 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 was ratified by the School Council in **November 2012**
It will be reviewed as part of the school’s review cycle.
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:
- To report school and student performance accurately and comprehensively.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.

Implementation:
- Schools are responsible for accurately reporting student achievement against the Australian Victorian Essential Learning Standards (AusVELS) to the students themselves, to parent/guardians, other teachers and schools, to School Council, and to the Department of Education and Training.
- Each year our school will provide parent/guardians with two written Student Reports indicating their child’s academic progress against AusVELS standards and progression points. Where necessary, translations into other languages will be provided.
- The Student Reports will be generated using Department of Education and Training provided software, and will include assessments against state-wide academic standards, an indication of strengths and areas requiring additional assistance, suggestions for support and extension strategies and areas beyond the AusVELS (eg. attitude, participation, social skills)
- 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 AusVELS standards across the school.
- 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.
- Our school will progressively develop learning improvement plans for individual students in consultation with parent/guardians and, where appropriate, with others with specific expertise.
- 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 AusVELS levels.
- The schools will assess the achievements of students with disabilities and impairments in the context of the AusVELS 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
- The school will provide all required performance data to the Department of Education and Training and the community by means of an annual report.
- Students for whom English is a second language will have their progress in English reported against the EAL Companion to the AusVELS.

Evaluation:
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle, or at any time that Department of Education and Training policy changes influence reporting practices in schools.
SCHOOL COMMUNITY 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:

- The principal and school garden volunteers (via the finance sub-committee) will be required to present School Council with a detailed site and management plan for approval prior to commencement of any works.
- 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 municipal council.
- The community garden will be primarily for the growing of flowers, vegetables, fruits and herbs by students.
- The principal will seek to overcome any issues as they arise, with any major or irreconcilable problems being referred to School Council.
- School Council will not provide garden tools for the use by community.
- The garden will also be organic, with the use of herbicides and/or pesticides etc strictly forbidden.
- The garden will have a learning focus for students, with their regular involvement in all aspects of the garden widely expected.

Evaluation:

This policy was ratified by the School Council in **June 2012**

It will be reviewed as part of the school’s review cycle.
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:
- To provide a harmonious, positive and productive school environment.
- To resolve complaints fairly, efficiently, promptly and in accordance with relative legislation.

Implementation:
- Our school seeks to provide a positive, harmonious and productive environment.
- 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.
- 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.
- It is incumbent upon the principal to act where unacceptable conduct is observed or brought to his or her attention.
- It is important that all complaints, ensuing procedures and outcomes are fully documented and confidential.
- 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.
- 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.
- Full details regarding formal complaint resolution procedures are contained within the Department of Education and Training’s Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance” handbook, and contain the following steps.
- The formal process involves:
  - 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.
  - Dismissing or accepting the complaint. Acceptance may involve the Conduct & Ethics Branch, verbal or written warnings, conciliation, counselling or consequences etc.
  - Preparation of a detailed confidential report.
  - Monitoring of the situation.
- Parties dissatisfied with the process can appeal to the previously mentioned external agencies.
- All matters must be treated with utmost confidentiality, and professional respect at all times.

Evaluation:
This policy was ratified by the School Council in July 2014
It will be reviewed as part of the school’s review cycle.
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:
- To promote and encourage the importance of individual health and wellbeing of staff members
- To develop further awareness of ways that each individual can implement positive behaviours to assist them to undertake a healthy work/life balance.
- To think about, discuss and implement ways to improve staff health and wellbeing.
- To help provide a level of support which enables each individual to perform both mentally and physically at their best.
- To promote the importance of healthy lifestyle habits which are crucial to life-long health and wellbeing.
- To develop a safe, enjoyable, healthy and caring environment where staff have the opportunity to engage in positive health and wellbeing practices.
- To acknowledge that staff are key partners in developing and supporting health and wellbeing initiatives.

Implementation:
Healthy Eating and Oral Health:
- To encourage staff to bring food to school which is consistent with our healthy eating policy.
- To assist with a consistent message about healthy eating being given to the school community by choosing healthier options at school.
- 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 help us to learn.
- To provide healthy choices at morning tea.

Physical Activity:
- Staff are encouraged to participate in physical activity on a regular basis to contribute to their overall health and wellbeing.
- 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.
- 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.
- Going for an occasional walk with the class.

Sun Protection:
- All staff are required to wear hats which protect their face, neck and ears whenever they are outside from Sept 1<sup>st</sup> – April 30<sup>th</sup>.
- Sunscreen is provided in each classroom for staff and student use.
- 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 Sept 1st – Apr 30<sup>th</sup>.
- Staff to become familiar with Vitamin D education and follow Sunsmart Policy.
- All staff will follow OH&S guidelines.

