

YARRAMBAT PRIMARY SCHOOL POLICIES

**Kelvin Bennetts
Principal**

DEMOCRATIC PRINCIPLES STATEMENT*©

The Education and Training Reform Act 2006 sets out the legislative framework for the delivery of quality education in Victoria. The Act requires all schools to deliver programs and teaching in a manner which supports the principles and practices of Australian democracy, including a commitment to:

- An elected government.*
- The rule of law.*
- Equal rights for all before the law.*
- Freedom of religion.*
- Freedom of speech and association.*
- The values of openness and acceptance of differences and diversity.*
- The safety of all children.*

The programs of, and teaching at, Yarrambat Primary School will support and promote the principles and practices of Australian democracy. All documents prepared by Yarrambat Primary School, including handbooks, policies and procedures, will also affirm the principles and practices of Australian democracy.

CONTENTS

| | |
|---|-----|
| DEMOCRATIC PRINCIPLES STATEMENT*© | 2 |
| ADMINISTRATION OF MEDICATION POLICY* | 6 |
| ANAPHYLAXIS MANAGEMENT POLICY* | 9 |
| ASBESTOS MANAGEMENT POLICY~ | 15 |
| ASSESSMENT, MONITORING AND REPORTING POLICY | 16 |
| ASTHMA TREATMENT POLICY~ | 20 |
| ATTENDANCE POLICY* | 26 |
| BEHAVIOUR MANAGEMENT POLICY | 30 |
| BULLYING PREVENTION POLICY*© | 35 |
| BUS POLICY | 40 |
| BUSINESS RELATIONSHIP POLICY | 41 |
| CAMPS AND EXCURSION POLICY* | 42 |
| CANTEEN POLICY | 47 |
| CASH HANDLING POLICY ~ | 51 |
| CCTV CAMERA POLICY~ | 53 |
| CELEBRATION OF STUDENT ACHIEVEMENT POLICY | 56 |
| CHILD SAFETY POLICY*© | 57 |
| CHILD SAFETY CODE OF CONDUCT..... | 6 |
| 7 | |
| CHILD SAFETY REPORTING OBLIGATIONS POLICY AND PROCEDURES*© | 69 |
| COMMUNICATION OF SCHOOL POLICIES, PROCEDURES AND SCHEDULE POLICY© | 75 |
| COMMUNITY USE OF SCHOOL FACILITIES | 77 |
| COMPLAINTS POLICY | 78 |
| CONTROL OF CONTRACTOR VEHICLES POLICY | 83 |
| CRITICAL INCIDENT PLAN/EMERGENCY AND BUSHFIRE MANAGEMENT POLICY* | 85 |
| CURRICULUM FRAMEWORK POLICY* | 86 |
| DIGITAL TECHNOLOGIES (INTERNET, SOCIAL MEDIA AND DIGITAL DEVICES) POLICY* | 88 |
| DRUG EDUCATION POLICY | 92 |
| DRUG RELATED INCIDENT POLICY | 94 |
| DUTY OF CARE POLICY* | 97 |
| ELECTRONIC FUNDS MANAGEMENT POLICY~ | 99 |
| ENGLISH CURRICULUM POLICY* | 102 |

| | |
|---|-----|
| EQUAL OPPORTUNITY POLICY | 104 |
| ENROLMENT POLICY* | 105 |
| FIRST AID AND CARE ARRANGEMENTS POLICY* | 107 |
| FORMATION OF CLASSES POLICY | 109 |
| FUNDRAISING POLICY | 111 |
| GIFTED AND TALENTED EDUCATION POLICY | 113 |
| HEAD LICE MANAGEMENT POLICY | 115 |
| HEALTH CARE NEEDS POLICY* | 116 |
| HOMEWORK POLICY~ | 118 |
| HOUSE SYSTEM POLICY | 122 |
| INCLUSION AND DIVERSITY POLICY~© | 123 |
| INDUCTION POLICY | 126 |
| LEARNING INTERVENTION POLICY | 128 |
| MATHEMATICS CURRICULUM POLICY | 129 |
| MOBILE COMMUNICATION DEVICES (MCD) POLICY | 130 |
| OUT OF SCHOOL HOURS CARE PROGRAM (OSHC) POLICY | 132 |
| PARENT HELPER POLICY | 134 |
| PARENT PAYMENT DET POLICY~ Purpose | 136 |
| PERSONAL ACCIDENT AND PERSONAL PROPERTY INSURANCE | 142 |
| PERSONAL DEVELOPMENT POLICY | 143 |
| PERSONAL GOODS BROUGHT TO SCHOOL POLICY | 144 |
| PHOTOGRAPHING, FILMING AND RECORDING STUDENTS POLICY~ | 146 |
| PHYSICAL EDUCATION POLICY* | 150 |
| PRE-SERVICE TEACHERS POLICY | 151 |
| RESPECT FOR SCHOOL STAFF POLICY | 152 |
| SCHOOL HARDSHIP FUND POLICY | 153 |
| SCHOOL'S PRIVACY POLICY | 154 |
| SCHOOL PURCHASE CARD POLICY~ | 158 |
| SEXUAL HARASSMENT POLICY | 160 |
| SPORT POLICY | 161 |
| STAFF REIMBURSEMENT POLICY | 167 |
| STAFF WELFARE POLICY | 168 |
| STATEMENT OF VALUES AND SCHOOL PHILOSOPHY | 170 |
| STUDENT DRESS CODE | 173 |
| STUDENT ENGAGEMENT & WELLBEING POLICY* | 1 |

| | |
|---|----|
| STUDENT LEADERSHIP POLICY | 3 |
| SUN SMART POLICY | 6 |
| SYRINGE DISPOSALS AND INJURIES POLICY | 8 |
| THE ARTS CURRICULUM POLICY | 11 |
| VISITOR POLICY*© | 12 |
| VOLUNTEER POLICY*© | 16 |
| WORK EXPERIENCE POLICY | 22 |
| WORKING WITH CHILDREN CHECK MANAGEMENT* | 24 |
| VIT REGISTRATION POLICY* | 26 |

* Denotes policy documents required for VRQA compliance.

© Denotes policy documents required for CHILD SAFE compliance.

~ Denotes DET mandated policy.



Help for non-English speakers

If you need help to understand the information in these policies please contact school administration.

ADMINISTRATION OF MEDICATION POLICY*

PURPOSE

To explain to parents/carers, students and staff the processes Yarrambat Primary School will follow to safely manage the provision of medication to students while at school or school activities, including camps and excursions.

SCOPE

This policy applies to the administration of medication to all students. It does not apply to:

- the provision of medication for anaphylaxis which is provided for in our school's Anaphylaxis Policy
- the provision of medication for asthma which is provided for in our school's Asthma Policy
- specialised procedures which may be required for complex medical care needs.

POLICY

If a student requires medication, Yarrambat Primary School encourages parents to arrange for the medication to be taken outside of school hours. However, Yarrambat Primary School understands that students may need to take medication at school or school activities. To support students to do so safely, Yarrambat Primary School will follow the procedures set out in this policy.

Authority to administer

If a student needs to take medication while at school or at a school activity:

- Parents/carers will need to arrange for the student's treating medical/health practitioner to provide written advice to the school which details:
 - the name of the medication required
 - the dosage amount
 - the time the medication is to be taken
 - how the medication is to be taken
 - the dates the medication is required, or whether it is an ongoing medication
 - how the medication should be stored.
- In most cases, parents/carers should arrange for written advice to be provided in a Medication Authority Form which a student's treating medical/health practitioner should complete.
- If advice cannot be provided by a student's medical/health practitioner, the principal (or their delegate) may agree that written authority can be provided by, or the Medication Authority Form can be completed by a student's parents/carers.
- The principal (or delegate) may need to consult with parents/carers to clarify written advice and consider student's individual preferences regarding medication administration (which may also be provided for in a student's Student Health Support Plan).

Parents/carers can contact Yarrambat Primary School for a Medication Authority Form.

Administering medication

Any medication brought to school by a student needs to be clearly labelled with:

- the student's name
- the dosage required
- the time the medication needs to be administered.

Parents/carers need to ensure that the medication a student has at school is within its expiry date. If school staff become aware that the medication a student has at school has expired, they will promptly contact the student's parents/carers who will need to arrange for medication within the expiry date to be provided. If a student needs to take medication at school or a school activity, the principal (or their delegate) will ensure that:

1. Medication is administered to the student in accordance with the Medication Authority Form so that:
 - the student receives their correct medication
 - in the proper dose
 - via the correct method (for example, inhaled or orally)
 - at the correct time of day.
2. A log is kept of medicine administered to a student. [For a template Medication Administration Log see 'additional resources' on Administration of Medication Template Policy webpage]
3. Where possible, two staff members will supervise the administration of medication.
4. The teacher in charge of a student at the time their medication is required:
 - is informed that the student needs to receive their medication
 - if necessary, release the student from class to obtain their medication.

Self-administration

In some cases, it may be appropriate for students to self-administer their medication. The principal or their delegate may consult with parents/carers and consider advice from the student's medical/health practitioner to determine whether to allow a student to self-administer their medication.

If the principal decides to allow a student to self-administer their medication, the principal may require written acknowledgement from the student's medical/health practitioner, or the student's parents/carers that the student will self-administer their medication.

Storing medication

The principal (or their delegate) will put in place arrangements so that medication is stored:

- securely to minimise risk to others
- in a place only accessible by staff who are responsible for administering the medication
- away from a classroom (unless quick access is required)
- away from first aid kits
- according to packet instructions, particularly in relation to temperature.

For most students, Yarrambat Primary School will store student medication at sick bay.

The principal may decide, in consultation with parents/carers and/or on the advice of a student's treating medical/health practitioner:

- that the student's medication should be stored securely in the student's classroom if quick access might be required
- to allow the student to carry their own medication with them, preferably in the original packaging if:
 - the medication does not have special storage requirements, such as refrigeration
 - doing so does not create potentially unsafe access to the medication by other students.

Warning

Yarrambat Primary School will not:

- in accordance with Department of Education and Training policy, store or administer analgesics such as aspirin and paracetamol as a standard first aid strategy as they can mask signs and symptoms of serious illness or injury
- allow a student to take their first dose of a new medication at school in case of an allergic reaction. This should be done under the supervision of the student's parents, carers or health practitioner
- allow use of medication by anyone other than the prescribed student except in a life-threatening emergency, for example if a student is having an asthma attack and their own puffer is not readily available.

Medication error

If a student takes medication incorrectly, staff will endeavour to:

| Step | Action |
|------|---|
| 1. | If required, follow first aid procedures outlined in the student's Health Support Plan or other medical management plan. |
| 2. | Ring the Poisons Information Line, 13 11 26 and give details of the incident and the student. |
| 3. | Act immediately upon their advice, such as calling Triple Zero "000" if advised to do so. |
| 4. | Contact the student's parents/carers or emergency contact person to notify them of the medication error and action taken. |
| 5. | Review medication management procedures at the school in light of the incident. |

In the case of an emergency, school staff may call Triple Zero "000" for an ambulance at any time.

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|-----------|
| Policy last reviewed | July 2023 |
| Approved by | Principal |
| Next scheduled review date | July 2025 |

ANAPHYLAXIS MANAGEMENT POLICY*

PURPOSE

To explain to Yarrambat Primary School parents, carers, staff and students the processes and procedures in place to support students diagnosed as being at risk of suffering from anaphylaxis. This policy also ensures that Yarrambat Primary School is compliant with Ministerial Order 706 and the Department's guidelines for anaphylaxis management.

SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who have been diagnosed with anaphylaxis, or who may require emergency treatment for an anaphylactic reaction, and their parents and carers.

POLICY

School Statement

Yarrambat Primary School will fully comply with Ministerial Order 706 and the associated guidelines published by the Department of Education and Training.

Anaphylaxis

Anaphylaxis is a severe allergic reaction that occurs after exposure to an allergen. The most common allergens for school-aged children are nuts, eggs, cow's milk, fish, shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

Symptoms

Signs and symptoms of a mild to moderate allergic reaction can include:

- swelling of the lips, face and eyes
- hives or welts
- tingling in the mouth.

Signs and symptoms of anaphylaxis, a severe allergic reaction, can include:

- difficult/noisy breathing
- swelling of tongue
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- persistent dizziness or collapse
- student appears pale or floppy
- abdominal pain and/or vomiting.

Symptoms usually develop within ten minutes and up to two hours after exposure to an allergen, but can appear within a few minutes.

Treatment

Adrenaline given as an injection into the muscle of the outer mid-thigh is the first aid treatment for anaphylaxis.

Individuals diagnosed as being at risk of anaphylaxis are prescribed an adrenaline autoinjector for use in an emergency. These adrenaline autoinjectors are designed so that anyone can use them in an emergency.

Individual Anaphylaxis Management Plans

All students at Yarrambat Primary School who are diagnosed by a medical practitioner as being at risk of suffering from an anaphylactic reaction must have an Individual Anaphylaxis Management Plan. When notified of an anaphylaxis diagnosis, the Principal of Yarrambat Primary School is responsible for developing a plan in consultation with the student's parents/carers.

Where necessary, an Individual Anaphylaxis Management Plan will be in place as soon as practicable after a student enrolls at Yarrambat Primary School and where possible, before the student's first day.

Parents and carers must:

- obtain an ASCIA Action Plan for Anaphylaxis from the student's medical practitioner and provide a copy to the school as soon as practicable
- immediately inform the school in writing if there is a relevant change in the student's medical condition and obtain an updated ASCIA Action Plan for Anaphylaxis
- provide an up-to-date photo of the student for the ASCIA Action Plan for Anaphylaxis when that Plan is provided to the school and each time it is reviewed
- provide the school with a current adrenaline autoinjector for the student that has not expired;
- participate in annual reviews of the student's Plan.

Each student's Individual Anaphylaxis Management Plan must include:

- information about the student's medical condition that relates to allergies and the potential for anaphylactic reaction, including the type of allergies the student has
- information about the signs or symptoms the student might exhibit in the event of an allergic reaction based on a written diagnosis from a medical practitioner
- strategies to minimise the risk of exposure to known allergens while the student is under the care or supervision of school staff, including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the school
- the name of the person(s) responsible for implementing the risk minimisation strategies, which have been identified in the Plan
- information about where the student's medication will be stored
- the student's emergency contact details
- an up-to-date ASCIA Action Plan for Anaphylaxis completed by the student's medical practitioner.

Review and updates to Individual Anaphylaxis Management Plans

A student's Individual Anaphylaxis Management Plan will be reviewed and updated on an annual basis in consultation with the student's parents/carers. The plan will also be reviewed and, where necessary, updated in the following circumstances:

- as soon as practicable after the student has an anaphylactic reaction at school
- if the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes
- when the student is participating in an off-site activity, including camps and excursions, or at special events including fetes and concerts.

Our school may also consider updating a student's Individual Anaphylaxis Management Plan if there is an identified and significant increase in the student's potential risk of exposure to allergens at school.

Location of plans and adrenaline autoinjectors

Example for when students will not keep their adrenaline autoinjectors on their person:

A copy of each student's Individual Anaphylaxis Management Plan will be stored with their ASCIA Action Plan for Anaphylaxis in the sick bay together with the student's adrenaline autoinjector. Adrenaline autoinjectors must be labelled with the student's name.

Risk Minimisation Strategies

To reduce the risk of a student suffering from an anaphylactic reaction at Yarrambat Primary School, we have put in place the following strategies:

- staff and students are regularly reminded to wash their hands after eating;
- students are discouraged from sharing food
- garbage bins at school are to remain covered with lids to reduce the risk of attracting insects

- school canteen staff are trained in appropriate food handling to reduce the risk of cross-contamination
- year groups will be informed of allergens that must be avoided in advance of class parties, events or birthdays
- a general use adrenaline autoinjector will be stored in the sickbay and in the yard duty bag for ease of access.
- When cooking in class, lists of ingredients will be distributed to parents via Compass.
- Planning for off-site activities will include risk minimisation strategies for students at risk of anaphylaxis including supervision requirements, appropriate number of trained staff, emergency response procedures and other risk controls appropriate to the activity and students attending.
- Yard duty folders kept up-to-date with anaphylaxis students and response cards.

Adrenaline autoinjectors for general use

Yarrambat Primary School will maintain a supply of adrenaline autoinjector for general use, as a back-up to those provided by parents and carers for specific students, and also for students who may suffer from a first time reaction at school.

Adrenaline autoinjectors for general use will be stored at in the sickbay and labelled “general use”.

The Principal/School Nurse is responsible for arranging the purchase of adrenaline autoinjectors for general use, and will consider:

- the number of students enrolled at Yarrambat Primary School at risk of anaphylaxis
- the accessibility of adrenaline autoinjectors supplied by parents
- the availability of a sufficient supply of autoinjectors for general use in different locations at the school, as well as at camps, excursions and events
- the limited life span of adrenaline autoinjectors, and the need for general use adrenaline autoinjectors to be replaced when used or prior to expiry
- the weight of the students at risk of anaphylaxis to determine the correct dosage of adrenaline autoinjector/s to purchase.

Emergency Response

In the event of an anaphylactic reaction, the emergency response procedures in this policy must be followed, together with the school’s general first aid procedures, emergency response procedures and the student’s Individual Anaphylaxis Management Plan.

A complete and up-to-date list of students identified as being at risk of anaphylaxis is maintained by the school nurse and kept in the sick bay. For camps, excursions and special events, a designated staff member will be responsible for maintaining a list of students at risk of anaphylaxis attending the special event, together with their Individual Anaphylaxis Management Plans and adrenaline autoinjectors, where appropriate.

If a student experiences an anaphylactic reaction at school or during a school activity, school staff must:

| Step | Action |
|------|---|
| 1. | <ul style="list-style-type: none"> ● Lay the person flat ● Do not allow them to stand or walk ● If breathing is difficult, allow them to sit ● Be calm and reassuring ● Do not leave them alone ● Seek assistance from another staff member or reliable student to locate the student’s adrenaline autoinjector or the school’s general use autoinjector, and the student’s Individual Anaphylaxis Management Plan, stored at the sick bay. |

| | |
|----|--|
| | <ul style="list-style-type: none"> ● If the student’s plan is not immediately available, or they appear to be experiencing a first time reaction, follow steps 2 to 5 |
| 2. | <p>Administer an EpiPen or EpiPen Jr</p> <ul style="list-style-type: none"> ● Remove from plastic container ● Form a fist around the EpiPen and pull off the blue safety release (cap) ● Place orange end against the student’s outer mid-thigh (with or without clothing) ● Push down hard until a click is heard or felt and hold in place for 3 seconds ● Remove EpiPen ● Note the time the EpiPen is administered ● Retain the used EpiPen to be handed to ambulance paramedics along with the time of administration <p>OR</p> <p>Administer an Anapen® 500, Anapen® 300, or Anapen® Jr.</p> <ul style="list-style-type: none"> ● Pull off the black needle shield ● Pull off grey safety cap (from the red button) ● Place needle end firmly against the student's outer mid-thigh at 90 degrees (with or without clothing) ● Press red button so it clicks and hold for 3 seconds ● Remove Anapen® ● Note the time the Anapen is administered ● Retain the used Anapen to be handed to ambulance paramedics along with the time of administration |
| 3. | Call an ambulance (000) |
| 4. | If there is no improvement or severe symptoms progress (as described in the ASCIA Action Plan for Anaphylaxis), further adrenaline doses may be administered every five minutes, if other adrenaline autoinjectors are available. |
| 5. | Contact the student’s emergency contacts. |

If a student appears to be having a severe allergic reaction but has not been previously diagnosed with an allergy or being at risk of anaphylaxis, school staff should follow steps 2 – 5 as above.

Schools can use either the EpiPen® and Anapen® on any student suspected to be experiencing an anaphylactic reaction, regardless of the device prescribed in their ASCIA Action Plan.

Where possible, schools should consider using the correct dose of adrenaline autoinjector depending on the weight of the student. However, in an emergency if there is no other option available, any device should be administered to the student.

[Note: If in doubt, it is better to use an adrenaline autoinjector than not use it, even if in hindsight the reaction is not anaphylaxis. Under-treatment of anaphylaxis is more harmful and potentially life threatening than over-treatment of a mild to moderate allergic reaction. Refer to ‘Frequently asked questions’ on the [Resources tab](#) of the Department’s Anaphylaxis Policy.]

Communication Plan

This policy will be available on Yarrambat Primary School’s website so that parents and other members of the school community can easily access information about Yarrambat Primary School’s anaphylaxis

management procedures. The parents and carers of students who are enrolled at Yarrambat Primary School and are identified as being at risk of anaphylaxis will also be provided with a copy of this policy.