**Mental Health and Wellbeing:**
- To provide a supportive school culture which promotes positive relationships and caring for one another
- To encourage each staff member to take time to talk over successes and difficulties.
- To encourage one another through positive feedback and conversations.
- To occasionally engage wellbeing speakers who are able to increase our knowledge and participation in good mental health strategies.
- To be mindful of the demands of the profession and be alert to the ways to share the load and decrease stress levels.
- Staff members to be intentional about taking time for themselves and their own pursuits.

**Safe Environments:**
- Staff are to comply with all relevant health and safety legislation and guidelines.
- 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.
- To be familiar with all safety procedures including location of first aid kits and emergency procedures.
- To consult and cooperate with DET on safety related matters.

**Tobacco Control:**
- To ensure that all staff are made aware of the dangers of smoking.
- To encourage staff to be positive anti-smoking role models.
- To recognise the negative outcomes of smoking and access the Employee Assistance Program where appropriate.
- To respect and comply with our School Tobacco Control policy.

**Alcohol and other Drug Use:**
**Staff:**
- recognise and support that Portarlington Primary School is an alcohol free zone at all times.
- recognise and support that Portarlington Primary School has a zero tolerance of illicit drugs and any such matters will be referred to police.
- staff are encouraged to access information and resources that increase worker knowledge and awareness around key health areas, including the risk associated with alcohol consumption and drug use and seek professional help where appropriate.
- Should be aware that consumption of alcohol by staff during camps or excursions is:
  - inconsistent with the standard of professional conduct necessary to maintain community confidence in these activities
  - considered unwise
  - could lead to allegations of negligence.

**Evaluation:**
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
STUDENT WELFARE & WELLBEING 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:
- To provide an educational environment which recognises, values and builds student wellbeing.
- To develop students who are physically and emotionally healthy.

Implementation:
- Developing the wellbeing of our students is central to our role as a school, and is reflected in our whole school philosophy.
- Staff, parent/guardians, 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 of the policies during the review periods.
- A culture of positive reinforcement and encouragement will permeate all facets of our school.
- Student work and achievements will be regularly showcased and publicly recognised.
- Our school will value and encourage student individuality, differences and diversity.
- Programs that provide for the emotional health of students, such as You Can Do It, Kids Matter and Brave Hearts will underpin our curriculum.
- Programs that support a safe environment that encourage open discussion, such as Personal Safety, will be implemented across the school.
- The Life Education van will visit the school every second year to provide programs for all students.
- The curriculum will be broad, will provide for the needs of individual students, and will be developed to cater for multiple intelligences.
- Programs that support the wellbeing of parent/guardians and families will be available.
- The school will provide a student wellbeing coordinator and will access DET regional and network staff with wellbeing and/or welfare expertise as required.
- Programs dealing with issues such as drug education will form part of the school’s curriculum.
- An active student leadership team will form part of the school’s decision-making team.
- Staff will be provided with professional development regarding student wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues.
- The school will actively engage in the Health Achievement Program and promote the 8 key initiatives which include:
  - Healthy Eating & Oral Health
  - Physical Activity
  - Sun Protection
  - Safe Environments
  - Tobacco Control
  - Alcohol & other Drug Use
  - Mental Health & Wellbeing
  - Sexual Health & Wellbeing

Evaluation:
This policy was ratified by the School Council in July 2014. It will be reviewed as part of the school’s review cycle.
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:
- Ensure all students and staff get some UV for vitamin D.
- 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.
- Work towards a safe school environment that provides shade for students, staff and the school community at appropriate times.
- Assist students to be responsible for their own sun protection.
- Ensure that families and new staff are informed of the school's SunSmart policy.

Staff are encouraged to access the 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 September to the end of April and whenever UV levels reach 3 and above, the level that can damage skin and eyes.

1. **Shade**
   - A shade audit is conducted regularly to determine the current availability and quality of shade.
   - 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. lunch, canteen, outdoor lesson areas and popular play areas.
   - The availability of shade is considered when planning excursions and all other outdoor activities.
   - In consultation with the school council, shade provision is considered in plans for future buildings and grounds.
   - Students are encouraged to use available areas of shade when outside.
   - Students who do not have appropriate hats or outdoor clothing are asked to play in the shelter shed protected from the sun.

2. **Clothing**
   - 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.

3. **Hats**
   - 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.
4. Sunscreen
- Students must provide their own SPF 30+ broad spectrum, water resistant sunscreen.
- AND / OR
- The school supplies SPF 30+ 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).
- Staff OHS and Role modelling
- All staff will follow OH&S Guidelines.

Families and visitors are encouraged 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.

Curriculum
Programs on skin cancer prevention and vitamin D are included in the curriculum for all year levels. 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 on student enrolment.

Evaluation:
This policy was ratified by the School Council in 2012
It will be reviewed as part of the school’s review cycle.
The school council and staff regularly monitor and review the effectiveness of the SunSmart policy (at least once every three years) and revise the policy when required.

Next policy review: 2015

 Relevant Documents / Links
- DET Health, Safety & Workcover
- Catholic Education Commission of Victoria (CECV) Occupational Health & Safety Guidelines
- Independent Schools Victoria (ISV) Compliance Framework
- Victorian Early Years Learning and Development Framework (VEYLDF)
- Building Quality Standards Handbook (BQSH): Section 7.5.5 Shade Areas
- Education and Training Parliamentary Committee Inquiry into Dress Codes and School Uniforms in Victorian Schools -Government Response
- Occupational Health and Safety Act 2004
- Radiation Protection Standard for Occupational Exposure to Ultraviolet Radiation (2006)
- Safe Work Australia: Guidance Note for the Protection of Workers from the Ultraviolet Radiation in Sunlight
TOBACCO CONTROL POLICY

Rationale:
Our school recognises the importance of a smoke free environment, which contributes to good health and overall wellbeing. It is important that the school community including staff, parents and volunteers understand that they are positive role models to students. For the protection of staff, students and visitors, smoking is 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. Our school will continue to provide tobacco education to our students and support staff, parents, volunteers and the wider school community to understand the benefits of not smoking. This Tobacco Control Policy is in line with current federal, state and local smoking acts and legislation.

Aims:
- To ensure that all students, staff, volunteers and parents understand the dangers of tobacco smoke.
- To ensure that children are protected from the dangers of second-hand smoke while at school.
- To encourage families, staff and students to be key partners in developing and supporting smoke-free curriculum and other forms of education to the wider school community.
- To encourage and support parents and staff to be positive role models by being smoke free.
- To ensure that a fair and reasonable process for responding to incidents of smoking is developed, understood and consistently followed.

Implementation:

Healthy Policy
On 1 July 2009 the Minister for Education exercised the power under the Education and Training Reform Act 2006 to prohibit smoking in all government schools. The smoking ban applies to-
- Anyone on school premises during and after school hours including students, teachers, contractors, parents/guardians or the wider community, such as sporting groups
- All activities that take place on school premises including OSHC, cultural, sporting or recreational activities and school fetes

From 13 April 2015, smoking is banned within four metres of an entrance to all primary and secondary schools in Victoria, and within the school grounds, under an amendment to the Tobacco Act 1987. A similar ban applying to the entrances and grounds of Victorian childcare centres and kindergartens is also in place.

- While smoking was banned on the grounds of all Victorian Government schools by the Minister for Education in 2009 via a Ministerial Ban Order, the new bans are enshrined in legislation.

- Staff members are not permitted to smoke outside of the school property within the view of students
- It is a legislative requirement that each school installs suitable ‘No smoking’ signs at all entrances to the school grounds.
A whole school tobacco control policy is developed in consultation with the school community and implemented. The tobacco control policy is communicated to the school community via the newsletter annually.

Link to Tobacco Policy implementation process and legislation is outlined in Appendix A.

Healthy Physical Environment
- The school provides a totally smoke-free environment and smoke-free signage is clearly displayed in appropriate places.
- All school events/excursions/trips (on and off the school grounds) are totally smoke-free.
- Parents and visitors will be discouraged from smoking, displaying tobacco packaging or unlit cigarettes within view of children.
- School council should ensure that all agreements entered into by the school council include a requirement that the other party agrees to comply with the smoking ban when on school premises.

Healthy Social Environment
- Encourage DET employees who require supports complying with this policy are to use the Employee Assistance Program and provided with information about local cessation services.
- Those people in our school community with culturally diverse backgrounds are engaged to ensure cultural values are respected when smoking curriculum materials and information for families is communicated.
- Staff, families, school contractors and visitors role model smoke-free behaviour and promote the benefits of a healthy lifestyle and being smoke-free.

Learning and Skills
- Tobacco prevention education will be delivered throughout years P-6 through the Life Ed program every 2 years.
- Staff will be supported to access resources and tools to enhance their knowledge and capacity to deliver tobacco education and prevention initiatives across the curriculum.
- Children and teachers will be key informants in developing smoke-free curriculum and activities.
- A whole school approach will be used regarding tobacco education.
- A combination if support and appropriate actions will be taken if students are smoking at school.