The Principal is responsible for ensuring that all relevant staff, including casual relief staff, canteen staff and volunteers are aware of this policy and Yarrambat Primary School's procedures for anaphylaxis management. Casual relief staff and volunteers who are responsible for the care and/or supervision of students who are identified as being at risk of anaphylaxis will also receive a verbal briefing on this policy, their role in responding to an anaphylactic reaction and where required, the identity of students at risk.

The Principal is also responsible for ensuring relevant staff are trained and briefed in anaphylaxis management, consistent with the Department's [Anaphylaxis Guidelines](#).

Staff training

The Principal will ensure that the following school staff are appropriately trained in anaphylaxis management:

- Where possible, ALL school staff who conduct classes attended by students, or work with students in a support role

Staff who are required to undertake training must have completed:

- an approved face-to-face anaphylaxis management training course in the last three years, or
- an approved online anaphylaxis management training course in the last two years.

Yarrambat Primary School uses the following training course ASCIA eTraining course (with 22579VIC, or 22578VIC)

[Note, for details about approved staff training modules, refer to chapter 5 of the [Anaphylaxis Guidelines](#)] Staff are also required to attend a briefing on anaphylaxis management and this policy at least twice per year (with the first briefing to be held at the beginning of the school year), facilitated by a staff member who has successfully completed an anaphylaxis management course within the last 2 years, including and the school nurse and an Educational Support staff member. Each briefing will address:

- this policy
- the causes, symptoms and treatment of anaphylaxis
- the identities of students with a medical condition that relates to allergies and the potential for anaphylactic reaction, and where their medication is located
- how to use an adrenaline autoinjector, including hands on practice with a trainer adrenaline autoinjector
- the school's general first aid and emergency response procedures
- the location of, and access to, adrenaline autoinjectors that have been provided by parents or purchased by the school for general use.

When a new student enrolls at Yarrambat Primary School who is at risk of anaphylaxis, the Principal will develop an interim plan in consultation with the student's parents and ensure that appropriate staff are trained and briefed as soon as possible.

A record of staff training courses and briefings will be maintained by the school nurse.

The Principal will ensure that while students at risk of anaphylaxis are under the care or supervision of the school outside of normal class activities, including in the school yard, at camps and excursions, or at special event days, there is a sufficient number of school staff present who have been trained in anaphylaxis management.

FURTHER INFORMATION AND RESOURCES

- The Department's Policy and Advisory Library (PAL):

- [Anaphylaxis](#)
- [Allergy & Anaphylaxis Australia](#)
- ASCIA Guidelines: [Schooling and childcare](#)
- Royal Children's Hospital: [Allergy and immunology](#)

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|-----------|
| Policy last reviewed | July 2023 |
| Approved by | Principal |
| Next scheduled review date | July 2024 |

The Principal will delegate to the First Aid Nurse to complete the Department's Annual Risk Management Checklist for anaphylaxis management to assist with the evaluation and review of this policy and the support provided to students at risk of anaphylaxis.

ASBESTOS MANAGEMENT POLICY~

PHILOSOPHICAL BASIS.

Asbestos is a potentially lethal material often contained in construction materials found in existing school buildings. Due to the potentially hazardous nature of asbestos, it needs to be effectively managed.

GUIDELINES

- The management of identified asbestos will be in accordance with DET & VIC Health & Safety Regulations found at <https://www.education.vic.gov.au/hrweb/safetyhw/Pages/hazardousbuildmaterials.aspx>
- Yarrambat Primary School teachers are to carry an Asbestos Awareness card in Yard Duty folder and report any suspicious materials to the Principal (or delegate) immediately upon discovery.
- The management of asbestos will be the responsibility of the Principal, in liaison with the OH&S delegate.

Date Reviewed: 2019

School Council: 2019

Responsibility: OH&S Committee

ASSESSMENT, MONITORING AND REPORTING POLICY

PHILOSOPHICAL BASIS.

Educational assessment, monitoring and evaluation is an integral part of teaching and learning. It is the means by which we assess the progress of students, the validity of school curriculum and the effectiveness of the teaching and learning cycle.

Yarrambat's Assessment, Monitoring and Reporting Goals are:

- To assist the improvement of student learning through on-going monitoring, both formal and informal.
- To inform teachers, students and parents of student progress and to identify learning areas that can be developed.
- To support students in developing self-reflection skills.
- To provide information for program evaluation and continuing curriculum improvement.

Our beliefs are:

- Assessment is essential for the ongoing monitoring of each student's progress towards their achievement of Victorian Curriculum.
- Assessment of student learning should not be seen as an end product, but as an important means in providing useful information upon which teachers can make sound judgements to improve the quality of their instruction and student performance.
- Assessment requires a mix of summative assessment to determine what the student has achieved, formative assessment to inform the next stage of learning and ongoing assessment focusing on teacher feedback, student self-reflection and self-assessment.
- Assessment needs to be formal, such as standardised and diagnostic tests and informal carried out by teachers and students throughout the year.
- The reporting process communicates positively on student achievement while developing future learning.

GUIDELINES

1. All teachers and students will engage in processes of evaluation which is both cyclical and on-going in accordance with DET guidelines and based on the Victorian Curriculum.
2. Formal reporting to parents will take place on a regular basis which includes:
 - *student digital portfolios*
 - *written reports mid-year and at the end of the school year, (using the prescribed Yarrambat Primary School reporting format and DET approved software).*
 - *formal Three-Way Conferences held twice a year to discuss student progress.*
 - *informal conferences to discuss student Individual Learning Plans, where applicable.*
3. Parents or teachers will be able to make individual appointments throughout the year when necessary.
4. Teachers of students who do not look like they will make the expected growth for the reporting period will contact parents by phone to discuss learning needs, what the school will do and strategies for home.
5. Reporting will focus positively on student progress, indicating what has been achieved during the semester. Areas for Improvement/Future Learning will outline areas identified by teachers as an area requiring focussed teaching.
6. Individual Learning Plans may be formulated for children performing below or above the 'expected' level in various curriculum areas including academic, social/emotional and physical development as well as the extent of acquired skills.
7. Individual Learning Plans will outline specific and explicit learning goals and suggest ways to achieve these goals at home and at school. These will then be and discussed with parents.
8. Student assessment will be recognised as a continuous process.

9. A selection of standardised and diagnostic assessments in literacy and numeracy will be administered to all students from Prep to Grade 6 according to the school's assessment schedule. This schedule will be reviewed and updated on an annual basis.
10. During planning sessions, each grade level and specialist area will discuss and agree to the nature of their assessment program and itemise various forms appropriate to their level.
11. All teachers will keep written information on students, whether it is of a formal or informal nature, to guide them when reporting to parents and for their use in the parent/teacher interviews and/or Three-Way Conferences. Student data will also be recorded on the current reporting platform and the 'Student Performance Analyser' (SPA) data base for further reference.
12. Student Digital portfolios contain samples of work as well as draft work and common assessment tasks. A mix of student self-reflection and assessment as well as formal teacher assessment will be part of the reflection of student work.
13. Teacher moderation of children's work is expected.
14. Digital Portfolios will be uploaded continuously each term for students to share with parents and discuss student learning and for parents to provide children with feedback.

Assessment and Reporting School Overview

| Level | 3 way conferences | Reports | Digital Portfolios |
|--------|--|--|---|
| Prep | Term 1 Student led conference sharing work/achievements from the term using technology to share their work, goals and/or achievements (powerpoint etc) | Term 2/Term 4 Report structure as per Term 2/Term 4 Report Writing Instructions document Leadership will read new Comment Database comments. Teachers will read peer's reports as guided by Leadership. | Term 1/2/3/4 Digital portfolio (as per instructions) |
| | Term 3 Student led conference sharing AFIs/goals/work/achievements from the term using technology to share their AFIs from report, work, goals and/or achievements (powerpoint etc) | | |
| Junior | Term 1 Student led conference sharing work/achievements from the term using technology to share their work, goals and/or achievements (powerpoint etc) | Classroom teacher will read specialist pages to reduce errors. | Term 1/2/3/4 Digital portfolio (as per instructions) |
| | Term 3 Student led conference sharing AFIs/goals/work/achievements from the term using technology to share their AFIs from report, work, goals and/or achievements (powerpoint etc) | | |
| Middle | Term 1 Student led conference sharing work/achievements from the | | Term 1/2/3/4 |

| | | | |
|-------------|--|--|--|
| | <p>term using technology to share their work, goals and/or achievements (powerpoint etc)</p> <p>Term 3 Student led conference sharing AFIs/goals/work/achievements from the term using technology to share their AFIs from report, work, goals and/or achievements (powerpoint etc)</p> | | Digital portfolio (as per instructions) |
| Upper | <p>Term 1 Student led conference sharing work/achievements from the term using technology to share their work, goals and/or achievements (powerpoint etc)</p> <p>Term 3 Student led conference sharing AFIs/goals/work/achievements from the term using technology to share their AFIs from report, work, goals and/or achievements (powerpoint etc)</p> | | <p>Term 1/2/3/4</p> <p>Digital portfolio (as per instructions)</p> |
| Specialists | <p>Term 1 Upon parent request.</p> <p>Term 3 Upon parent request.</p> | | Digital portfolio (as per instructions) |
| NOTES: | Three Way Conferences will include one late (7pm) night option, with other times relative to team planning time. | | |

Date reviewed: 2019

School Council: 2019

Responsibility: Assessment and Reporting Coordinator/ SIT Team

ASTHMA TREATMENT POLICY~

PHILOSOPHICAL BASIS.

To ensure that Yarrambat Primary School appropriately supports students diagnosed with asthma.

Objective

To explain to Yarrambat Primary School parents/carers, staff and students the processes and procedures in place to support students diagnosed with asthma.

Scope

This policy applies to:

- all staff, including casual relief staff, contractors and volunteers
- all students who have been diagnosed with asthma or who may require emergency treatment for asthma and their parents/carers.

GUIDELINES

Asthma

Asthma is a long-term lung condition. People with asthma have sensitive airways in their lungs which react to triggers, causing a 'flare-up'. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. This makes it hard to breathe. An asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe asthma flare-up is sometimes called an asthma attack.

Symptoms

Symptoms of asthma can vary over time and often vary from person to person. The most common asthma symptoms are:

- (a) breathlessness
- (b) wheezing (a whistling noise from the chest)
- (c) tight feeling in the chest
- (d) persistent cough

Symptoms often occur at night, early in the morning or during/just after physical activity. If asthma is well controlled, a person should only have occasional asthma symptoms.

Triggers

A trigger is something that sets off or starts asthma symptoms. Everyone with asthma has different triggers. For most people with asthma, triggers are only a problem when asthma is not well controlled with medication. Common asthma triggers include:

- exercise
- smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires)
- house dust mites
- pollens
- chemicals such as household cleaning products
- food chemicals/additives
- laughter or emotions, such as stress
- colds/flu
- weather changes such as thunderstorms and cold, dry air
- moulds
- animals such as cats and dogs
- deodorants (including perfumes, after-shaves, hair spray and aerosol deodorant sprays)
- certain medications (including aspirin and anti-inflammatories)

Asthma management

If a student diagnosed with asthma enrolls at Yarrambat Primary School:

- Parents/carers must provide the school with an Asthma Action Plan which has been completed by the student’s medical practitioner. The plan must outline:
 - the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis
 - emergency contact details
 - the contact details of the student’s medical practitioner
 - the student’s known triggers
 - the emergency procedures to be taken in the event of an asthma flare-up or attack.
- Parents/carers should also provide a photo of the student to be included as part of the student’s Asthma Action Plan.
- Yarrambat Primary School will keep all Asthma Action Plans in the Sick Bay.
- School staff may also work with parents/carers to develop a Student Health Support Plan which will include details on:
 - how the school will provide support for the student
 - identify specific strategies
 - allocate staff to assist the student

Any Student Health Support Plan will be developed in accordance with Yarrambat Primary School’s Healthcare Needs Policy.

If a student diagnosed with asthma is going to attend a school camp or excursion, Yarrambat Primary School parents/carers are required to provide any updated medical information.

- If a student’s asthma condition or treatment requirements change, parent/carers must notify the school and provide an updated Asthma Action Plan.
- School staff will work with parents/carers to review Asthma Action Plans (and Student Health Support Plans if applicable) once a year.

Student asthma kit

All students diagnosed with asthma are required to have a student asthma kit at school which contains:

- their own prescribed reliever medication labelled with the student’s name
- their spacer (if they use one)

Student asthma kits will be stored in the Sick Bay

Asthma emergency response plan

If a student is:

- having an asthma attack
- difficulty breathing for an unknown cause, even if they are not known to have asthma

School staff will endeavour to follow the Asthma First Aid procedures outlined in the table below. School staff may contact Triple Zero “000” at any time.

| Step | Action |
|------|--|
| 1 | Sit the person upright <ul style="list-style-type: none"> ● Be calm and reassuring ● Do not leave them alone ● Seek assistance from another staff member or reliable student to locate the student’s reliever, the Asthma Emergency Kit and the student’s Asthma Action Plan (if available). ● If the student’s action plan is not immediately available, use the Asthma First Aid as described in Steps 2 to 5. |
| 2 | Give 4 separate puffs of blue or blue/grey reliever puffer: <ul style="list-style-type: none"> ● Shake the puffer ● Use a spacer if you have one |

| | |
|---|---|
| | <ul style="list-style-type: none"> ● Put 1 puff into the spacer ● Take 4 breaths from the spacer <p>Remember – Shake, 1 puff, 4 breaths</p> |
| 3 | <p>Wait 4 minutes</p> <ul style="list-style-type: none"> ● If there is no improvement, give 4 more separate puffs of blue/grey reliever as above <p>(or give 1 more dose of Bricanyl or Symbicort inhaler)</p> |
| 4 | <p>If there is still no improvement call Triple Zero “000” and ask for an ambulance.</p> <ul style="list-style-type: none"> ● Tell the operator the student is having an asthma attack ● Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives <p>(or 1 dose of Bricanyl or Symbicort every 4 minutes – up to 3 doses of Symbicort)</p> |
| 5 | <p>If asthma is relieved after administering Asthma First Aid, stop the treatment and observe the student. Notify the student’s emergency contact person and record the incident</p> |

Staff will call Triple Zero “000” immediately if:

- the person is not breathing
- if the person’s asthma suddenly becomes worse or is not improving
- if the person is having an asthma attack and a reliever is not available
- if they are not sure if it is asthma
- if the person is known to have anaphylaxis

Training for staff

Yarrambat Primary School will arrange the following asthma management training for staff:

| Staff | Completed by | Course | Provider | Cost | Valid for |
|---------------------------|---|---|------------------|--------------------------------------|-----------|
| Group 1 General Staff | School staff with a direct teaching role with students affected by asthma or other school staff directed by the principal after conducting a risk assessment. | Asthma first aid management for education staff (non-accredited) One hour face-to-face or online training. | Asthma Australia | Free to all schools | 3 years |
| Group 2 Specific Staff | First Aid: Staff working with high risk children with a history of severe asthma first aid and school staff attending camp | <i>HLTAID004 Provide an Emergency First Aid Response in Education and Care Setting</i> | Health Guard. | Paid for by Yarrambat Primary School | 3 years |

Yarrambat Primary School will also provide this policy to casual relief staff and volunteers who will be working with students, and may also provide a briefing if the principal decides it is necessary depending on the nature of the work being performed.

Asthma Emergency Kit

Yarrambat Primary School will provide and maintain at least two Asthma Emergency Kits. One kit will be kept on school premises at first aid and one will be a mobile kit for activities such as, camps and excursions.

The Asthma Emergency Kit will contain:

- at least 1 blue or blue/grey reliever medication such as Airomir, Admol or Ventolin
- at least 2 spacer devices (for single person use only) to assist with effective inhalation of the blue or blue/grey reliever medication (Yarrambat Primary School will ensure spare spacers are available as replacements). Spacers will be stored in a dust proof container.
- clear written instructions on Asthma First Aid, including:
 - o how to use the medication and spacer devices
 - o steps to be taken in treating an asthma attack
- A record sheet/log for recording the details of an asthma first aid incident, such as the number of puffs administered [see template record sheet in “additional resources”].

The First Aid Officer will monitor and maintain the Asthma Emergency Kits. They will:

- ensure all contents are maintained and replaced where necessary
- regularly check the expiry date on the canisters of the blue or blue/grey reliever puffers and place them if they have expired or a low on doses
- replace spacers in the Kits after each use (spacers are single-person use only)
- dispose of any previously used spacers.

The blue or blue/grey reliever medication in the Asthma Emergency Kits may be used by more than one student as long as they are used with a spacer. If the devices come into contact with someone’s mouth, they will not be used again and will be replaced.

After each use of a blue or blue/grey reliever (with a spacer):

1. remove the metal canister from the puffer (do not wash the canister)
2. wash the plastic casing
3. rinse the mouthpiece through the top and bottom under running water for at least 30 seconds
4. wash the mouthpiece cover

5. air dry then reassemble
6. test the puffer to make sure no water remains in it, then return to the Asthma Emergency Kit.

Management of confidential medical information

Confidential medical information provided to Yarrambat Primary School to support a student diagnosed with asthma will be:

1. recorded on the student's Cases file
2. shared with all relevant staff so that they are able to properly support students diagnosed with asthma and respond appropriately if necessary.

Communication plan

This policy will be available on Yarrambat Primary School's website so that parents and other members of the school community can easily access information about Yarrambat Primary School's asthma management procedures.

Epidemic Thunderstorm Asthma

Yarrambat Primary School will be prepared to act on the warnings and advice from the Department of Education and Training when the risk of epidemic thunderstorm asthma is forecast as high.

Further information and resources

- Asthma Australia: [Resources for schools](#)
- School Policy and Advisory Guide:
 - [Asthma](#)
 - [Asthma Attacks: Treatment](#)
 - [Asthma Emergency Kits](#)

Date Reviewed: 2019

School Council: 2019

Responsibility: Principal & First Aid Officer

ATTENDANCE POLICY*

PHILOSOPHICAL BASIS:

The purpose of this policy is to

- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures Yarrambat Primary School has in place to
 - support, monitor and maintain student attendance
 - record, monitor and follow up student absences.

Scope

This policy applies to all students at Yarrambat Primary School.

This policy should be read in conjunction with the Department of Education and Training's [School Attendance Guidelines](#). It does not replace or change the obligations of Example School, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

Definition

Parent – includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the *Family Law Act 1975* (Cth) and any person with whom a child normally or regularly resides.

GUIDELINES

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend Yarrambat Primary School during normal school hours every day of each term unless:

- there is an approved exemption from school attendance for the student
- the student has a dual enrolment with another school and has only a partial enrolment in Yarrambat Primary School, or
- the student is registered for home schooling and has only a partial enrolment in Yarrambat Primary School for particular activities.

Both schools and parents have an important role to play in supporting students to attend school every day. Yarrambat Primary School believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance.

Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents to improve their attendance through a range of interventions and supports.

Students are committed to attending school every day, arriving on time and are prepared to learn. Our students are encouraged approach a teacher and seek assistance if there are any issues that are affecting their attendance.

Yarrambat Primary School parents are committed to ensuring their child/children attend school on time every day when instruction is offered, to communicating openly with the school and providing valid explanations for any absence.

Parents will communicate with the relevant staff at Yarrambat Primary School about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents will provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

Supporting and promoting attendance

Yarrambat Primary School's *Student Wellbeing and Engagement Policy* supports student attendance.

Recording attendance

Yarrambat Primary School must record student attendance twice per day. This is necessary to:

- meet legislative requirements
- discharge Yarrambat Primary School's duty of care for all students

Attendance will be recorded by classroom at start of the school day and after lunch using Compass.

If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

Recording absences

For absences where there is no exemption in place, a parent must provide an explanation on each occasion to the school.

Parents should notify Yarrambat Primary School of absences by:

- notifying school through Compass parent portal
- telephone, written, verbal communication with school

If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, Yarrambat Primary School will notify parents by SMS/push notification message. Yarrambat Primary School will attempt to contact parents as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond.

If contact cannot be made with the parent (due to incorrect contact details), the school will attempt to make contact with any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence.

Yarrambat Primary School will keep a record of the reason given for each absence. The principal will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the *Education Training Reform Act 2006* and the School Attendance Guidelines.

If Yarrambat Primary School considers that the parent has provided a reasonable excuse for their child's absence the absence will be marked as 'excused absence'.

If the school determines that no reasonable excuse has been provided, the absence will be marked as 'unexcused absence'.

The Principal has the discretion to accept a reason given by a parent for a student's absence. The Principal will generally excuse:

- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business
- school refusal, if a plan is in place with the parent to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance
- family holidays where the parent notifies the school in advance

If no explanation is provided by the parent within 10 school days of an absence, it will be recorded as an 'unexplained absence' and recorded on the student's file.

Parents will be notified if an absence has not been explained.

Managing non-attendance and supporting student engagement

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Yarrambat Primary School will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance.

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required.

Referral to School Attendance Officer

If Yarrambat Primary School decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the North Western Regional Office for further action. If, from multiple attempts to contact with a parent, it becomes apparent that a student will not be returning to the school, the principal may make a referral to a School Attendance Officer if:

- the student has been absent from school on at least five full days in the previous 12 months where:
 - o the parent has not provided a reasonable excuse for these absences; and
 - o measures to improve the student's attendance have been undertaken and have been unsuccessful
- the student's whereabouts are unknown and:
 - o the student has been absent for 10 consecutive school days; or
 - o no alternative education destination can be found for the student.

More information and resources

- [School Attendance Guidelines](#)
- School Policy and Advisory Guide: [Attendance](#)
- [School intranet](#)

| | |
|----------------------------|-------------|
| Policy last reviewed | August 2023 |
| Approved by | Principal |
| Next scheduled review date | 2027 |

PHILOSOPHICAL BASIS

- Our school vision is that “Yarrambat Primary School supports children to meet life’s challenges with the confidence to succeed.”
- Our school has continued to maintain a blend of country and city that generated the motto ‘Best of Both Worlds.’ It is a school that strives to retain an environment in harmony with its community. Our children are encouraged to assume responsibility for their own learning and behaviour and to hold and demonstrate the values identified by the school community as worthy aspirations for their children.

Aims:

- These identified values are Respect for rules, teachers, parents, peers and themselves, Honesty, Manners and politeness, Rejection of Bullying, Tolerance for and appreciation of individuality, Friendliness, Kindness, Trustworthiness, Confidence and Striving for excellence
- In working towards these values the children are guided in developing the related skills of Resilience, Organisation, Self-discipline, Assertiveness, Persistence, Self-awareness, Communication, Independence, Empathy and Respectful Relationships.

Implementation:

- Every child at Yarrambat Primary School is entitled to a learning environment in which they feel confident and in which their learning needs are catered for.
- Each child is also entitled to a playground environment where they can play safely and interact confidently with other children.
- This means that we must ensure that the students at this school become knowledgeable about their individual responsibilities and shared rights. To achieve this, we have an Affirmative Discipline approach, which establishes parameters for children’s behaviour in the classroom and in the school ground. The strength of this approach is that a positive, clear, consistent expectation of appropriate behaviour is communicated to every child.
- Each classroom has rules co-operatively decided on by the teacher and the children to establish parameters of behaviour needed to ensure the optimal learning environment in that classroom. Consequences for inappropriate behaviour are consistent in each classroom in the school and are adhered to by all teaching staff. This provides children with the security of a consistent expectation from all members of staff. A set of rules operates in the school grounds. Each child in the school is aware of the rules. Duty teachers carry a copy of those rules with them and once again there are established consequences for inappropriate behaviour consistently applied to every child by every member of staff.
- Grade six leaders take responsibility for restating the relevant school ground rules at indoor assemblies and they remind children of the school ground rules on a daily basis when appropriate. It is understood that student leaders will model exemplary behaviour in the school ground.
- The clear message being communicated to children is that they are responsible for their own behaviour.
- We share with parents the responsibility for the social, physical, emotional and academic progress of the children, often through the school newsletter.
- Affirmative discipline is the means of establishing secure parameters for children’s behaviour in classrooms and in the playground so that the classroom is an optimal learning environment for every child and the playground is a safe and happy environment for every child.
- The focus of affirmative discipline is positive. Appropriate behaviour is rewarded. Children are encouraged to realise they are responsible for their own behaviour. Affirmative discipline determines expectations for children and the consequences that the children earn for inappropriate behaviour are consistent throughout the school.

Positive rewards

Gold Award

- This may be given out to children displaying our school values inside or out in the yard. These are placed by children in the Gold Awards box and are drawn out at a school assembly. Winners receive a \$5 lunch order voucher to be used in the given year.

Pupil of the Week

- Pupil of the Week awards are given at each indoor assembly. These are nominated through student voice and teacher choice. The winners of Pupil of the Week along with the reason for their award will be published into the school newsletter.

Classroom Reward Programs

- A reward system may be in place to meet the following situations:
 - In a behaviour modification project being directed by a SSSO.
 - As an incentive to the entire class to reach a particular goal.
 - At the beginning of the school year each unit should discuss the use of any reward system for that year. Any reward system which is to be implemented should have the support of the whole unit team.
 - Any reward system should be:
 - Reasonable to achieve
 - Not involve a cost to parents
 - Provide clear understanding to the children and parents why it exists and for what it is to be used.
 - Not involve lollies or food as a reward.

Birthdays.

- If celebrating birthdays within the grade it is acceptable for children to bring something small to share with classmates, however anaphylactic children should be considered.

AFFIRMATIVE DISCIPLINE.

Guidelines for implementation.

- As teachers, we need to provide clear instructions to children for each learning session with expectations for the session clearly described.
- So that we maintain a positive climate and encourage positive behaviour we will endeavour to recognize at least two children demonstrating appropriate behaviour before we demand that a child behaving inappropriately changes their behaviour.
- Consequence slips should show clearly the rule that was being disregarded. For example – Not doing as the teacher asked the first time. If the rule was NOT TO BULLY, then staff are asked to describe the type of bullying – physical, verbal, teasing.
- Once a warning has been given to a child we should not disrupt the grade to reprimand and discuss continuing inappropriate behaviour but simply to firmly and assertively allocate consequences.
- In order to evaluate the effectiveness of the program and for reporting to parents, records of warnings and consequences arising out of inappropriate behaviour should be maintained by teachers.

Implementation of consequences.

- Children who have received a consequence are supervised by the teacher who has given the consequence time.
- After the teacher has counselled the child might be required to walk with a teacher on yard duty to complete their consequence.
- When support or specialist teachers give warnings these are added to any given in class that day. Class teachers should communicate any prior warnings to the specialist teachers, vice-versa: Specialists teachers will relay to the classroom teacher any warnings given.

- The Affirmative discipline program is communicated to parents through regular newsletter reports and is supported by our parent community. Parents are assured of regular information about their child's progress via established reporting structures.
- Parents are also encouraged to communicate to class teachers information and concerns that are relevant to the achievement of the School Welfare and Discipline Policy aims. Any concerns about persistent or serious inappropriate behaviour will be brought to the parents' attention and the school and parents will work together to support the child to address the problem.
- To assist the children's social skill development we have developed a consistent whole school personal development program specifically tailored for each level of the school. It is also a component of our special needs program to provide sessions for individual children and groups for children experiencing difficulties in interpersonal relationships and peer group difficulties.
- Teachers have a vital role in assisting children to develop their social skills. They provide day by day pastoral care guidance so that children are assisted to deal with problems face to face.
- As teachers and parents we have the goal of guiding our children to become responsible individuals aware of their own values, able to be tolerant and considerate of others differences, able to their own standards of behaviour, confident to make their own decisions and solve everyday problems.

In the classroom.

- In the initial days of the year the classroom rules are formulated in agreement with the children of the grade through the Gold Start program. These may be the same as previous years, modified or expressed in different terms. However, the basic thrust of these rules will be to reflect our school values. Each grade will have their own set of five rules which will be displayed in the classroom and regularly revisited during the year. One of these five rules must be that "The children will do what they are asked by the teacher the first time." During Gold Start discussions must also be had about 'Child Safety' and our Child Safety Statement.
- The positive approach and comments about appropriate and positive behaviour are essential components of the program. The recognition of acceptable behaviour are essential components of the program. The recognition of acceptable behaviour in members of the grade should precede warnings about infractions of the rules.
- A child who does not respond to the positives given to others and continues inappropriate behaviour is given an initial warning which is recorded in the manner used in the classroom (in a book or on the board). This is to act as a reminder to the child of the responsibilities of each person has for their own behaviour.
- A further inappropriate behaviour is recorded as crosses against the child's name, with resulting consequences:
 - X 5 minutes for prep and Junior School, 10 minutes for Middle and Upper School
 - XX a further 10 minutes for Prep and Junior making a total of 15, and 20 minutes for Middle and Upper School making a total of 30 minutes for Middle and Upper School.
 - XXX immediate withdrawal from the room for 30 minutes.
 - Grade 6 children may relinquish their leadership privileges.
 - Any child who proceeds beyond this point is placed onto a serious offence and parents are contacted by phone.

SERIOUS OFFENCE

1. Behaviour which can result in an immediate serious offence will include:
 - a. Deliberate disobedience
 - b. Verbal abuse of a teacher or child
 - c. Fighting or other such behaviour designed to hurt or injure another child or put themselves at risk
 - d. Wilful destruction of theft of property
 - e. Defiance of a teacher's request
 - f. Breaking the user agreement with regard to information technology.

2. Any child who receives a Serious Offence will need to be sent to the office to be seen by the leadership person responsible for that area of the School.
3. Any notes that go home regarding discipline issues should be shown to the Principal prior to being sent.

SUSPENSION

- If any child assaults another child then the seriousness of this will lead to suspension.
- Assaulting a member of staff will result in immediate suspension.
- When a child is suspended a formal suspension meeting with parents/guardians will occur. This meeting will develop an action plan focused on the improvement of the child's behaviour and the parents will be clearly informed of the further sanctions as outlined in the Department of Education and Training's Developing a Student Code of Conduct booklet and the Education Act.

GROUNDS FOR SUSPENSION

A student may be suspended if they:

- Behave in a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
- Commit an act of significant violence or cause significant damage or destruction to property or is knowingly involved in the theft of property
- Possess, use or deliberate assist other to use illegal drugs or substances prohibited by the Director of School Education
- Fail to comply with any reasonable and clearly communicated instruction of a Principal or teacher
- Consistently behave in a manner that interferes with the educational opportunities of any student or students
- Behave in a way that threatens the good order of the school's program
- Engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs or physical or mental disability or impairment.

Communication of Consequences

- In order to keep parents informed and to seek support in the encouragement of more appropriate behaviour, the classroom teacher or leadership person responsible for that area of the school may contact parents when a child is consistently receiving warnings or consequences.
- Where a child receives two consequences within fourteen days the leadership person responsible for that area of the school will offer guidance to the child to assist them to change their behaviours. When it is deemed to be of value to assist a child with their behaviour change then additional courtyard time may be given.

Grade Six Leadership Program

- Where any child involved in the grade six leadership team who:
 - receives 3 consequences within fourteen days
 - fights
 - bullies others they will be removed from the leadership program.
- Grade six leaders who do not behave in an appropriate fashion will be removed from interschool sport teams.
- Grade six leadership will be returned to the child at the Principals discretion.
- Where any child from grade prep to grade five receives three consequences within fourteen days then the leadership person responsible for that area will contact parents.
- One alternative for children who receive three consequences within fourteen days may be the loss of the warning step to make clear the urgency for them to change their behaviour.
- When there is a need to behaviour modification a communication book may be used to facilitate a home/school partnership in supporting and encouraging the child to make the changes.

- Where any child has progressed to a serious offence, the Assistant Principal or Principal will be involved and discussion with the parents will occur. In this case, any correspondence with the parents will be recorded along with any actions taken.
 - Where any child is in persistent and serious breach of the guidelines, specific consequences and rewards will be laid down for that child following conferences between the child, parents, teachers, Assistant Principal or Principal.
 - There is a commitment from the school to bring in the appropriate people to assist in dealing in these circumstances to develop on-going management strategies. They may include:
 - Guidance officers
 - Welfare organizations
 - Private doctors

Date Reviewed: 2022

School Council: 2022

Responsibility: Leadership Team

PHILOSOPHICAL BASIS

Yarrambat Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Yarrambat Primary School community
- make clear that no form of bullying at Yarrambat Primary School will be tolerated
- outline the strategies and programs in place at Yarrambat Primary School to build a positive school culture and prevent bullying behaviour
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targets, bystanders and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at Yarrambat Primary School

When responding to bullying behaviour, Yarrambat Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Yarrambat Primary School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

SCOPE

This policy addresses how Yarrambat Primary School aims to prevent, address and respond to student bullying behaviour. Yarrambat Primary School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our Behaviour Management Policy.

This policy applies to all school activities, including camps and excursions.

GUIDELINES

Definitions

Bullying

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

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

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

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

Bullying has three main features:

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

Bullying can be:

- *direct* physical bullying – e.g. hitting, tripping, and pushing or damaging property.
- *direct* verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- *indirect* bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow the Behaviour Management Policy.

Mutual conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Yarrambat Primary School will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment. Further information about these two forms of harassment, including definitions, is set out in our Inclusion and Diversity Policy. Harassment of any kind will not be tolerated at Yarrambat Primary School and may have serious consequences for students engaging in this behaviour. Yarrambat Primary School will use its Student Wellbeing and Engagement Policy to guide a response to students demonstrating harassing behaviour, unless the behaviour also constitutes bullying, in which case the behaviour will be managed in accordance with this Bullying Prevention Policy.

BULLYING PREVENTION

Yarrambat Primary School has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Yarrambat Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- Through our Gold Start and Personal Development programs, a range of year level experiences and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our Gold Start and Personal Development programs teach students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- The Buddies and Leadership programs encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence.

INCIDENT RESPONSE

Reporting concerns to Yarrambat Primary School.

Bullying complaints will be taken seriously and responded to sensitively at our school.

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

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Yarrambat Primary School are timely and appropriate in the circumstances.

We encourage students to speak to classroom teachers. However, students are welcome to discuss their concerns with any trusted member of staff including other teachers, support staff, yard duty teachers and school leadership.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Yarrambat Primary School should contact their child's teacher, the Principal or the Assistant Principal.

Investigations

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

- record the details of the allegations in their diary, notebook, student file and
- inform the classroom teacher, Assistant Principal or Principal.

The Principal, Assistant Principal or delegate is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Principal, Assistant Principal or delegate may:

- speak to those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the Principal, Assistant Principal or delegate in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

Responses to bullying behaviours

When [Principal, Assistant Principal or delegate has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with relevant staff and support which may include either the teachers, SSS, Assistant Principal, Principal or relevant Department of Education and Training specialist staff etc.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Yarrambat Primary School will consider:

1. the age and maturity of the students involved
2. the severity and frequency of the bullying, and the impact it has had on the target student
3. whether the student/s engaging in bullying behaviour have displayed similar behaviour before
4. whether the bullying took place in a group or one-to-one context
5. whether the students engaging in bullying behaviour demonstrates insight or remorse for their behaviour
6. the alleged motive of the behaviour, including any element of provocation.

The Principal, Assistant Principal or delegate may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the target student or students, including referral to SSS or external provider.
- Offer counselling support to the students engaging in bullying behaviour, including referral to SSS or external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to SSS or external provider.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan or Individual Management Plan restricting contact between target and students engaging in bullying behaviour.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.

- Implement year group targeted strategies to reinforce positive behaviours, for example relevant Personal Development foci.
- Implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Yarrambat Primary School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents. Yarrambat Primary School is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- [Bully Stoppers](#)
- [Kids Helpline](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Office of the eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

| | |
|------------------|---|
| Amended date | August 2022 |
| Consultation | Yarrambat Primary School Staff- July, 2022 Yarrambat Primary School School Council -August, 2022 |
| Next review date | August 2023 |

BUS POLICY

Aim:

To ensure children travel safely to and from any venue.

GUIDELINES:

- On all excursions booked by our school it is mandatory that buses have seat belts.
- All buses booked must accommodate all persons attending, including students, teachers, and parent helpers.
- When travelling on buses booked by other schools, such as to an interschool sport venue on a home game day we will use the bus booked by the visiting school only if it has seatbelts.
- While travelling on buses children are expected to sit safely in the seat, with their seatbelts on and behave in an appropriate manner.
- All buses will be booked by the person responsible for planning excursions using the bus company's pro forma.
- Buses returning to school may be delayed by means beyond the school's control. In this instance, teachers will communicate with the school, who will communicate with parents by means such as Compass or PA announcements.
- Designated boarding and disembarking areas will be used. These can include the bus stops at the front of the school on Yan Yean Road, the bus stop on Ironbark Road or the Ironbark car park.
- All children attending excursions will travel on the bus, unless prearranged by the organising teacher. Children who fail to travel on the bus as planned will not be eligible to a refund.

Date reviewed, 2019

School Council, 2019

Responsibility: SMT leaders.

BUSINESS RELATIONSHIP POLICY

PURPOSE

Schools maximise learning opportunities by:

- o developing education partnerships
- o ensuring partnerships are appropriate and effectively supported.

Schools seeking to value add or supplement activities may consider:

- o making informed decisions to engage in appropriate sponsorship arrangements.

The DET has overarching policies for all schools. These can be found at:

<https://www.education.vic.gov.au/school/principals/spag/community/Pages/parnersponsor.aspx>

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership

CAMPS AND EXCURSION POLICY*

PHILOSOPHICAL BASIS:

At Yarrambat Primary School we have excursions, incursions and a camping program to compliment the curriculum that will provide children with:

- experiences beyond the classroom
- stimulating and challenging experiences
- the opportunity to develop independence and social skills through real life experiences.

PURPOSE

To explain to our school community the processes and procedures Yarrambat Primary School will use when planning and conducting camps, excursions and adventure activities for students.

SCOPE

This policy applies to all camps and excursions organised by Yarrambat Primary School. This policy also applies to adventure activities organised by Yarrambat Primary School, regardless of whether or not they take place on or off school grounds, and to school sleep-overs.

This policy is intended to complement the Department's policy and guidelines on excursions, camps and adventure activities which all Victorian government schools are required to follow. Yarrambat Primary School will follow both this policy, as well as the Department's policy and guidelines when planning for and conducting camps and excursions.

DEFINITIONS

Excursions:

For the purpose of this policy, excursions are activities organised by the school where the students:

- are taken out of the school grounds (for example, a camp, day excursion, school sports);
- undertake adventure activities, regardless of whether or not they occur outside the school grounds;
- Attend school 'sleep-overs' on school grounds.

Camps are excursions involving at least one night's accommodation (including school sleep-overs).

Local excursions are excursions to locations within walking distance of the school and do not involve 'Adventure Activities'.

Adventure activities are activities that involve a greater than normal risk. Further information and examples of adventure activities are available on the Department's website under Adventure Activities, at the following link: <https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities>

POLICY

Camps and excursions can provide a valuable educational experience for our students which are complementary to their learning, as they provide access to resources, environments and expertise that may not be available in the classroom. Special events, such as the Olympic Games and ANZAC Day may provide a focus outside of the usual program.

For all camps and excursions, including adventure activities, our school will follow the Department's School Policy and Advisory Guide: [Excursions](#). For camps and excursions requiring school council approval, our school will also follow the Department's School Policy and Advisory Guide: [Safety Guidelines for Education Outdoors](#).

Planning process for camps and excursions

All camps and excursions will comply with Department planning requirements.

Part of this planning process includes conducting risk assessments, to ensure that reasonable steps are taken to minimise the risks associated with each proposed camp or excursion.

Yarrambat Primary School's risk assessment will include consideration of arrangements for supervision of students and consideration of the risk of bushfire activity in the excursion location. In the event of a Code Red Day being announced, excursions or camp activities in effected locations will be cancelled or rescheduled. Planning will also cover arrangements for cancelling, recalling or altering the camp or excursion for any other reason.

Yarrambat Primary School is committed to ensuring students with additional needs are provided with an inclusive camps and excursions program and will work with families during the planning stage, as needed, to support all students' attendance and participation in camp and excursion activities.

In cases where a camp or excursion involves a particular class or year level group, the Organising Teacher will ensure that there is an alternative educational program available and appropriate supervision for those students not attending the camp or excursion.

Supervision

Yarrambat Primary School follows the Department's guidelines in relation to supervision of students during excursions and camps.

All excursion staff (including parent volunteers) will be familiar with supervision requirements and the specific procedures for dealing with emergencies on each camp and excursion.

All school staff will be aware that they retain overall responsibility for the supervision and care of students throughout all camps and excursions (including adventure activities), regardless of whether or not external providers are managing the activity.