Community Partnerships
The school will work in partnership with local health professionals, services and other organisations to:
- increase the capacity of staff to deliver and promote tobacco in the school curriculum.
- provide information to support the school community to understand the risk of smoking tobacco and how they can be supported to quit.

Engaging Children, Young People, Staff and Families
- Students are consulted about smoke-free initiatives via junior school council, student action teams or other representative structures.
- Student learning about tobacco is complemented by opportunities to share their knowledge with peers, parents and the community.
- Families and staff are, on a regular basis, provided with information, ideas and practical strategies to promote and support smoke-free behaviour at school and at home.

Evaluation:
The tobacco control policy will be monitored and reviewed by the staff, school council, student representatives and the health and wellbeing team at least once every three years.

Signature: ____________________

Next Review Date: _______________________________

This policy ratified by School Council on __________ 16th June 2015

Appendix A – Process to Implement this Policy


Department resources

For more information see:

- Tobacco reforms - Smoke free learning environments
- Drug Education - Learning and Teaching:
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:
- To create a sense of collective and individual pride in Portarlington Primary School students and their identification with our school.
- Uniforms are to be as affordable, practical and smart as possible so that students will want to wear them.
- To maintain and enhance the positive image of the school in the community.
- To promote equality amongst all students.
- To assist in individual student safety and group security when travelling to and from school and on school excursions and activities.
- To promote active and safe participation in school life.
- To provide durable clothing that is cost effective and practical for our school environment and learning programs.
- To facilitate a uniform supply service to families.

GUIDELINES:
- Uniforms are to be as affordable, practical and smart as possible so that students will want to wear them.
- 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.
- School colours will remain red and navy blue.
- An outside company will be in charge of the uniform shop.

IMPLEMENTATION:
- School information booklets will outline the school’s policy with regard to the expectation that parent/guardians will send their children to school in uniform.
- All students will wear a school uniform when on any excursion outside the school.
- Year 6 students will have the opportunity to wear a special jumper that recognises their last year of schooling.
- 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.
- Inappropriate clothing and footwear worn at school by students will not be accepted eg. short shorts, tank or singlet tops, thongs, platform shoes.
- Jewellery (other than watches and stud earrings) and nail polish are not to be worn at school.
- In line with the head lice policy students with shoulder length hair will be strongly encouraged to wear it tied back when at school.
Evaluation:
This policy was ratified by the School Council in **July 2014**
It will be reviewed as part of the school’s review cycle.
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:
- To ensure children under our care are protected.
- To ensure all people engaged in ‘child related work’ with our students have current Working with Children Checks
- To ensure that our school complies with the relevant Acts and laws.
- To provide an environment that is safe.

Implementation:
- As of 1 January 2008, all workers or volunteers related in ‘child related work’ must undergo Working with Children checks prior to commencing work.
- 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.
- 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.
- 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.
- The school does not pay for Working with Children checks, which are free to volunteers.
- All people required to have Working with Children checks are issued a WWC Check Card
- 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
- 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.
- The principal will consider other activities such as incursions on a case-by-case basis.

Evaluation:
This policy was ratified by the School Council in July 2014
It will be reviewed as part of the school’s review cycle.
YARD SUPERVISION

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

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

Implementation:
- Supervision of students is the responsibility of all staff.
- A roster system will be used to timetable staff members for yard supervision.
- Yard supervision will include before school, recess and lunch breaks, and after school.
- Parent/guardians will be informed regularly via the newsletter that staff members are not rostered to take yard duty until 8:40am each morning. Parent/guardians are discouraged from sending their children to school before this time.
- 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 hours care program will be offered.
- 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.
- An experienced teacher will be responsible for coordinating the roster, and for negotiating specific duty times or days with individual staff members.
- Yard duty staff members will be provided with a bum bag containing basic first aid supplies, pad and pencil and red emergency card.
- Yard duty staff members will keep a record of individual student behaviour where necessary.
- Casual Relief Teachers will be responsible for the yard duty responsibilities of staff members they are replacing.
- 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 coordinating teacher.
- Staff are required to wear hats and sun block for periods of hot weather.
- Staff are required to wear ‘high visibility’ vests at all times whilst on supervision duty (that are provided by the school).
- 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.
- 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.

Evaluation:
This policy was ratified by the School Council in July 2014.
It will be reviewed as part of the school’s review cycle.

Related Policies:
- Duty of Care Policy