Parent volunteers

Parents may be invited to assist with camps and excursions. School staff will notify parents/carers of any costs associated with attending. School staff are in charge of camps and excursions and parent/carer volunteers are expected to follow teachers' instructions. Parent helpers must adhere to the professional expectation placed on all staff. When deciding which parents/carers will attend, the Organising Teacher will take into account: any valuable skills the parents/carers have to offer (e.g. experience in working with children, first aid etc.) and the special needs of particular students. Parent helpers on school camps may not necessarily be allocated their own child's group to work with or manage and are encouraged to promote independence towards their own child.

All communication (voice, messaging, social media, email, etc.) with children's parents from camps and excursions must occur through the person in charge of the camp or excursion. Parent helpers are not able to make this contact without the permission of the person in charge. This includes the sending or posting of photos.

It is not appropriate for parents helping on camps or excursions to purchase items for their own or another child, for example at a café, fast food outlet or gift shop.

Volunteer and external provider checks

Yarrambat Primary School requires all parent or carer camp or excursion volunteers and all external providers working directly with our students to have a current Working with Children Check card.

Parent/carer consent

For all camps and excursions, other than local excursions, Yarrambat Primary School will provide parents/carers with a specific consent form outlining the details of the proposed activity. Yarrambat Primary School uses Compass to inform parents about camps and excursions and to seek their consent OR informs parents about school camps and excursions by placing a note in student bags and asking parents/carers to return the part of the note that asks for parents/carers signature confirming they consent to their child's participation. Parents/carers are encouraged to contact the school to discuss any questions or concerns that they or their child may have with a proposed camp or excursion.

For local excursions, Yarrambat Primary School will provide parents and carers with an annual Local Excursions consent form at the start of each school year or upon enrolment if students enrol during the school year. Yarrambat Primary School will also provide advance notice to parents/carers of an upcoming local excursion through Compass or a note home in the student's bag. For local excursions that occur on a recurring basis (for example weekly outings to the local oval for sports lessons), Yarrambat Primary School will notify parents once only prior to the commencement of the recurring event.

Parent Payments for camps and excursions

Most camps and excursions provided by Yarrambat Primary School enhance and broaden the schooling experience of our students but are not a mandatory component of our curriculum. These activities are provided on a user-pays basis in accordance with the Department's Parent Payments Policy. Compass events and consent forms will have clearly stated payment amounts and finalisations dates, and families will be given sufficient time to make payments.

Students who have not finalised payment by the required date for camps and excursions provided on a user pays basis will not be able to attend unless the Principal determines exceptional circumstances apply.

Where a camp or excursion is provided as part of the standard curriculum requirements, parents may be invited to make a voluntary contribution but all students will be able to attend regardless of whether their parents contribute.

Financial Help for Families

Yarrambat Primary School will make all efforts to ensure that students are not excluded for financial reasons. Families experiencing financial difficulty are invited to discuss alternative payment arrangements with the Principal. The Principal can also discuss family eligibility for the Department's Camps, Sports and Excursions Fund (CSEF), which provides payments for eligible students to attend school activities, including camps and excursions. Applications for the CSEF are open to families holding a valid means-tested concession card or temporary foster parents and are facilitated by the school. Further information about the CSEF and the application form are available at [Camps, Sports and Excursions Fund](#).

Refunds

If a camp or excursion is cancelled or altered by the school, or a student is no longer able to attend part or all of the camp or excursion, our school will consider requests for partial or full refunds of payments made by parents/carers on a case-by-case basis taking into account the individual circumstances. Generally we will not be able to refund payments made for costs that have already been paid where those funds have already been transferred or committed to a third party and no refund is available to the school. Where possible, we will provide information about refunds to parents/carers at the time of payment.

Student health

Parents and carers need to ensure the school has up-to-date student health information prior to camps and excursions. A member of staff will be appointed with responsibility for the health needs of the students for each camp/excursion. Teachers will administer any medication provided according to our *Medication* policy and the student's signed *Medication Authority Form*. To meet the school's obligations relating to safety, a first aid kit and mobile phone will be taken by teachers on all camps and excursions.

It is the responsibility of parents and carers to ensure their child/children are in good health when attending excursions and camps. If a student becomes ill during a camp and is not able to continue at camp it is the parent/carer's responsibility to collect them and cover any associated costs. If the Principal approves a student joining a camp late, transport to the camp is the parent/carer's responsibility.

Behaviour expectations

Students participating in camps and excursions are required to cooperate and display appropriate behaviour to ensure the camp or excursion is a safe, positive and educational experience for all students involved.

Parents/carers will be notified if their child is in danger of losing the privilege to participate in an excursion or camp due to behaviour that does not meet the standards of behaviour set out in the school's *Student Wellbeing and Engagement Policy*, *Behaviour Management Policy* or *Bullying Prevention Policy*. The decision to exclude a student will be made by the Principal or Assistant Principal, in consultation with the Organising Teacher. Both the parent/carer and the student will be informed of this decision prior to the camp or excursion.

If on a camp or excursion the Teacher in Charge considers an individual student's behaviour does not meet required standards, then the Principal or their nominee may determine that a student should return home during the camp or excursion. In these circumstances the parent/carer is responsible for the collection of the student and any costs associated with this.

Disciplinary measures apply to students on camps and excursions consistent with our school's *Student Wellbeing and Engagement Policy*, *Behaviour Management Policy* and *Bullying Prevention Policy*.

Electronic Devices

Students will not be permitted to bring electronic devices to camps or excursions except with prior approval from the Principal. The Principal will only approve students bringing electronic devices to a camp or excursion in exceptional circumstances and when it is in the best interests of the student, and may place conditions on its location and use during the camp or excursion.

Food

Students are not permitted to bring their own supply of food items to camps and excursions unless the item is medically indicated and discussed with the Organising Teacher, or included as an item on the clothing and equipment list for that camp or excursion.

Accident and Ambulance Cover

Any costs associated with student injury rest with parents/carers unless the Department is liable in negligence (liability is not automatic).

Unless otherwise indicated, Yarrambat Primary School and the Department do not provide student accident or ambulance cover. Parents/carers may wish to obtain student accident insurance cover and/or ambulance cover, depending on their health insurance arrangements and any other personal considerations.

Further information and resources

This policy should be read in conjunction with the following Department policies and guidelines:

- [Excursions](#)
- [Camps, Sports and Excursions Fund](#)
- [Parent Payments Policy](#)

The following school policies are also relevant to this Camps and Excursions Policy:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Inclusion and Diversity Policy

| | |
|----------------------------|----------------------------|
| Policy last reviewed | June 2022 |
| Consultation | August 2022 School Council |
| Approved by | Principal |
| Next scheduled review date | 2024 |

CANTEEN POLICY

PURPOSE

To ensure school councils manage canteens in line with legislation.

POLICY

School councils may decide to provide canteen services as a school council operated canteen or outsourcing the canteen services to a third party by issuing a School Council Canteen Licence.

For the template licence see: [School Council - Shared Use of Facilities, School Council Canteen Licence](#)

Important: No confectionery is to be supplied.

School council operated canteen

For a school council operated canteen:

- the school council is responsible for the:
 - canteen and its policies
 - employment and dismissal of staff
 - ordering of goods for the canteen
- profits are transferred to the school council
- the principal supervises the canteen
- a delegated officer counts the daily takings
- paid or voluntary workers run day-to-day operations
- under GST legislation the canteen may be operated as 'input taxed'
- a canteen profit and loss statement is prepared at a minimum of once per year
- yearly maximum contributions to the school from the canteen would be equivalent to the:
 - net profit for the year less any increase in working capital required for the canteen
 - costs of any services met by the school.

Healthy eating

The School Canteens and Other School Food Services Policy (the policy) has been developed to support students in making healthy food choices at school and through life. The policy contains a number of resources to assist schools in developing healthy canteens and other food practices.

The policy explains the guiding principles, including food selection, food categories, food safety and the role of school council in developing a school food services policy. The policy applies to food services within the school environment, for example school events such as celebrations and sports days and vending machines.

For a copy of the policy, see: [Healthy Eating - School Food Services](#)

GUIDELINES

- The canteen at Yarrambat Primary School will offer a healthy menu that encourages children to pursue healthy eating habits at reasonable prices.
- To provide a nutritious and appealing lunch service for children, teachers and parents, in accordance with the DET guidelines.
- The canteen should function as an efficient business enterprise with a marginal profit.

Canteen operating hours

- Offer a lunch service and snacks at lunch time 4 days per week-Tuesday, Wednesday, Thursday and Friday.

Nutrition guidelines

- Provide foods consistent with the Dietary Guidelines for Children and Adolescents in Australia and the Department of Education & Training's School Canteens and Other School Food Services Policy.

Menu planning

- Promote and market healthy choices.
- Changes to products offered on the menu will be made by the canteen manager.
- Have a different menu each school term. Terms 1 and 4 will have summer themes and terms 2 and 3 will have winter themes.
- Products that contain the wording 'may contain traces of nuts' or 'made on a production line that also processes products containing tree nuts' will be clearly marked on the menu.
- Parents with children with allergies will be asked to write on the lunch order 'Allergies-please do not substitute.'
- Minimise packaging and waste products where possible.

Food hygiene and safety

- Comply with the current food safety and hygiene regulations.
- Include a canteen manager who is a certified Food Handling and Safety Supervisor.
- Complete relevant food hygiene and safety training.
- Ensure that aprons and hats or hairnets, which will be provided by the canteen, are worn when preparing/handling food.

Occupational health and safety

- Comply with the current Occupational Health and Safety (OH&S) regulations:
- All canteen staff and volunteers will be made aware of evacuation procedures in case of fire or other emergencies.
- All canteen staff and volunteers will be required to wear closed-in footwear and no singlet tops.

Canteen management

The day to day operation of the canteen will be the responsibility of the canteen manger.

- Encourage, supervise and support volunteers.
- Organise and implement staffing rosters.
- Oversee the ordering of stock.
- Organise for cash to be handed over to the School Business Manager each day of operation.
- Give all invoices to Business Manager for accounts to be paid.
- Conduct all canteen operations in a hygienic and sanitary fashion, according to current health regulations.
- Ensure all Occupational Health and Safety (OH&S) regulations are followed.
- The canteen manager shall be appointed by and, if necessary, dismissed in consultation by the Principal with school council.
- The canteen will comply with equal opportunity guidelines for employment.
- The canteen manager will be employed casually at the rate determined by the Department of Education as appropriate for canteen managers.
- The canteen manager will be given an annual performance review.
- The canteen may also have another person employed by School Council as an assistant.

Volunteers

- Volunteers need to sign in and out at the office.
- Volunteers will be provided with orientation training by the canteen manager and supported in their work.
- Volunteers will be provided with appropriate food safety and hygiene and OH&S training.
- The canteen manager will provide positive recognition to volunteers at the volunteer thank-you event will be conducted annually. This will be advertised though the newsletter and/or Compass.

Staff training

- The canteen manger and staff will be supported and encouraged to attend training and access resources to increase their skills and knowledge in the areas of nutrition, healthy menu planning, marketing and food safety.
- The canteen manager will be required to induct all volunteers in food safety and Occupational Health and Safety.
- The Canteen Manager and Assistant will be invited to attend Anaphylaxis Training with other school staff.

Pricing and income

- While it is important for the canteen to be managed as an efficient business, it must be recognised that the main purpose of the canteen is to provide a healthy food service to the school community.
- Changes to pricing of menu items will be made by the canteen manger in conjunction with staff liaison and advertised in the newsletter or through Compass.
- Where appropriate, excess income made by the canteen should be invested into further improving the school and the canteen's capacity to provide healthy foods.

Stock management

- A stocktake will be conducted by the canteen manager twice per year at the end of the financial year and the end of the year.

Canteen equipment

- The school shall provide essential, safe equipment and ensure that it is well maintained, in good repair and used correctly.
- The canteen manager shall report any structural defects within the canteen to the Principal.

Lunch Ordering

- The Canteen will use *Our Online Canteen* as its method for ordering. No cash/paper orders can be accepted.
- The canteen window will be open during the first half of lunch to allow purchasing of a variety of “snacks” such as icy-poles.

Late lunch orders

- The canteen staff will prepare a few extra items. If children forget to put their lunch orders in they can choose from the extra items already prepared.

Delivery and pick up of lunch orders

- Lunch order tubs to be sent to the canteen by 9.15am.

The canteen staff will endeavour to have the Prep and Junior School classes lunch orders ready for pick up by 12.10pm and Middle and Upper School by 12.15pm.

Related legislation

- Section 2.3.5 of the *Education and Training Reform Act 2006*
- *Food (Amendment) Act 2001 – Act No. 14*
- National Food Safety Standards

Date Reviewed: Term 2, 2016

School Council: Term 2, 2016

Responsibility: Canteen Manager / Community Committee

CASH HANDLING POLICY ~

PURPOSE

Yarrambat Primary School is committed to ensuring that cash handling practices are consistent and transparent across the school.

Yarrambat Primary School will implement the measures outlined below, in accordance with Department guidelines. This policy intends to safeguard and protect the staff involved in the receipting and collection of monies and minimise the risks associated with cash handling.

SCOPE

This policy applies to all school staff or volunteers involved in handling cash on behalf of Yarrambat Primary School.

POLICY

Roles and responsibilities of staff

At Yarrambat Primary School our office support staff and Business Manager are responsible for managing cash at our school.

Where possible, segregation of duties will be maintained so that no individual will be responsible for more than one of the following:

- o receipting of cash and issuing receipts
- o preparing the banking
- o taking the monies to the bank
- o completion of the bank reconciliation

If this is not possible due to lack of available staff, the Department's "Segregation of Duties – Cash Checklist" will be implemented and signed off for audit purposes.

Storage of cash

Monies are to be kept in either a controlled access safe or cash drawer during the day. If funds are kept on the premises overnight, they must be locked in our school's secured safe.

No monies are to be kept in classrooms or left at school during holiday periods.

All monies that are collected in the classroom will be forwarded to the office in the class pencil cases by the teacher as soon as possible after collection.

Money collected away from the classroom or general office such as the canteen or events, such as Mother's and Father's Day stalls, Show Day and Out-Of-Uniform Days, is to be handed to the office on the day of receipt unless circumstances make this impracticable. Money received away from the office must be double counted at the point of collection and a control receipt issued before it is provided to the office for banking.

Records and receipting

All receipts are to be processed in CASES21 as quickly as practicable upon receiving the funds.

Monies received from the classroom will be entered into CASES21 and receipts returned to the classroom to be handed out to students within 48 hours.

Where monies are received over the counter at the office they will be entered into CASES21 and an official receipt issued immediately to the payer.

A CASES21 bank deposit slip will be printed and reconciled with total receipts for the day and with the total of cash/cheques to be banked.

Funds are to be banked weekly and at different times of the day.

No receipt is to be altered. Where a mistake is made approval must be sought before reversing the incorrect receipt. Copies of the incorrect receipt should be retained with details of why it was reversed.

Prior to a receipt batch being updated a receipt can be reprinted if necessary. The word REPRINT appears on the receipt. After the batch has been updated, if a copy of the receipt is requested the Family Statement, Family Matching Transactions Report or the Family Transaction History can be printed.

Cheques

No personal cheques are to be cashed.

All cheques received by mail are to be entered in a remittance book, and all cheques, which have not already been crossed "not negotiable", should be crossed as soon as they are received.

Fundraising

Two parents or staff members will be designated as 'Responsible Persons' for all school fundraising events or other approved events where monies may be collected such as Mother's and Father's Day stalls, Show Day. These parents will be School Council representatives.

Reporting concerns

Discrepancies that cannot be accounted for must be reported to the Principal.

All cases of suspected or actual theft of money, fraud, misappropriation or corruption are to be reported to the Executive Director, Audit and Risk Division by email addressed to: fraud.control@edumail.vic.gov.au

FURTHER INFORMATION AND RESOURCES

- [School Financial Guidelines](#)

- Finance Manual for Victorian Government Schools
 - [Section 3 Risk Management](#)
 - [Section 4 Internal Controls](#)
 - [Section 10 Receivables Management and Cash Handling](#)

Date Reviewed: 2019

School Council: 2019

Responsibility: Finance Committee

CCTV CAMERA POLICY~

PURPOSE

This Policy explains the management, operation and use of the closed circuit television (CCTV) system at Yarrambat Primary School.

SCOPE

This policy applies to the installation of CCTV cameras on school grounds and the use and disclosure of any footage produced by those cameras.

This policy is consistent with:

- Victorian government Schools' Privacy Policy (applies to all Victorian government schools)
- the Department's Security Risk Management policy
- Victorian privacy law

POLICY

to students, staff and visitors. The CCTV system exists to assist our school to fulfil these obligations and to prevent and manage other inappropriate behaviour on school grounds.

CCTV provides enhanced capability to protect our school's assets against vandalism and theft. CCTV strengthens our school's security by providing an appropriate level of surveillance on school grounds and assists our school to take all reasonable steps to prevent reasonably foreseeable harm on school premises (duty of care). The presence of CCTV cameras deters misconduct and inappropriate behaviour and reassures students, staff and visitors that they are protected when on school grounds.

This policy describes how our CCTV system does this, consistent with Victorian privacy law.

Use of CCTV

Consistent with our school's obligations set out above, Yarrambat Primary School may use CCTV cameras to:

- prevent and verify incidents involving
 - criminal behaviour – of anyone on school grounds
 - staff misconduct
 - other inappropriate behaviour – including of students, staff, visitors or members of the public. For example, this means the school may use CCTV footage of incidents to help inform decisions about student management
- verify other incidents – involving students, staff and visitors (e.g. incidents in which a person has sustained injury, loss or damage on school premises)
- to provide the principal with visual coverage during emergencies

CCTV cameras are NOT:

- hidden or covert
- located in private areas such as toilets, changing rooms or staff rooms
- used to monitor student or staff work performance

Location of CCTV cameras in our school

In our school, CCTV cameras are located:

- At the rear of the gym, overlooking the Ironbark Staff Carpark, driveway and entrance
- At the rear of the gym, overlooking the Ironbark parent carpark, driveway and exit
- At the side of the gym, overlooking the ironbark crossing entrance
- At the side of the gym, overlooking the ironbark pedestrian entrance
- On the front of the gym, overlooking the basketball court
- On the front of J1, overlooking the Middle and Upper School Playground
- On the side of J1, overlooking the front oval
- On the rear of J8 overlooking the cricket nets and front sport surface
- Adjacent to garden shed, overlooking front path and front oval
- On the rear of the Upper School building, overlooking the Upper School courtyard
- On the rear of U5, overlooking the back oval
- On the Upper School porch, overlooking the porch and central courtyard
- On the end of Middle School book room, overlooking central courtyard
- On the outside Upper School, overlooking the ninja warrior course
- On the rear of the Prep gallery, overlooking the tennis court
- On the front of the Prep gallery, overlooking the front teacher's carpark
- On the rear of the STEM room, overlooking the side path
- On the rear of the STEM room, overlooking the STEM Lab
- At the front entrance
- In the front office foyer.

A notice is located near each CCTV camera which alerts people to the presence of the camera and this CCTV Policy.

Access to CCTV footage

CCTV footage is only accessed for the purposes set out in this policy (see 'Use of CCTV footage') and only by the following people:

1. the principal or nominee, including people explicitly authorised by the principal
2. central and regional Department staff, when required to assist the school for an above purpose
3. any other people permitted by law.

Showing footage to staff, students and/or their parents involved in incidents

When using CCTV for the purposes listed in this policy under the heading 'Use of CCTV' and only when appropriate, the principal may show specific footage of an incident to those directly involved, including relevant staff, students and/or their parents.

This means that any person on school premises may be captured on CCTV footage of an incident that the principal may subsequently show to staff, students and/or their parents.

The school cannot give copies of CCTV footage to staff, students, parents or any other parties. Any requests for a copy of CCTV footage must be made to the Department's Freedom of Information Unit, as set out below.

Managing and securing the CCTV system

The principal or their nominee is responsible for managing and securing the CCTV system including:

1. operation of the CCTV system and ensuring it complies with this policy
2. considering the appropriate location and use of cameras and method for storing CCTV footage
3. maintaining and upgrading cameras when required.

Ownership of CCTV footage

The Department of Education and Training (the Department) owns our school's CCTV systems and CCTV footage.

Disclosure of CCTV footage

Our school may only disclose CCTV footage externally (i.e. external to the Department) as described in this policy or otherwise when permitted by law.

Storage of Footage

CCTV footage is kept for no more than 31 days. If our school has not used CCTV footage in any of the ways set out above, and there has been no request to view or access footage during this period, the footage is deleted or over-written by the CCTV recording unit.

Where CCTV footage has been used to verify an incident or where it is required to be retained for legal reasons, our school will manage and securely retain the footage in accordance with records management requirements as issued by the Public Records Office of Victoria.

Access to information held about you

To access information our school holds about you (on behalf of the Department), including any CCTV footage, please contact:

Freedom of Information Unit
Department of Education and Training
GPO Box 4367
MELBOURNE VIC 3001
Email: foi@edumail.vic.gov.au

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership Team

CELEBRATION OF STUDENT ACHIEVEMENT POLICY

PHILOSOPHICAL BASIS

Yarrambat Primary School believes that it is important to foster a culture where significant achievement by individuals or groups is encouraged and recognised.

GUIDELINES

1. The school should provide recognition to students who display significant achievement in their particular field. This could include recognition within a classroom, across a grade level, at school assemblies or at award ceremonies.
2. Yarrambat children may earn a Pupil of the Week Award, Gold Award, Principal's Award, Principal's Choice Art Awards, presented in person or at an assembly.
3. Pupil of the Week Awards may be nominated by classmates (student voice) or by teachers.
4. There may be cases where not all students receive a Pupil of The Week Award. In this case, resilience must be exercised.
5. The school will do its best to inform and invite parents of children getting awards at assemblies. Grade 6 Leaders planning assembly will be responsible for this for Pupil of the Week Awards.
6. An honour board should be maintained to record the "Keith Ackerley Award" for general excellence. This is awarded to any two children each year at the Grade 6 Graduation ceremony following recommendations from teachers. Children will also receive a trophy.
7. A Peer Appreciation Award will also be presented at Graduation to the child nominated by their Grade 6 peers as best displayed leadership qualities. Children will also receive a trophy.
8. High achieving students will also be recognised at an Awards Assembly in Term 4, recognising students working well above the expected level, students participating in extension programs and Curriculum Awards for Grade 6.
9. Students will also be considered for a Growth Mindset award and presented at the Awards Ceremony
10. School Council will consider financial support to a student who has participated in a Yarrambat Primary School activity/team who progresses to a State/National level of competition.
11. Teachers will select one child each to reward particularly curiosity and passionate learners. Selected students will receive a Bob McKenzie award certificate and a gift relative to their passion, as purchased by the teacher and funded by the Bob McKenzie award fund.

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership

Purpose

The Yarrambat Primary School Child Safety Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

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

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

Scope

This policy:

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

Definitions

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

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

Statement of commitment to child safety

Yarrambat Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students. We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments. We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect. We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly. Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex

and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences. Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety. We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

Roles and responsibilities

School leadership team

Our school leadership team (comprising the principal, assistant principal, leading teacher and learning specialists) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and assistant principals will:

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

School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures, including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

School council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members

- when hiring school council employees, ensure that selection, supervision, and management practices are child safe

Specific staff child safety responsibilities

The Yarrambat Primary School assistant principal will support the principal to implement our child safety policies and practices, including staff and volunteer training.

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

- The Principal and Assistant Principal is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Principal and Assistant Principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Principal and Assistant Principal is responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our school has also established a Wellbeing Team and the Wellbeing Team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. Child safety is also included on the agenda for meetings and discussed when relevant.

Child Safety Code of Conduct

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The Child Safety Code of Conduct also includes processes to report inappropriate behaviour.

Managing risks to child safety and wellbeing

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

Establishing a culturally safe environment

At Yarrambat Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

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

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

- o *Cultural Understanding and Safety Training through DET Koori Education Support Officers (KESO)*
- o *ATSI flags flown alongside Australian flag on flagpoles and in main school corridor*

- o *Individual Education Plans devised for Koori students as per Marrung Victorian Aboriginal Education Plan*
- o *Significant Indigenous events recognised and/or celebrated such as Reconciliation Week, National Sorry Day and NAIDOC Week, and publicised via newsletter and/or Compass.*
- o *Acknowledgement of Country shared at meetings and assemblies*
- o *Indigenous perspectives included in Curriculum planning*
- o *Guidance from KESO officers related to indigenous student and family support*

Student empowerment

To support child safety and wellbeing at Yarrambat Primary School we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through our student personal development and wellbeing program, our Gold Start program and school values.

We inform students of their rights through our Gold Start program and our Personal Development programs such as The Resilience Project and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at on the school website.

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

Family engagement

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

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

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

We do this by:

- seek input from families and the community through school council and staff meetings.
- all of our child safety policies and procedures will be available for students and parents through the school website.
- Newsletters or Compass will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school.

Diversity and equity

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

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

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

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

Suitable staff and volunteers

At Yarrambat Primary School we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

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

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

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

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

Staff induction

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

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

Ongoing supervision and management of staff

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

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done following DET performance and development processes.

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

Suitability of volunteers

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

Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters. In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

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

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

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

School council training and education

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

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

Complaints and reporting processes

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

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

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

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

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

Communications

Yarrambat Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying child safe commitment in kid-speak around the school
- updates in our school newsletter or Compass
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Privacy and information sharing

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

Records management

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

Review of child safety practices

At Yarrambat Primary School we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

Related policies and procedures

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

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

Related Department of Education and Training policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)

- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Other related documents

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

RISK REDUCTION AND MANAGEMENT

The school believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

The school's approach to child safety risk reduction and management can be found below:

| CHILD SAFETY RISK MANAGEMENT | | | | |
|------------------------------|--|--|------------|--|
| Child Safety Risk | Children at risk | Is this a predatory, opportunistic, situational and environment risks? | Likelihood | Control measures in place |
| School Camps | All children attending camp | All | Possible | - Camps Excursion and Incursion Policy - WWCC Policy - Parent Helpers Policy |
| Excursions | All children attending excursion | All | Unlikely | - Camps Excursion and Incursion Policy - Parent Helpers Policy |
| Interschool Sport | Children attending sport | All | Unlikely | - All sports taken by VIT registered teachers. - Parent Helpers Policy |
| Educational Support Staff | Children working closely with ES staff | All | Unlikely | - WWCC Policy - ES working within eyeshot of teacher. |

| | | | | |
|-------------------------------------|-----------------------------------|---------------|----------|---|
| Specialists (Psych, Speech, etc) | Children attending specialists | All | Unlikely | <ul style="list-style-type: none"> - Use of DET SSSO's - Background checks into private specialists. |
| Pre-Service Teachers | Children in company of teacher | All | Unlikely | <ul style="list-style-type: none"> - Pre-Service Teachers overseen and inducted by Pre-Service Teacher coordinator. - Pre-Service Teachers work under direct visual supervision by classroom teacher. |
| Work Experience Students | Children in company of teacher | All | Unlikely | <ul style="list-style-type: none"> - Work experience students overseen and inducted by Work Experience coordinator. - Work experience students work under direct visual supervision by classroom teacher. |
| Music Lessons | Children attending music lessons | All | Unlikely | <ul style="list-style-type: none"> - WWCC Policy - Lessons visible to other staff members where possible - School Volunteers and Visitors Policy |
| Tennis Lessons | Children attending tennis lessons | All | Unlikely | <ul style="list-style-type: none"> - WWCC Policy -Lessons visible to other staff members where possible -School Volunteers and Visitors Policy |
| Parent Helpers | All | Opportunistic | Unlikely | <ul style="list-style-type: none"> -Parent Helper policy -Volunteers Policy -Visitors Policy -Compass Kiosk Child Safe code of conduct at sign in. |
| School visitors | All | Opportunistic | Unlikely | <ul style="list-style-type: none"> -Volunteers Policy -Visitors Policy -Compass Kiosk Child Safe code of conduct at sign in. |

| | | | | |
|-------------------------|--|---------------|----------|--|
| Contractors | All | Opportunistic | Unlikely | <ul style="list-style-type: none"> - School Volunteers and Visitors Policy - 'Closed for Cleaning' signs for use when working in toilets. - Compass Kiosk Child Safe code of conduct at sign in/induction. |
| OSHC | Children attending OSHC | Opportunistic | Unlikely | <ul style="list-style-type: none"> - WWCC Policy - OSHC Policy - Child Safe Code of Conduct signed |
| Before and After School | <ul style="list-style-type: none"> - All - Children whose parents are late | All | Possible | <ul style="list-style-type: none"> - Duty of Care Policy - Yard Duty and Supervision Policy - CCTV Policy |

| CHILD SAFE STANDARDS MAINTENANCE PLAN | | | | |
|--|--|----------------------------|------------------------------|---|
| WHAT | HOW | WHO | WHEN | EVIDENCE |
| Child Safety Policy or Statement of Commitment to Child Safety, Code of Conduct and procedures for responding to and reporting suspected Child Abuse must be publicly available on school website. | School website to be maintained and Child Safe documentation present and up-to-date | Assistant Principal | As required | The School website will have Child Safety Policy, Code of Conduct and Statement of Commitment. The School Website will have platform for reporting suspected Child Abuse |
| Child Friendly Statement of Commitment displayed in learning spaces | Child Safety and Child Friendly Statement of Commitment to feature on staff Start-Up To-Do list. | Assistant Principal/ Staff | Term 1 During Gold Start | Child Safety and Child Friendly Statement of Commitment features on staff Start-Up To-Do list. Gold Start Planners Child Friendly Statement of Commitment displayed in all rooms. |
| Child Safe Standards Risk Assessment must be reviewed regularly | Child Safe policy, including risk assessment reviewed through leadership. | Leadership | Term 1 | Leadership meeting minutes |
| Training must be undertaken annually by the school council. | Child Safe Standards slideshow presented to School Council | Principal | Semester 1 | School Council meeting minutes Child Safe PowerPoint |
| Training must be undertaken annually by staff | Mandatory Reporting Online PD through online eLearning Module | Assistant Principal/Staff | Semester 1 Semester 1 | Staff Meeting minutes Mandatory Reporting Online PD completed PD on Term planner |

| | | | | |
|--|---|--|--|--|
| | Child Safe Standards PD | Principal/ Assistant Principal | | EduPay |
| All recruitment must comply with the Child Safe Standards requirements | Inclusion of Child Safe in advertisement Inclusion of Child Safe in referee check process | Principal / Business Manager Principal | Prior to Recruitment Online advertisement. | Recruitment Online advertisements Interview Referee Check Notes |
| Celebration of cultural days and acknowledgment of Culturally and Linguistically Diverse (CALD) communities through events | Acknowledgement of Country to be included at beginning of assembly. Australian, Aboriginal and Torres Strait Island flags displayed in corridor. | Principal/Assistant Principal/School Leaders | Ongoing Ongoing | Acknowledgement of Country on meeting agenda Grade 6 Leader assembly scripts. Flags Displayed Newsletter School Calendar |

Policy status and review

The Assistant Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from staff and school council.

Approval

| | |
|------------------|---|
| Ammended date | June 2022 |
| Consultation | Yarrambat Primary School Staff- June 15, 2022 Yarrambat Primary School School Council -June 15, 2022 |
| Endorsed by | Kelvin Bennetts- Principal, Briany Derwent- School Council President |
| Endorsed on | June 15, 2022 |
| Next review date | June 2024 |



YARRAMBAT PRIMARY SCHOOL CHILD SAFETY CODE OF CONDUCT

Approval and review

| | |
|-------------------------|---|
| Created date | June 2022 |
| Consultation | Yarrambat Primary School Staff- June 15, 2022 Yarrambat Primary School School Council -June 15, 2022 |
| Endorsed by | Kelvin Bennetts- Principal, YPS School Council |
| Endorsed on | June 15, 2022 |
| Next review date | June 2024 |

STATEMENT OF COMMITMENT:

Yarrambat Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students. We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments. We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect. We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly. Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences. Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety. We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

All staff, volunteers and members of the Yarrambat Primary School community are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below. This Code of Conduct applies to all physical and online environments.

All personnel of Yarrambat Primary School are responsible for supporting the safety, participation, wellbeing and empowerment of children by:

- adhering to Yarrambat Primary School Child Safety policy at all times / upholding Yarrambat Primary School statement of commitment to child safety at all time
- taking all reasonable steps to protect children from abuse
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another

- child has been abused and/or are worried about their safety or the safety of another
- promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
 - promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students
 - promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
 - ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
 - reporting any allegations of child abuse to Yarrambat Primary School Child Principal and/or Assistant Principal, and ensure any allegation is reported to the police or child protection
 - understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our child safety responding and reporting policy and procedures.
 - if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe
 - encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.

Staff must not:

- display behaviours or engage with students in ways that are not justified by the educational or professional context
- ignore an adult's overly familiar or inappropriate behaviour towards a student
- discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance
- treat a child or student unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child or student in a school environment except in accordance with the [Photographing, Filming and Recording Students policy](#) or where required for duty of care purposes
- consume alcohol against school policy or take illicit drugs in the school environment or at school events where students are present
- have contact with any student outside of school hours except when needed to deliver the school curriculum or professional guidance and parental permission has been sought.

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to the Yarrambat Primary School Principal.

If you believe a child is at immediate risk of abuse phone 000.

Breaches to the Child Safety Code of Conduct

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

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

All breaches and suspected breaches of the Yarrambat Primary School Child Safety Code of Conduct must be reported to the principal.

If the breach or suspected breach relates to the principal, contact North-Western Victoria Region on 1300 338 691 or nwvr@education.vic.gov.au

CHILD SAFETY REPORTING OBLIGATIONS POLICY AND PROCEDURES*©

PURPOSE

The purpose of this policy is to ensure that all staff and members of our school community understand the various legal and other reporting obligations related to child safety that apply to Yarrambat Primary School. The specific procedures that are applicable at our school are contained in the Appendix.

SCOPE

This policy applies to all school staff, volunteers and school community members. It also applies to all staff and students engaged in any school and school council-run events, activities and Out of School Hours Care.

POLICY

All children and young people have the right to protection in their best interests.

Yarrambat Primary School understands the important role our school plays in protecting children from abuse including:

- Physical abuse
- Sexual abuse (including sexual exploitation)
- Family violence
- Emotional abuse
- Neglect (including medical neglect)
- Grooming

The staff at Yarrambat Primary School are required by law to comply with various child safety reporting obligations. For detailed information about each obligation, please refer to [Identifying and Responding to All Forms of Abuse in Victorian Schools](#).

At Yarrambat Primary School we also recognise the diversity of the children and young people at our school and take account of their individual needs and backgrounds when considering child safety.

Mandatory Reporting

Principals, registered teachers, registered medical practitioners, nurses and all members of the police force are mandatory reporters under the *Children, Youth and Families Act 2005 (Vic)*.

All mandatory reporters must make a report to the Department of Health and Human Services (DHHS) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/ or sexual abuse, and
- the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at Yarrambat Primary School to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal does not share their belief that a report is necessary.

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually. We also encourage all other staff to undertake this module, even where they are not mandatory reporters.

For more information about Mandatory Reporting see the Department's *School Policy and Advisory Guide: [Child Protection – Reporting Obligations](#)*.

Child in need of protection

Any person can make a report to DHHS Child Protection (131 278 – 24 hour service) if they believe on reasonable grounds that a child is in need of protection.

The policy of the Department of Education and Training (DET) requires all staff who form a reasonable belief that a child is in need of protection to report their concerns to DHHS or Victoria Police, and discuss their concerns with the school leadership team.

For more information about making a report to DHHS Child Protection, see the Department's *School Policy and Advisory Guide: [Child Protection – Making a Report and Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)*.

At Yarrambat Primary School we also encourage all staff to make a referral to Child FIRST when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST see the School Policy and Advisory Guide: *Child Protection – Reporting Obligations*.

Reportable Conduct

Our school must notify the Department's Employee Conduct Branch (9637 2594) if we become aware of an allegation of 'reportable conduct'.

There is an allegation of reportable conduct where a person has formed a reasonable belief that there has been:

- a sexual offence (even prior to criminal proceedings commencing), sexual misconduct or physical violence committed against, with or in the presence of a child;
- behaviour causing significant emotional or physical harm to a child;
- significant neglect of a child; or
- misconduct involving any of the above.

The Department, through the Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made.

Our principal must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former teachers, contractors, volunteers (including parents), allied health staff and school council employees.

If school staff become aware of reportable conduct by any person in the above positions, they should notify the school principal immediately. If the allegation relates to the principal, they should notify the Regional Director.

For more information about Reportable Conduct see the Department's *School Policy and Advisory Guide: [Reportable Conduct Scheme](#)*.

Failure to disclose offence

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult

against a child under the age of 16 by another person aged 18 years or over.

Failure to disclose information to Victoria Police (by calling 000 or local police station) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so. "Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a 'reasonable belief' might be formed when:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

"Reasonable excuse" is defined by law and includes:

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed, for example, through a mandatory report to DHHS Child Protection.

For more information about this reporting obligation, see the Department's *School Policy and Advisory Guide: [Failure to disclose offence](#)*.

Failure to protect offence

This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.

This may include removing the adult (ie persons aged 18 years and over) from working with children pending an investigation and reporting your concerns to Victoria Police.

If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.

For more information about this reporting obligation, see the Department's *School Policy and Advisory Guide: [Failure to protect offence](#)*.

Grooming

Grooming is a criminal offence under the *Crimes Act 1958* (Vic). This offence targets predatory conduct undertaken by an adult to prepare a child, under the age of 16, to engage in sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

For more information about this offence and reporting obligations see: [Child Exploitation and Grooming](#).

RELATED POLICIES AND FURTHER INFORMATION

Child Safety Policy

CHILD SAFETY REPORTING PROCEDURES AT YARRAMBAT PRIMARY SCHOOL

For students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Yarrambat Primary School they should start with their classroom teacher, Principal or Assistant Principal.
- All students will be taught about and encouraged to refer to the Child Safety poster in their classroom and learning spaces.

Managing disclosures made by students

When managing a disclosure you should:

- listen to the student and allow them to speak
- stay calm and use a neutral tone with no urgency and where possible use the child's language and vocabulary (you do not want to frighten the child or interrupt the child)
- be gentle, patient and non-judgmental throughout
- highlight to the student it was important for them to tell you about what has happened
- assure them that they are not to blame for what has occurred
- do not ask leading questions, for example gently ask, "What happened next?" rather than "Why?"
- be patient and allow the child to talk at their own pace and in their own words
- do not pressure the child into telling you more than they want to, they will be asked a lot of questions by other professionals and it is important not to force them to retell what has occurred multiple times
- reassure the child that you believe them and that disclosing the matter was important for them to do
- use verbal facilitators such as, "I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way ("what happened next?")
- tell the child in age appropriate language you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate (for a young child this may be as simple as saying "I will need to talk to people to work out what to do next to help you").

When managing a disclosure you should AVOID:

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).

General procedures

Our school will follow the [Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#) (Four Critical Actions) when responding to incidents, disclosures and suspicions of child abuse.

All staff at our school who believe that a child is in need of protection, even if it doesn't meet the threshold required for mandatory reporting or the staff member is not a mandatory reporter, should in the first instance, speak to the principal or should make the required reports to DHHS Child Protection and/or Victoria Police as necessary.

At our school the principal will be responsible for monitoring overall school compliance with this procedure.

Nothing in this procedure prevents a staff member or any other person from reporting to the relevant authorities if they form a reasonable belief that a child is at risk of abuse.

Reporting suspicions, disclosures or incidents of child abuse

Responsibilities of all school staff

If a school staff member reasonably suspects or witnesses an incident of child abuse or receives a disclosure of child abuse, they must:

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid and call 000.
- Speak to the principal as soon as possible, who will follow the [Four Critical Actions](#).
- Make detailed notes of the incident or disclosure and ensure that those notes are kept and stored securely.
- If the staff member is a mandatory reporter and reasonably believes that a student has suffered physical and/or sexual abuse from which the child's parents have not protected the child, they must make a report to DHHS Child Protection.
- If the staff member has formed a 'reasonable belief' that a sexual offence has been against a child, they must make a report to Victoria Police.

In circumstances where a member of the leadership team disagrees that a report needs to be made, but the staff member has formed a 'reasonable belief' that the child is in need of protection and/or has been the victim of sexual abuse, the staff member must still contact DHHS Child Protection and/or Victoria Police to make the report.

Responsibilities of Principal

The principal is responsible for promptly managing the school's response to an incident, suspicion or disclosure of child abuse, and ensuring that the incident, suspicion or disclosure is taken seriously. The principal is also responsible for responding appropriately to a child who makes or is affected by an allegation of child abuse.

If the principal receives a report from a school staff member or member of the school community of a suspicion, disclosure or incident of child abuse, they must:

- Follow the [Four Critical Actions](#) as soon as possible, including:
 - Responding to an emergency
 - Reporting to authorities/referring to services
 - Contacting parents/carers and
 - Providing ongoing support.
- Make detailed notes of the incident or disclosure, including actions taken and ensure that those notes are kept and stored securely. They are also responsible for ensuring that any staff member who reported the incident, disclosure or suspicion to them also makes and keeps notes of the incident.
- At Yarrambat Primary School, the principal will be responsible for ensuring that there is a prompt response to the disclosure and that the child is appropriately supported.

If the principal is unavailable, the assistant principal or principal's delegate will take on the role and responsibilities described in this section.

Duty of care and ongoing support for students

Fulfilling the requirements in this procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.

All staff have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students. All staff must ensure that principal or other appropriate staff member is aware of any incidents, suspicions or

disclosures of child abuse as soon as possible after they occur. This will allow appropriate supports to be put in place for the student affected.

For school visitors, volunteers and school community members

All community members aged 18 years or over should be aware of their legal obligations – see *Failure to disclose offence* above, in this Policy.

Any person can make a report to DHHS Child Protection if they believe on reasonable grounds that a child is in need of protection. For contact details see the Four Critical Actions -

https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf

There is no requirement for community members to inform the school if they are making a disclosure to DHHS Child Protection or the Victoria Police. However, where a community member is concerned about the safety of a child or children at the school, and where disclosure of that concern will not compromise any potential police investigation, the community member should report this concern to the principal so that appropriate steps to support the student can be taken.

Approval

| | |
|------------------|---|
| Ammended date | June 2022 |
| Consultation | Yarrambat Primary School Staff- June 15, 2022 Yarrambat Primary School School Council -June 15, 2022 |
| Endorsed by | Kelvin Bennetts- Principal, Briany Derwent- School Council President |
| Endorsed on | June 15, 2022 |
| Next review date | June 2024 |

COMMUNICATION OF SCHOOL POLICIES, PROCEDURES AND SCHEDULE POLICY©

PHILOSOPHICAL BASIS:

- The policies of the school guide and describe the main processes, functions and operations of the school. The development and review of policies is part of an agreed process to ensure that key stakeholders are part of the consultation and review process.
- To ensure that YPS policies frame and accurately reflect the school operations, directions, and goals and meet all legislative, compliance and duty of care requirements.

Implementation:

- The policies describe the rationale, aims and implementations of the operations and directions of the school as a whole.
- The process of considering school policies will be managed by the principal and will be a continuous cycle, and will use a transparent and consultative process.
- New policies will be added and modified to reflect the growth and evolution of the new school and new programs.
- All policies will use the school policy layout, meet legislative and compliance requirements, and have a designated review period
- When developing a new policy, the principal will consult with appropriate personnel in order to draft the initial policy statement. The draft policy may be circulated for comment to the appropriate committee/s, to staff members, to parents, to students before ratification by School Council.
- Policies will be developed taking into account DET policies, memos and circulars relating to a particular policy area.
- Policies will be reviewed in-line with the DET suggested schedule as provided at <https://edugate.eduweb.vic.gov.au/edrms/keyprocess/cp/Pages/home.aspx>
- When reviewing an existing school policy as per the review cycle, the principal will consult with staff and the appropriate Committee/s, and to School Council for ratification.
- Changes as a result of policy developments and / or reviews will be widely advised to students, staff and parents.
- Staff will be given opportunity to provide input into the policy development or review process.
- The focus of all school policies must remain the needs of students and school operations.
- Any concerns relating to the structure of the school should be directed to the principal or School Council president.
- Relevant policies will also be loaded onto the intranet and school website for community observation and comment

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|-----------------------|
| Policy last reviewed | June 2022 |
| Consultation | Staff, School Council |
| Approved by | Principal |
| Next scheduled review date | 2024 |

COMMUNICATION WITH SCHOOL STAFF POLICY

PURPOSE

This policy explains how Yarrambat Primary School proposes to manage common enquiries from parents and carers.

SCOPE

This policy applies to school staff, and all parents and carers in our community.

POLICY

Yarrambat Primary School understands the importance of providing helpful and timely responses to common enquiries from parents and carers. To ensure that members of our school community are directed to the most appropriate person to assist them, the information below outlines key contacts for common queries:

- to report a student absence, please use the Compass Parent Portal.
- to report any urgent issues relating to a student on a particular day, please contact the front office.
- to discuss a student's academic progress, health or wellbeing, please contact your child's classroom teacher.
- for enquiries regarding camps and excursions, please contact your child's classroom teacher.
- to make a complaint, please contact the Principal. Please also refer to our Complaints policy.
- to report a potential hazard or incident on the school site, please contact the Principal or Assistant Principal.
- for parent payments, please contact the front office.
- for all other enquiries, please contact our front office, and your enquiry will be directed to the appropriate staff member.

Parents are encouraged to contact staff during the hours of 8.30am – 4.30pm. School staff will do our best to respond to general queries as soon as possible and ask that you allow us 2 – 3 working days to provide you with a detailed response. We will endeavour to respond to urgent matters within 24 hours where possible. Parents are also encouraged to consider the most appropriate time and method when contacting school staff including by:

- email
- telephone/voicemail
- Compass
- face to face

Staff needing to communicate information regarding curriculum, school policy, school processes, sensitive or complex issues must do so through the Principal or delegate.

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership

COMMUNITY USE OF SCHOOL FACILITIES

Hire and Use of School Facilities – Community Information

Yarrambat Primary School may be approached for one-off, very short-term use or regular, on-going use by the community.

Yarrambat Primary School school council will only consider applications for the hire or use of the above facilities if the purpose is for educational, recreational, sporting or cultural activities for the local community, and in circumstances where the facilities are not required for ordinary school purposes.

The process at Yarrambat Primary School for applying to hire or use school facilities is to contact the Principal. You may need to enter into a written agreement with the school council.

The agreement between you and the school council may require you:

- to have adequate public liability insurance (other insurance might be requested, depending on the use of the facilities);
- to pay a fee for the use of the facilities;
- to pay a security deposit
- to be bound by the terms and conditions contained in the agreement.

Please contact the Principal to discuss your requirements or to obtain further information.

| | |
|------------------|---|
| Amended date | August 2022 |
| Consultation | Yarrambat Primary School Staff- July, 2022 Yarrambat Primary School School Council -August, 2022 |
| Next review date | August 2024 |

COMPLAINTS POLICY

PURPOSE

The purpose of this policy is to:

- provide an outline of the complaints process at Yarrambat Primary School so that students, parents and members of the community are informed of how they can raise complaints or concerns about issues arising at our school
- ensure that all complaints and concerns regarding Yarrambat Primary School are managed in a timely, effective, fair and respectful manner.

SCOPE

This policy relates to complaints brought by students, parents, carers, or members of our school community and applies to all matters relating to our school.

In some limited instances, we may need to refer a complainant to another policy or area if there are different processes in place to manage the issue including:

- Complaints and concerns relating to fraud and corruption will be managed in accordance with the department's [Fraud and Corruption Policy](#)
- Criminal matters will be referred to Victorian Police
- Legal claims will be referred to the Department's Legal Division
- Complaints and concerns relating to child abuse will be managed in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures [<http://www.yarrambatps.vic.edu.au/ourschool.php?id=19>]

POLICY

Yarrambat Primary School welcomes feedback, both positive and negative, and is committed to continuous improvement. We value open communication with our families and are committed to understanding complaints and addressing them appropriately. We recognise that the complaints process provides an important opportunity for reflection and learning.

We value and encourage open and positive relationships with our school community. We understand that it is in the best interests of students for there to be a trusting relationship between families and our school.

When addressing a complaint, it is expected that all parties will:

- be considerate of each other's views and respect each other's role
- be focused on resolution of the complaint, with the interests of the student involved at the centre
- act in good faith and cooperation
- behave with respect and courtesy
- respect the privacy and confidentiality of those involved, as appropriate
- operate within and seek reasonable resolutions that comply with any applicable legislation and Department policy.
- recognise that schools and the Department may be subject to legal constraints on their ability to act or disclose information in some circumstances.

Complaints and concerns process for students

Yarrambat Primary School acknowledges that issues or concerns can cause stress or worry for students and impact their wellbeing and learning. Yarrambat Primary School encourages our students to raise issues or concerns as they arise so that we can work together to resolve them.

Students with a concern or complaint can raise them with a trusted adult at school, for example, with their classroom teacher, Principal, Assistant Principal or Education Support staff. This person will take your concern or complaint seriously and will explain to you what steps we can take to try to resolve the issue and support you.

You can also ask your parent, carer or another trusted adult outside of the school, to talk to us about the issue instead. Information about our parent/carer complaints and concerns process is outlined further below. The parent/carer process also applies to students who are mature minors, refer to: [Mature Minors and Decision Making](#).

Other ways you can raise a concern or complaint with us include:

- participating in our Attitudes to School Survey (for Grades 4-6)
- writing a note and placing it under the Principal's door
- writing a letter into your homework book for a teacher to see

Further information and resources to support students to raise issues or concerns are available at:

- [Report Racism Hotline](#) (call 1800 722 476) – this hotline enables students to report concerns relating to racism or religious discrimination
- [Reach Out](#)
- [Headspace](#)
- [Kids Helpline](#) (call 1800 55 1800)
- [Victorian Aboriginal Education Association](#) (VAEAI)

Complaints and concerns process for parents, carers and community members

Preparation for raising a concern or complaint

Yarrambat Primary School encourages parents, carers or members of the community who may wish to submit a complaint to:

- carefully consider the issues you would like to discuss
- remember you may not have all the facts relating to the issues that you want to raise
- think about how the matter could be resolved
- be informed by checking the policies and guidelines set by the Department and Yarrambat Primary School

Support person

You are welcome to have a support person to assist you in raising a complaint or concern with our school. Please advise us if you wish to have a support person to assist you, and provide their name, contact details, and their relationship to you.

Raising a concern

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

Making a complaint

Where concerns cannot be resolved in this way, parents or community members may wish to make a formal complaint to the Principal.

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

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

Please note that unreasonable conduct (e.g. vexatious complaints) may need to be managed differently to the procedures in this policy.

Resolution

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

- an apology or expression of regret
- a change of decision
- a change of policy, procedure or practice
- offering the opportunity for student counselling or other support

- other actions consistent with school values that are intended to support the student, parent and school relationship, engagement, and participation in the school community.

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

Escalation

If you are not satisfied that your complaint has been resolved by the school, or if your complaint is about the Principal and you do not want to raise it directly with them, then the complaint should be referred to the North Western Region office by contacting the:

Greensborough office
Phone: [1300 338 691](tel:1300338691)
Postal address: PO Box 71, Greensborough, VIC 3088
Location: 1 Flintoff Street, Greensborough 3088
Area: North Eastern Melbourne

Yarrambat Primary School may also refer a complaint to North Western Region office if we believe that we have done all we can to address the complaint.

For more information about the Department's parent complaints process, including the role of the Regional Office, please see: [Raise a complaint or concern about your school.](#)

Record keeping and other requirements

To meet Department and legal requirements, our school must keep written records of:

- Serious, substantial or unusual complaints
- Complaints relating to the Child Information Sharing Scheme and Family Violence Information Sharing Scheme, to meet regulatory requirements - refer to Child and Family Violence Information Sharing Schemes for further information

Our school also follows Department policy to ensure that record-keeping, reporting, privacy and employment law obligations are met when responding to complaints or concerns.

COMMUNICATION

This policy will be communicated to our school community in the following ways: Available publicly on school website

- Included in staff induction processes

- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

The Department's Policy and Advisory Library (PAL):

- [Complaints - Parents](#)

The Department's parents' website:

- [Raise a complaint or concern about your school](#)
- [Report racism or religious discrimination in schools](#)

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|--------------------------|
| Policy last reviewed | July 2023 |
| Consultation | School Council July 2023 |
| Approved by | Principal |
| Next scheduled review date | July 2025 |

CONTROL OF CONTRACTOR VEHICLES POLICY

PHILOSOPHICAL BASIS

This procedure is to provide a measure of control of vehicles used by contractors within the school grounds and to ensure the safety of the children.

GUIDELINES

1. Contractors should park in the car parks.
2. All contractors will report to the Principal, (or delegate,) and gain permission prior to moving vehicles into areas other than the car park or loading bays
3. The contractor shall give due consideration to the work at hand and limit the number of vehicles on site to the minimum necessary to efficiently perform the task. The Principal will be the final arbiter in all cases.
4. The contractor to be advised that no vehicle parked in areas other than the car park or loading bay will be moved during: 8.30am – 9.05am, morning recess, lunch time or between 3.00pm and 3.45 pm. or any other times as designated by the Principal or his delegate, unless supervised by the principal or delegate.
5. All drivers must exercise care and common sense ensuring the safety of children at all times.
6. All vehicles shall in the school grounds will move at walking pace, and with the escort of principal or delegate.
7. When necessary staff, students etc. will be made aware of vehicles in school via a PA announcement.

Date Review: 2019

School Council: 2019

Responsibility: Leadership Team

CRITICAL INCIDENT PLAN/EMERGENCY AND BUSHFIRE MANAGEMENT POLICY*

PHILOSOPHICAL BASIS

To ensure that we are best prepared for any situation.

Implementation:

- An Emergency management plan will be reviewed annually in accordance with DET timelines.
- The Assistant Principal will work closely with Dynamiq (the contracted provider of emergency management) to formulate and manage emergency management at Yarrambat PS.
- Each term of the school year:
 - Staff and students will take part in emergency management drills to prepare them
 - A test parent alert will be sent to parents.
 - The newsletter will carry articles about how we manage critical incidents
 - The local CFA may be consulted with our plans.
 - The Emergency Management plans will be forwarded those on its distribution list.
- The school will communicate its policies to the parent base through a variety of methods. These could include the newsletter, Compass, and/or placement on our website.

Emergency Bushfire Management

- The grounds will be maintained weekly by the presentation cleaner.
- The gutters will be cleaned annually by our gutter cleaning contractors
- The grounds will be mowed and trees close to our shelter in place buildings pruned on a regular basis by Rob Hall.
- Flammable materials will be housed following OH&S guidelines
- Building exits must remain clear under OH&S guidelines
- Assembly points in classrooms will have a bottled water supply
- Emergency vehicle access points to the school to be maintained.

Bushfire At Risk School

Because we are a Bushfire At Risk school we will:

- Provide Emergency management information to all staff and parents
- Train people for specific roles as per our Emergency Management Plan
- Practice Emergency management drills each term of the year.
- These will be a mix of drills, including telling people when and what will be rehearsed through to unannounced drills.
- Provide ember attack kits in multiple places around the school (canteen, upper school staff toilet, front office)

Regular maintenance and inspection of all fire equipment will be carried out by a professional contractor.

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership

CURRICULUM FRAMEWORK POLICY*

PHILOSOPHICAL BASIS

Yarrambat Primary School believes in a well-balanced curriculum, to accurately meet the needs of the children.

Implementation:

- Work Programs will reflect individualised work for each student within the class.
- Where appropriate Individual Learning Plans will be developed.
- All work programs will be shared on the EduStar Google Drive.
- The curriculum for will be mapped out across two years using the Year A and Year B Curriculum Plan.
- Teams will complete annual curriculum implementation plans.

Teaching Units and Specialists will plan to teach the following hours in each subject area per regular week

| Unit | Literacy Reading | Literacy Writing | Numeracy | Inquiry | Per Dev | DT | Specialists Int/Sc Sport | STEM Discovery |
|--------|------------------|------------------|----------|---------|---------|----|--------------------------|----------------|
| Prep | 6 | 5 | 5 | 3 | 1 | 1 | 3 | 1 |
| Junior | 6 | 6 | 6 | 2 | 1 | 1 | 3 | 1 |
| Middle | 5 | 6 | 6 | 3 | 1 | 1 | 3 | 1 |
| Upper | 4 | 4 | 5 | 2.5 | 3 | 1 | 5 | 1 |

How and when curriculum and teaching practice will be reviewed:

- The SIT managers within each unit review the teaching practice on a regular basis.
- In addition to this, Literacy, Numeracy, ICT and Personal Development Curriculum Teams will be involved in curriculum review.
- The SIT Leaders also meet with the Principal and Assistant Principal on a fortnightly basis.
- The teaching practice is also reviewed as part of our current AIP where we are looking at both Literacy and Numeracy practices throughout each year.
- Longer term teaching practice changes would be incorporated into our Strategic Plan.
- Decisions about changes or refinements in teaching practice come through the SIT Leaders meeting and where any changes or alterations agreed to become part of our daily practice.
- The curriculum is reviewed as required.
- The VICTORIAN CURRICULUM website provides great detail with assistance and tips which are used in incorporating it into our daily practice.

How the school delivers its curriculum:

Yarrambat Primary School:

- bases its curriculum on Victorian Curriculum.
- Has four teaching units – Prep (Foundation), Junior School (grade 1 & 2), Middle School (grade 3 & 4) and Upper School (grade 5 & 6)
- Has a focus on making our children Literate, Numerate and Curious
- Bases its teaching practice and program delivery on what the children need to learn next
- Bases its teaching on an inquiry approach using the Yarrambat Primary Learning Process.
- Encourages student voice
- Has three teaching blocks each day from 9 – 11, 11.20 – 12.20 and 1.30 – 3.30
- Has its staff in Professional Learning Teams who plan and work together
- Has School Improvement Team (SIT) and School Management Team (SMT) leaders in each teaching unit

- Looks to build engagement in children’s learning
- Focuses on HOW we teach
- Teachers will continue to develop and follow the Shared Beliefs and Teaching and Learning Protocols

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|-----------------------|
| Policy last reviewed | June 2022 |
| Consultation | Staff, School Council |
| Approved by | Principal |
| Next scheduled review date | 2024 |

DIGITAL TECHNOLOGIES (INTERNET, SOCIAL MEDIA AND DIGITAL DEVICES) POLICY*

PURPOSE

To ensure that all students and members of our school community understand:

- (e) our commitment to providing students with the opportunity to benefit from digital technologies to support and enhance learning and development at school
- (f) expected student behaviour when using digital technologies including the internet, social media, and digital devices (including laptops, tablets, iTVs)
- (g) the school's commitment to promoting safe, responsible and discerning use of digital technologies, and educating students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and digital technologies
- (h) our school's policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet

SCOPE

This policy applies to all students at Yarrambat Primary School.

Staff use of technology is governed by the Department's *Acceptable Use Policy*.

DEFINITIONS

For the purpose of this policy, "digital technologies" are defined as being any networks, systems, software or hardware including electronic devices and applications which allow a user to access, receive, view, record, store, communicate, copy or send any information such as text, images, audio, or video.

POLICY

Vision for digital technology at our school

Yarrambat Primary School understands that digital technologies including the internet, apps, computers and tablets provide students with rich opportunities to support learning and development in a range of ways. Through increased access to digital technologies, students can benefit from enhanced learning that is interactive, collaborative, personalised and engaging. Digital technologies enable our students to interact with and create high quality content, resources and tools. It also enables personalised learning tailored to students' particular needs and interests and transforms assessment, reporting and feedback, driving new forms of collaboration and communication.

Yarrambat Primary School believes that the use of digital technologies at school allows the development of valuable skills and knowledge and prepares students to thrive in our globalised and inter-connected world. Our school's vision is to empower students to use digital technologies to reach their personal best and equip them to contribute positively to society as happy, healthy young adults.

iPads at Yarrambat Primary School

Yarrambat Primary School provides classrooms with a set of iPads for use. These iPads, and their application features, are managed by the ICT Leading Teacher, in liaison with the ICT technician and Assistant Principal.

Safe and appropriate use of digital technologies

Digital technology, if not used appropriately, may present risks to users' safety or wellbeing. At Yarrambat Primary School, we are committed to educating all students to be safe, responsible and discerning in the use of digital technologies, equipping them with skills and knowledge to navigate the digital age.

At Yarrambat Primary School, we:

- use online sites and digital tools that support students' learning, and focus our use of digital technologies on being learning-centred
- restrict the use of digital technologies in the classroom to specific uses with targeted educational or developmental aims
- supervise and support students using digital technologies in the classroom
- effectively and responsively address any issues or incidents that have the potential to impact on the wellbeing of our students
- have programs in place to educate our students to be promoting safe, responsible and discerning use of digital technologies, including Personal Development and Digital Technologies curriculum.
- educate our students about digital issues such as online privacy, intellectual property and copyright, and the importance of maintaining their own privacy online
- actively educate and remind students of our School's values and expected student behaviour, including online behaviours
- have an Acceptable Use Agreement outlining the expectations of students when using digital technology at school
- use clear protocols and procedures to protect students working in online spaces, which includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at earliest opportunity
- educate our students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and other digital technologies
- provide a filtered internet service to block access to inappropriate content
- refer suspected illegal online acts to the relevant law enforcement authority for investigation
- support parents and carers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates in our newsletter and annual information sheets.

Distribution of school owned devices to students and personal student use of digital technologies at school will only be permitted where students and their parents/carers have completed a signed Acceptable Use Agreement.

It is the responsibility of all students to protect their own password and not divulge it to another person. If a student or staff member knows or suspects an account has been used by another person, the account holder must notify the classroom teacher immediately.

All messages created, sent or retrieved on the school's network are the property of the school. The school reserves the right to access and monitor all messages and files on the computer system, as necessary and appropriate. Communications including text and images may be required to be disclosed to law enforcement and other third parties without the consent of the sender.

Information on supervision arrangements for students engaging in digital learning activities is available in our Yard Duty and Supervision Policy.

Social media use

Our school follows the Department's policy on [Social Media Use to Support Learning](#) to ensure social media is used safely and appropriately in student learning and to ensure appropriate parent notification occurs or, where required, consent is sought. Where the student activity is visible to the public, it requires consent.

In accordance with the Department's policy on social media, staff will not 'friend' or 'follow' a student on a personal social media account, or accept a 'friend' request from a student using a personal social media

account unless it is objectively appropriate, for example where the student is also a family member of the staff.

If a staff member of our school becomes aware that a student at the school is 'following' them on a personal social media account, Department policy requires the staff member to ask the student to 'unfollow' them, and to notify the school and/or parent or carer if the student does not do so.

Student behavioural expectations

When using digital technologies, students are expected to behave in a way that is consistent with Yarrambat Primary School's *Values, Behaviour Management policy, Student Wellbeing and Engagement policy, and Bullying Prevention policy.*

When a student acts in breach of the behaviour standards of our school community (including cyberbullying, using digital technologies to harass, threaten or intimidate, or viewing/posting/sharing of inappropriate or unlawful content), Yarrambat Primary School will institute a staged response, consistent with our policies and the Department's *Student Engagement and Inclusion Guidelines.*

Breaches of this policy by students can result in a number of consequences which will depend on the severity of the breach and the context of the situation. This includes:

- removal of network access privileges
- removal of email privileges
- removal of internet access privileges
- removal of printing privileges
- other consequences as outlined in the school's *Behaviour Management, Student Wellbeing and Engagement and Bullying Prevention policies.*

The school will use SeeSaw as its digital portfolio platform. SeeSaw is a secure online learning journal on which children post work samples, photos and movies of them undertaking learning activities. Parents can only access their own child's SeeSaw posts however, as learning is often done collaboratively, posts may include photos and movies of students working with other students. Images and movies featuring other children **MUST NOT** be downloaded from SeeSaw and uploaded to social media or other websites by children or parents without first gaining the permission of the other child's or children's parent/s. This must be done through the school.

Any parent or student who fails to comply with this will be investigated by the principal and risk having all access to their child's SeeSaw account suspended.

Cyber-smart advice suggests it is not safe for parents or students to post photos of any child wearing school uniform or any form of identifying characteristic onto social media.

Students may also use an online environment offered by DET called Office 365. Office 365 allows:

- students to work within a secure cloud account with Office products,
- the ability to communicate within class groups,
- a platform within which students can complete and submit work.

Acceptable Use Agreement:

Victoria Ballydoon

Acceptable Use Agreement

Primary students

A: School profile statement

Yarrabut recognises the need for students to be safe and responsible users of digital technologies. We believe that explicitly teaching students about safe and responsible online behaviours is essential and is best taught in partnership with parents/guardians. We request that parents/guardians work with us and encourage this behaviour at home.

At Yarrabut Primary School we:

- Support the rights of all members of the school community to engage in and promote a safe, inclusive and supportive learning environment.
- Have a Student Engagement Policy that clearly states our school's values and the expected standards of student behaviour, including actions for inappropriate behaviour.
- Educate our students to be safe and responsible users of digital technologies.
- Raise our students' awareness of issues such as online privacy, intellectual property and copyright.
- Supervise students when using digital technologies for educational purposes.
- Provide a filtered internet service but acknowledge that full protection from inappropriate content can never be guaranteed.
- Respond to issues or incidents that have the potential to impact on the wellbeing of our students.
- Know that some online activities are illegal and as such we are required to report this to the police.
- Provide parents/guardians with a copy of this agreement.
- Support parents/guardians to understand the importance of safe and responsible use of digital technologies, the potential issues that surround their use and strategies that they can implement at home to support their child.

Acceptable Use Agreement

B: Safe and responsible behaviour—examples

When I use digital technologies I communicate respectfully by thinking and checking that what I write or post is polite and respectful. This means I:

- never send mean or bullying messages or pass them on, as this makes me part of the bullying
- don't use online to be mean to others. (This can include leaving someone out to make them feel bad)
- don't copy someone else's work or ideas from the internet and present them as my own. (I will include the website link).

When I use digital technologies I protect personal information by being aware that my full name, photo, birthday, address and phone number is personal information and not to be shared online. This means I:

- protect my friends' information in the same way
- protect my password and I don't share it with others
- don't join a space online without my parents or teacher's guidance and permission
- never answer questions online that ask for my personal information.

When I use digital technologies I look after myself and others by thinking about what I share online. This means I:

- never share my friends' full names, birthdays, school names, addresses and phone numbers because this is their personal information
- speaking to a trusted adult if I see something that makes me feel scared or if I need help
- ask to a trusted adult if someone is online to me
- ask to a trusted adult if I know someone else is upset or scared
- stop to think about what I post or share online
- use spaces or sites that are right for my age
- don't deliberately searching for something rude or violent
- either turn off the screen or use the back button if I see something I don't like and tell a trusted adult
- am careful with the equipment I use.




Acceptable Use Agreement

C: Safe and responsible behaviour—classroom focus

When I use digital technologies I communicate respectfully by thinking and checking that what I write or post is polite and respectful. This means I:

- only post photos/videos with people's permission.
- ask an adult if unsure about something.
- don't try and embarrass or cause harm to people
- don't post personal information online.
- never share passwords.
- treat people online the way I'd like to be treated.

When I use digital technologies I protect personal information by being aware that my full name, photo, birthday, address and phone number is personal information and not to be shared online. This means I:

- don't talk to strangers online.
- never tell anyone any of my personal information.
- don't post photos/videos of me that reveal personal information (e.g. wearing school uniform, sports team photos, certificates with names on them).

Acceptable Use Agreement

Student Licence

awards this certificate to:

for being a polite, safe and responsible user of digital technologies.

I know that I am still learning to use digital technologies safely and responsibly. I will ask a trusted adult for help whenever I am unsure or feel unsafe.

Signed: Student _____ Date: _____

Signed: Teacher _____ Date: _____



POLICY REVIEW AND APPROVAL

| | |
|----------------------------|-----------------------|
| Policy last reviewed | June 2022 |
| Consultation | Staff, School Council |
| Approved by | Principal |
| Next scheduled review date | 2024 |

DRUG EDUCATION POLICY

PHILOSOPHICAL BASIS

The term 'school drug education' is intended to encompass all policies, practices, programs and initiatives/events in schools connected with the prevention and reduction of drug-related harm. Drug education is a joint responsibility between school, home and the broader community. Nurturing a positive climate and relationships across the school community is as fundamental to addressing drug-related harm for young people as is determining appropriate classroom programs.

Drug education will be provided at all levels of schooling and will include specific drug education curriculum as well as resilience education, problem solving skills and appropriate coping strategies. Engaging students in drug education activities assists them to make healthy and safe choices, identify risky situations, and develop strategies to prepare them for challenging situations. Drug education will be based on a harm minimisation approach.

A harm minimisation approach aims to reduce the adverse health, social and economic consequences of drugs by minimising or limiting the harms and hazards of drug use for both the community and the individual without necessarily eliminating use.

It is recognised that teachers are well-placed to provide young people with the skills and knowledge to make sound choices and decisions and thus teachers must be adequately trained.

GUIDELINES:

1. Our Drug Education Plan will be based on the Life Education Program to ensure a whole school approach to drug education is achieved.
2. The health and personal learning curriculum will provide meaningful, accurate information on drugs and related social issues. It should be developmentally appropriate, ongoing and sequenced, and provide for progression and continuity.
3. The school will provide accurate information and meaningful learning activities relevant to children's experiences and interests that focus on real life contexts and challenges.
4. Teachers will be encouraged to use inclusive, student-centred, interactive strategies to develop students' knowledge, skills, attitudes and values. Students will be provided with strategies to assist in the development of their problem solving, critical thinking, decision-making, assertiveness and help-seeking skills.
5. Teachers will provide a supportive environment for students.
6. The school will foster collaborative relationships between students, staff, families and the broader community in the planning and implementation of school drug education. (Strong relationships with families, external agencies and the broader community can enhance students' sense of connectedness, and support access to relevant services).
7. Diverse components of identity, including gender, culture, language, socio-economic status and developmental stage, should be considered when providing drug education that is targeted to meet students' needs.
8. The Principal will act as the liaison person with relevant personnel including the DET Educational Psychologist and outside agencies for referral and extra assistance.
9. The school will develop a network base of community agencies that may assist in the implementation of drug education.
10. Students with special health care needs and risks will be identified and individual strategies for ongoing management and emergencies set in place.

11. When dealing with misuse of drugs, the classroom teacher will confer with the Principal who will then liaise with parents/guardians to determine the appropriate form of counselling, referral or discipline.
12. Policies and procedures to manage drug-related incidents and support students who are at risk, will be implemented through well-defined procedures for all school staff.
13. The following 'Drug Related Incident Plan' and is to be read in conjunction with this policy.

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|-----------|
| Policy last reviewed | June 2022 |
| Approved by | Principal |
| Next scheduled review date | 2024 |

DRUG RELATED INCIDENT POLICY

PURPOSE

The purpose of this policy is to:

- support the whole school approach to reducing drug use and associated harm
- explain how schools respond to drug related incidents
- provide support for students involved in unsanctioned drug use.

POLICY

Schools must:

- provide all students with drug education prevention and intervention programs
- involve parents/guardians and the wider school community in drug-related curriculum and wellbeing issues
- prohibit possession, use, distribution and selling of illicit drugs and unsanctioned licit drugs on school premises or at any function or activity organised by the school
- develop or review policy to support the management of drug-related incidents
- make every effort to retain students in the education system because students are often at greater risk if disengaged from school.

Harm minimisation

Harm minimisation:

- refers to policies and programs designed to reduce drug-related harm.
- aims to improve health, social and economic outcomes for both the community and the individual and encompasses a wide range of approaches.

Schools use a harm minimisation approach to review and implement school drug education programs and activities that:

- are comprehensive and evidence based
- promote a positive school climate and relationships
- are targeted to needs and contexts identified through consultation with students, staff and parents
- embed timely, developmentally appropriate drug education programs within a curriculum framework that utilises effective pedagogy.

This table lists the aims of harm minimisation.

| Aim | Description |
|--------------------------------------|---|
| Prevent and reduce drug related harm | Includes: <ul style="list-style-type: none">• prevention through education and creating respectful and safe schools• early intervention to prevent later harmful drug use. |
| Drug related incident response | Includes: <ul style="list-style-type: none">• ensuring the response is well managed• student wellbeing is paramount• utilising partnerships with parents/caregivers and police(when necessary)• ensuring the response does not cause any secondary harm, such as social stigmatisation, reduced self-worth and associated truancy. |

Responding to drug related incidents

This table identifies immediate and subsequent responses to drug related incidents when student/s are suspected of possessing, distributing or using a drug, including being drug affected.

| Timing | Response |
|-------------------------------------|--|
| Immediate response | <ul style="list-style-type: none"> ● focus on the safety and welfare of those directly and indirectly involved ● stay calm ● gather any: <ul style="list-style-type: none"> ○ facts ○ relevant information ● make a first aid assessment (if necessary seek medical support) ● seek assistance as soon as possible ● safely collect any suspected drugs and drug paraphernalia ● inform the school administration ● Isolate the situation from other students, if possible. |
| Subsequent response when it is safe | <p>Follow up to:</p> <ul style="list-style-type: none"> ● inform parents/guardians of students involved in incident ● notify health, community and welfare services, if appropriate ● contact the police, if required ● establish a case management team to: <ul style="list-style-type: none"> ○ gather and verify information ○ allocate tasks and roles ○ document information ○ develop a communication strategy ○ consider interventions ○ consider sanctions in line with student engagement policies ○ monitor, evaluate and reflect. |

Illicit drug use

This table explains the principles related to the management of illicit drug use.

| Item | Description |
|---|--|
| Confidentiality: detoxification and pharmacotherapy treatment | <p>Information about detoxification, methadone or alternate pharmacotherapies:</p> <ul style="list-style-type: none"> ● is a private matter ● only needs to be shared between students and their: <ul style="list-style-type: none"> ○ parent/guardian ○ supporting community agency ○ school designated student wellbeing staff. ● may be provided, at the principal's discretion, only: <ul style="list-style-type: none"> ○ with the student's consent ○ to staff who have direct responsibility for the student. <p>Example: If the student's concentration or alertness may be affected by prescribed medication. Important: Students should not be excluded from attendance based on their ongoing detoxification.</p> |
| Drug testing | <p>The department does not support any form of drug testing in schools for teachers or students to avoid:</p> <ul style="list-style-type: none"> ● raising a lack of trust between schools and students ● legal, technical, ethical and financial issues. |

| Item | Description |
|-----------------------------------|--|
| Duty of care | <p>Teachers have a duty of care to pass on information to the principal if they have knowledge about illicit drug use by students or members of a student's family irrespective of:</p> <ul style="list-style-type: none"> • whether the use: <ul style="list-style-type: none"> o is confirmed, suspected or likely to occur o occurs on or outside school grounds • the drug used. <p>Note: Under this duty of care staff cannot promise unconditional confidentiality to students.</p> |
| Educational access during absence | <p>Any student who is absent from school due to drug use or the resultant treatment should be provided with a Student Absence Learning Plan as determined by teachers in consultation with:</p> <ul style="list-style-type: none"> • parents/guardians • the school's appointed case manager |
| Media | <p>Schools should have procedures in place for dealing with the media. Principals are responsible for media contact, supported by:</p> <ul style="list-style-type: none"> • the regional director • Department Media Unit (03) 8688 7776. <p>See: Media Releases within <u>Department resources</u></p> |
| Parents | <p>Principals should notify parents/guardians as soon as practicable. Note: Teachers and principals do not breach criminal law by failure to notify parents/guardians of the use of an illicit drug, but there are civil implications.</p> |
| Police | <p>Principals must:</p> <ul style="list-style-type: none"> • advise the local police contact person (station commander or sub-officer nominee) when they have knowledge of an alleged criminal offence, including the possession, use and distribution of illicit drugs • document internal procedures and actions undertaken. <p>See: Police and DHS Interviews within <u>Related policies</u></p> |
| Professional development | <p>Staff should be:</p> <ul style="list-style-type: none"> • informed of policies and procedures • provided with professional development in responding to drug related incidents. |

Prescription drugs

Taking prescription drugs without a prescription is illegal and use by staff or students is prohibited.

Further information: <https://www.education.vic.gov.au/school/principals/spag/safety/Pages/druguse.aspx>

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership

DUTY OF CARE POLICY*

PURPOSE

The purpose of this policy is to explain to our school community the non-delegable duty of care obligations that all staff at Yarrambat Primary School owe to our students and members of the school community who visit and use the school premises.

POLICY

“Duty of care” is a legal obligation that requires schools to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include personal injury (physical or psychological) or damage to property. The reasonable steps that our school may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk.

Our school has developed policies and procedures to manage common risks in the school environment, including:

- On-Site Supervision
- Behaviour Management
- Bullying Prevention
- Camps and Excursions
- Bus
- First Aid And Care Arrangements
- First Aid / Children with Special Medical Needs
- Facilities Maintenance
- Personal Goods Brought to School
- Child Safe Standards
- Child Safety Reporting Obligations Policy And Procedures
- Critical Incident Plan/Emergency and Bushfire Management
- Volunteer and Visitor
- Working with Children Check
- Student Welfare
- Staff Welfare
- Occupational Health and Safety

Our school acknowledges we are required to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.

Staff at our school understand that school activities involve different levels of risk and that particular care may need to be taken to support younger students or students with additional needs. Our school also understands that it is responsible for ensuring that the school premises are kept in good repair and will take reasonable steps to reduce the risk of members of our community suffering injury or damage because of the state of the premises. School staff, parents, carers and students are encouraged to speak to the principal to raise any concerns about risks or hazards at our school, or our duty of care obligations.

External Providers

Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our Visitors Policy and Camps and Excursions Policy include information on the safety and care of our students when engaged with external providers.

FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide: [Duty of Care](#)
- School Policy and Advisory Guide: [Workplace Learning](#)

| | |
|----------------------------|-----------|
| Policy last reviewed | June 2022 |
| Approved by | Principal |
| Next scheduled review date | 2024 |

ELECTRONIC FUNDS MANAGEMENT POLICY~

PURPOSE

The purpose of this policy is to set out how our school will manage electronic funds in accordance with applicable Department of Education and Training policy and law.

SCOPE

This policy applies to:

- o all staff/responsible persons involved in management of funds transacted electronically
- o all transactions carried out by Yarrambat Primary School via the methods set out in this policy

POLICY

Yarrambat Primary School has developed this policy consistently with the Schools Electronic Funds Management Guidelines and Section 4 Internal Controls of the Finance Manual for Victorian Government schools.

Implementation

- Yarrambat Primary School's school council requires that all actions related to internet banking are consistent with The Department's Schools Electronic Funds Management Guidelines.
- Yarrambat Primary School's school council approves the use of Bendigo Bank as the approved software for all internet banking activities as individual authority and security tokens are required.
- All payments through internet banking software must be consistent with Department requirements and must be authorised by the Principal and one other member of school council nominated by the school council.
- Yarrambat Primary School's school council will determine how refunds will be processed and any refunds processed through the EFTPOS terminal will be recorded in a refund register.
- Yarrambat Primary School's will undertake maintenance and upgrading of hardware and software as required.
- Yarrambat Primary School's will ensure proper retention/disposal of all transaction records relating to accounts such as purchase orders, tax invoices/statements, vouchers, payroll listings and relevant CASES21 reports.

EFTPOS

- The Principal of Yarrambat Primary School, will ensure all staff operating the merchant facility are aware of security requirements. At our school, this includes only office staff or the Principal's delegate are to use the facility.
- School council minutes must record which staff are authorised to process transactions.
- No "Cash Out" will be permitted on any school EFTPOS facility.
- Yarrambat Primary School will EFTPOS transactions via telephone or post.

Direct Debit

- All direct debit agreements must be approved and signed by school council prior to implementation.
- The school council requires all suppliers to provide tax invoices/statements to the school prior to direct debiting any funds from the school's account

- A direct debit facility allows an external source e.g. EquiGroup to a pre-arranged amount of funds from the school's official account on a pre-arranged date. Any such payments will be authorised as appropriate and required.
- Yarrambat Primary School will ensure adequate funds are available in the Official Account for the "sweep" of funds to the supplier.

Direct Deposit

- Yarrambat Primary School utilises a "two user authorisation of payments" banking package, as it contains a greater degree of security and access controls.
- Creditor details will be kept up to date and the treatment of GST for creditors will be monitored.
- Payment transactions will be uploaded as a batch through the CASES21 system.
- All payments made through the internet banking system must be authorised by two authorised officers.
- The various internal controls that need to be considered include:
 - the identification of staff with administrative responsibilities [e.g. Business Manager and Office Staff to access statements and upload batches]
 - the identification of staff with authorisation/signatory responsibilities, being The Principal, Assistant Principal, School Council President and School Council Finance Convenor.
 - the Business Manager must not have banking authorisation/signatory responsibilities other than for the transferring of funds between school bank accounts
 - the allocation and security of personal identification number (PIN) information or software authorisation tokens
 - the setting up of payee details in CASES21
 - the authorisation of transfer of funds from the official account to payee accounts
 - alternative procedures for processing, using the direct deposit facility, for periods of Business Manager's and Principal leave of absence.

BPay

Yarrambat Primary School's school council will approve in writing the school council's decision for the utilisation of BPAY.

Payments made by BPay are subject to the same requirements as for all transactions relating to accounts such as:

- purchase orders
- tax invoices/statements
- payment vouchers
- signed screen prints and payee details
- relevant CASES21 reports etc.

This includes a requirement for the principal to sign and date BPay transaction receipts attached to authorised payment vouchers.

FURTHER INFORMATION AND RESOURCES

- Finance Manual for Victorian Government Schools
 - [Section 3 Risk Management](#)
 - [Section 4 Internal Controls](#)
 - [Section 10 Receivables Management and Cash Handling](#)

Available from: [School Financial Guidelines](#)

- Schools Electronic Funds Management Guidelines
- CASES21 Finance Business Process Guide
 - Section 1: Families
- Internal Controls for Victorian Government Schools
- ICT Security Policy
- Public Records Office Victoria
- Archives and Records Management Advice for Schools.

Date Reviewed: 2019

School Council: 2019

Responsibility: Finance Committee

PHILOSOPHICAL BASIS

The English domain is an essential component of the discipline-based Victorian Curriculum. Active and effective participation in Australian society depends on the ability to speak listen, read, view and write with confidence, understanding, purpose and enjoyment.

GUIDELINES:

- Teams of teachers will implement a sequential and organised Prep to Year 6 program based upon Victorian Curriculum.
- Teachers work in teams to develop a sequential English program based on the identified needs of each students.
- The English Developmental Continuum F-10 will be integrated by teams of teachers into programs that support students to develop increasingly sophisticated English understanding.
- Student's individual abilities will be monitored using a range of formal and informal assessment strategies (for, as, and of learning). These will be used to measure student progress and identify future learning needs. The Yarrambat Assessment schedule will outline the formal assessment tools to be used.
- Learning opportunities will be structured to cater for the identified needs of each student.
- Students in Prep to Year 6 will participate in a structured English program on a daily basis, for a minimum of 10 hours per week. Variance may occur due to changes in the regular program, such as camps and excursions.
- The English curriculum might be delivered broken up into separate Reading and Viewing, Writing, Spelling and Speaking and Listening programs or as an integrated 'Literacy' approach.
- Implementing learning at various levels of the English curriculum may include but are not limited to:
 - o Reading and Viewing: Early Years model, CARS and STARS and Reciprocal Reading, Literature Circles, Just Right Reading,
 - o Writing: Early Years model, VCOP, Big Write.
 - o Spelling: Early Years model, Sound Waves, VCOP,
- Teaching practise in English will reflect the Yarrambat Primary School English Shared Beliefs and Protocols.
- Teaching Reading and Viewing, Writing and Spelling will following the relevant agreed whole lesson structure.
- Student progress in English will be demonstrated a variety of ways such as digital portfolios using SeeSaw and will be reported in end of semester academic reports. Student cohort achievement will be reported in the school's annual report.
- English practise will feature in homework. Eg: Home reading, spelling practice.
- Specialist teachers will be mindful in incorporating English concepts into their programs whenever possible, strengthening the classroom based English program.
- A Leading Teacher will be allocated the responsibility of coordination and resourcing the English program across the school.
- The Literacy Learning Specialist will lead the Literacy Curriculum Team.
- Budget planning and the provision of resources will be targeted to meet the learning needs of students at different stages of their development.

Date Reviewed: 2019

School Council: 2019

Responsibility: Literacy Leader

EQUAL OPPORTUNITY POLICY

The whole of Department Equal Opportunity (and Anti-Discrimination) policy has recently been updated and is now available on [HR Web - Equal Opportunity](#). This policy applies to all Department workplaces including schools.

Schools should not develop local policies on Equal Opportunity for staff but instead should follow the whole of Department policy.

The Department encourages school councils to follow the Department's [Equal Opportunity Policy and Anti-Discrimination Policy](#) for all school council employees, contractors and volunteers to ensure the same expectations of all people working in the same environment.

ENROLMENT POLICY*

Yarrambat Primary School does not have its own enrolment policy. Most Victorian government schools are not required to have local enrolment policies because they are required to follow the Department's [Enrolment](#), [Placement](#) and [Admission](#) policies (and any other related Department policies) on the *School Policy and Advisory Guide*.

Please refer to the relevant policies on the *School Policy and Advisory Guide*.

FIRST AID AND CARE ARRANGEMENTS POLICY*

PHILOSOPHICAL BASIS

Where required, it is an obligation of the school to provide initial First Aid and care to ill or injured students, staff and other adults who may be visiting the school.

PURPOSE

To ensure the school community understands our school's approach to first aid for students.

SCOPE

First aid for anaphylaxis and asthma are provided for in our school's:

- *Anaphylaxis Policy*
- *Asthma Policy*

POLICY

From time to time Yarrambat Primary School staff might need to administer first aid to students at school or school activities.

Parents/carers should be aware that the goal of first aid is not to diagnose or treat a condition.

Staffing

The principal will ensure that Yarrambat Primary School has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community.

Our school's trained first aid officers are listed in our Emergency Management Plan (EMP). Our EMP includes the expiry dates of the training. This list is reviewed on an annual basis as part of the annual review of our Emergency Management Plan.

First aid kits

Yarrambat Primary School will maintain:

- A major first aid kit which will be stored in the Sick Bay
- portable first aid kits which may be used for excursions, camps, or yard duty. The portable first aid kit/s will be stored in the sick bay
- The First Aid Coordinator will be responsible for maintaining all first aid kits

Care for ill students

Students who are unwell should not attend school.

If a student becomes unwell during the school day they may be directed to the sick bay and monitored by staff. Depending on the nature of their symptoms, staff may contact parents/carers or an emergency contact person to ask them to collect the student.

First aid management

If there is a situation or incident which occurs at school or a school activity which requires first aid to be administered to a student:

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero “000” for emergency medical services at any time.
- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
- If first aid is administered for a minor injury or condition, Yarrambat Primary School will notify parents/carers by sending a note home to parents/carers or via a phone call.
- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practical.
- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
- Whenever first aid treatment has been administered to a student Yarrambat Primary School will:
 - record the incident on CASES21
 - if first aid was administered in a medical emergency, report the incident to the Department’s Security Services Unit on 03 9859 6266.

In accordance with guidance from the Department of Education and Training, analgesics, including paracetamol and aspirin, will not be stored at school or provided as a standard first aid treatments. This is because they can mask signs of serious illness or injury.

COMMUNICATION

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

- Available publicly on school website
- Hard copy available from school administration upon request
- Included in staff induction process

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department’s Policy and Advisory Library (PAL):

- [Anaphylaxis](#)
- [Asthma](#)
- [Blood Spills and Open Wounds Management](#)
- [OHS Management System \(OHSMS\) Employee Health, Safety and Wellbeing](#)
- [Health Care Needs](#)

- [Infectious Diseases](#)
- [Medication](#)
- [Syringe Disposals and Injuries](#)

Date Reviewed: October 2023

School Council: October 2023

Responsibility: Principal / First Aid Officer

Responsibility: Principal / First Aid Officer

FORMATION OF CLASSES POLICY

PURPOSE

To explain to our school community how we manage requests for class placements, for the following school year.

POLICY

The process that Yarrambat Primary School works through to plan each student's class placement begins months before the end of the school year. We understand that in certain situations, parents and carers may like to request that their child be placed with a particular friend or in a particular class. Parents will be informed through the newsletter when they can write to the Principal regarding Educational requests related to class formation for the child.

Requests for placement with friends

Yarrambat Primary School recognises the importance of fostering and maintaining friendship groups. We also understand that it is equally important for students to mix and learn with peers who have different interests. Prior to grades being created, students will be given the opportunity to provide teachers with a list of five peers who they work well with and that they would like to be with in the following year. Teachers will give consideration to student friendship groupings. Children will have at least one person of that list in their new grade. The school cannot be held responsible if a parent removes their child once a grade is created and this then removes another child's one friend from the new class.

Requests for placement with certain teachers

All teachers at Yarrambat Primary School are caring and committed educators and Yarrambat Primary School strives to ensure that all students are provided with a high-quality education. Whilst we appreciate that you may wish that your child would benefit from being placed in a class with a particular teacher, we aren't always able to consider these requests. Requests must always be based on the education needs of the child. Our Principal has an in-depth understanding of each teacher's strengths and will always endeavour to place our students with teachers who are best placed to suit their needs. We do not re-allocate students to different classes during the school year, unless exceptional circumstances arise. Parents will be advised of the situation if it arises.

Requests for students to repeat a year level

Our school will follow the Department of Education and Training policy in the *School Policy and Advisory Guide* on Year Level Movement – see [Attendance](#) policy.

We will regularly promote students to the next year level and will exercise our professional expertise and judgment in relation to these matters. Students are only able to repeat a year level in exceptional circumstances where Yarrambat Primary School considers it is required for the long-term benefit of the student e.g. considering their social, wellbeing and academic needs. We will ensure that parents/carers are advised of the options that we consider best meet individual student needs. Students will not repeat a year level without the consent of parents/carers.

Concerns regarding the placement of specific children in classes, the allocation of particular teachers to classes, or the overall structure of classes must be directed to the Principal. The final decision on student allocation and class composition for the following year will rest with the Principal.

Date Written: 2019

School Council: 2019

Responsibility: Leadership Team

FUNDRAISING POLICY

PURPOSE

To provide parents/carers and other members of our school community with an overview of Yarrambat Primary School's approach to fundraising.

POLICY

Fundraising is an important way for Yarrambat Primary School's to raise money so that it can deliver additional learning resources and improve the learning environment for students, both inside and outside of the classroom.

School staff, members of the school community or School Council's Community Committee may want to undertake fundraising activities for Yarrambat Primary School.

Yarrambat Primary School encourages all members of our school community to be involved in fundraising initiatives and school council welcomes all proposals for fundraising.

Fundraising is a function of the school council and council must approve all fundraising events or activities on behalf of our school.

At the beginning of each school year, the school council will approve any fundraising events or activities for the upcoming year. If it is necessary during the year, the school council may approve additional fundraising events or activities.

In deciding whether or not to approve particular fundraising events or activities, the school council will act in accordance with legal requirements, any relevant Department of Education and Training policy or guideline, and the Department's *Finance Manual for Victorian Government Schools*.

All money raised through fundraising, unless legally otherwise provided for, will be held on trust by the school council for the general or particular purpose for which it was raised.

Fundraising for Charitable Causes

Yarrambat Primary School, through the school council, may also decide to fundraise for charitable causes. In deciding whether or not to fundraise for a particular charitable cause, school council may:

- Consider whether the methods used to raise funds for any specific charitable appeal are appropriate
- Seek written advice from organisations promoting fundraising activities on the percentage of funds raised that are directed to the named charity
- Collect cans of food or similar items to support the Diamond Valley Food Share.

Date Written: 2019

School Council: 2019

Responsibility: Community Committee

GIFTED AND TALENTED EDUCATION POLICY

PHILOSOPHICAL BASIS:

Gifted and talented students need to be provided with a fulfilling and challenging education commensurate with their abilities. Our concept of giftedness is an inclusive one in that it covers all forms of the cognitive, creative, interpersonal, intrapersonal and bodily-kinaesthetic areas. We believe that giftedness is an innate, outstanding ability or aptitude in relation to one's age peers. A talent is an outstanding performance displayed as a result of individual ability and assistance they receive from others.

We recognise that there are varying degrees of giftedness that giftedness is a developmental concept and its performance may be nurtured and assisted over time. We have a responsibility to not only provide a learning environment for those children who have already *displayed giftedness or talent* but also provide programs that will *foster* the talents of those children who are *becoming talented*.

Our school has an obligation to identify the specific learning needs of these children and provide a differentiated program that is appropriate using our knowledge of best educational practice. The development of gifted behaviour and talent also involves the development of skills, processes, motivation and attitudes that contribute to outstanding performance. The qualities of effort, persistence and commitment are vital to perform and maintain high quality performance over time.

GUIDELINES:

- Identification of gifted and talented students will be an ongoing process and incorporate a wide range of assessment techniques linked to the Yarrambat Assessment Schedule and Grade Level Annual Implementation Plan expectations. Teachers, parents and professional consultants may identify these children.
- All students will have opportunities to develop their potential with involvement in a diversity of existing curricula programs, *primarily through:*
 - a) *Differentiating the curriculum at the classroom level through:*
 - Enabling students to work at their own appropriate speed (self-paced learning)
 - Training in critical, creative and higher order thinking skills and open-ended applications of these skills
 - Inquiry
 - Extension
 - Discovery
 - STEM and access to STEM resources
 - b) *Providing additional activities through curriculum provision where resourcing is available:*
 - Eg. Involvement in group/individual challenges/competitions across wide areas.
Eg. Maths Olympiad, Tournament of Minds, University of NSW Tests, according to specific grade level eligibility requirements.
 - Identified students may work closely with an area support staff member.
 - c) *Providing communication for external school day/after school activities for extension when available through:* E.g. The GATEWAYS Programs
 - Training in the development of positive and effective learning behaviours are vital links to improving performance. Programs developing these critical habits will be emphasised through the school values education program and through the Personal and Interpersonal Domains of Victorian Curriculum.
 - Professional development of staff needs to be regularly monitored to ensure that all staff have an awareness of curriculum differentiation, in particular, extension education.

- Resources pertaining to exemplary practices in gifted education should be investigated and purchased as required to extend this section of the teacher reference section of the library.
- Parents need to be kept informed of our processes and initiatives through school communication links.
- Staff and parents are to be encouraged to join networks for families of gifted children and informed of their timing and place.
- A coordinator should be appointed to take overall responsibility for the program and its implementation.

Date Reviewed: 2019

School Council: 2019

Responsibility: SIT Team

HEAD LICE MANAGEMENT POLICY

The Department's *School Policy and Advisory Guide* – [Head Lice](#) page has information and guidance relating to head lice. Note that this page is currently under review. Due to this review, schools are not currently required to have a local policy relating to head lice and can instead rely on the guidance in the *School Policy and Advisory Guide*.

Date Reviewed: 2019

HEALTH CARE NEEDS POLICY*

PURPOSE

To ensure that Yarrambat Primary School provides appropriate support to students with health care needs.

OBJECTIVE

To explain to Yarrambat Primary School parents, carers, staff and students the processes and procedures in place to support students with health care needs at school.

SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who have been diagnosed with a health care need that may require support, monitoring or medication at school.

POLICY

This policy should be read with Yarrambat Primary School's *First Aid, Administration of Medication, Anaphylaxis* and *Asthma* policies.

Student health support planning

In order to provide appropriate support to students at Yarrambat Primary School who may need medical care or assistance, a Student Health Support Plan will be prepared by the School Nurse in consultation with the student, their parents, carers and treating medical practitioners.

Student Health Support plans help our school to assist students with:

- routine health care support needs, such as supervision or provision of medication
- personal care support needs, such as assistance with personal hygiene, continence care, eating and drinking, transfers and positioning, and use of health-related equipment
- emergency care needs, such as predictable emergency first aid associated with asthma, seizure or diabetes management.

[Note: Template health planning forms are available here:

<https://www2.education.vic.gov.au/pal/health-care-needs/resources>]

Students with complex medical care needs, for example, tracheostomy care, seizure management or tube feeding, must have a Student Health Support Plan which provides for appropriate staff to undertake specific training to meet the student's particular needs.

At enrolment or when a health care need is identified, parents/carers should provide accurate information about the student's condition or health care needs, ideally documented by the student's treating medical/health care practitioner on a Medical Advice Form (or relevant equivalent)

Yarrambat Primary School may invite parents and carers to attend a Student Support Group meeting to discuss the contents of a student's Health Support Plan and assistance that the student may need at school or during school activities.

Where necessary, Yarrambat Primary School may also request consent from parents and carers to consult with a student's medical practitioners, to assist in preparing the plan and ensure that appropriate staff understand

the student's needs. Consultation with the student's medical practitioner will not occur without parent/carer consent unless required or authorised by law.

Student Health Support Plans will be reviewed:

- when updated information is received from the student's medical practitioner
- when the school, student or parents and carers have concerns with the support being provided to the student
- if there are changes to the support being provided to the student, or
- on an annual basis.

Management of confidential medical information

Confidential medical information provided to Yarrambat Primary School to support a student will be:

- recorded on the student's file
- shared with all relevant staff so that they are able to properly support students diagnosed with medical conditions and respond appropriately if necessary.

COMMUNICATION

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

- Available publicly on our school's website
- Discussed at staff briefings/meetings as required

FURTHER INFORMATION AND RESOURCES

- the Department's Policy and Advisory Library (PAL):
 - [Health Care Needs](#)
 - [Health Support Planning Forms](#)
 - [Complex Medical Care Supports](#)
 - [Child and Family Violence Information Sharing Schemes](#)
 - [Privacy and Information Sharing](#)

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|-----------|
| Policy last reviewed | May 2023 |
| Approved by | Principal |
| Next scheduled review date | May 2026 |

HOMWORK POLICY~

PURPOSE

The purpose of this policy is to outline to students, parents/carers and school staff Yarrambat Primary School's expectations for homework and at-home learning.

SCOPE

This policy applies to students in all year levels and staff responsible for setting homework.

POLICY

Yarrambat Primary School acknowledges that homework should be tailored and adapted to suit the personal and developmental needs of students.

Teachers at Yarrambat Primary School are encouraged to exercise their discretion in assigning tasks that are appropriate for their students and most likely to be meaningful. This may comprise of a range of tasks across all curriculum areas as practice or extension.

Prep to Year 4

In the early years, the objective of homework should be to practise and consolidate the concepts that have been introduced during class time. It is also intended to introduce the concepts of self-discipline and responsibility and prepare them for the upper grades.

Assigned homework tasks will build on concepts explored in the classroom and encourage students to use their initiative by gathering additional information or materials.

Homework will:

- consist of reading on a daily basis; reading to, with and by parents /caregivers or older siblings
- enable the extension of class work by gathering additional information or materials
- be undertaken on a regular basis with consideration of the demands of after-school recreational activities
- generally not exceed up to 30 minutes per day in total

Year 5 to Year 6

In the upper year levels, the objective of homework is to build on the concepts of self-discipline, responsibility and initiative to prepare students for secondary school.

Assigned homework tasks will include daily independent reading and may include extension assignments, class work, projects and research.

Homework will:

- should include independent reading on a daily basis
- may include continuation of class work, projects and assignments
- should be set on a regular basis with consideration of the demands of after-school recreational activities and/or additional tutoring
- must be coordinated between *all* teachers to avoid excessive workload

- should generally range from up to 45 – 60 minutes per day, which includes reading time.

VCOP Big Talk homework will be incorporated into the homework at all levels throughout the year as a way of encouraging families to talk with children about their writing.

Homework may include activities that focus on developing life skills eg. cooking, cleaning and helping the family.

The approach to all homework should be consistent across each grade level.

Homework may be negotiated/modified/differentiated for certain students to cater for specific learning needs.

Children may be asked to spend part of lunchtime completing uncompleted homework or forego privileges such as Leadership or Interschool Sport participation as a consequence for not attending to homework.

Shared expectations and responsibilities

Homework is a shared responsibility between the school, teachers, students and their parents/carers. In order to get the most out of homework tasks, it is important that everyone understands their obligations and responsibilities.

Yarrambat Primary School will support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- ensuring the school's homework policy is relevant to the needs of students
- advising parents/carers of homework expectations at the beginning of the school year and providing them with a copy of the homework policy
- encouraging parents/carers of early primary school aged children to read to and with their children for enjoyment

Teachers at Yarrambat Primary School will:

- equip students with the skills to solve problems
- encourage real-life problem solving, logical thinking, creativity and imagination
- set varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- give students enough time to complete homework, considering home obligations and extracurricular activities
- assess homework and provide timely and practical feedback and support
- help students develop organisational and time-management skills
- ensure parents/carers are aware of the school's homework policy
- develop strategies within the school to support parents and carers becoming active partners in homework
- offer a wide range of opportunities for families to engage in their children.

It is expected that students will take responsibility for their own learning by:

- being aware of the school's homework policy

- discussing with their parents/carers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

It is expected that parents/carers will support their children by:

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the homework
- attending the school events, productions or displays their child is involved in
- ensuring upper primary students keep a homework diary
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community
- ensuring there is a quiet study area for students to complete their homework tasks.

Support for students, parents and carers

Yarrambat Primary School understands that students have different learning styles and interests, and may approach learning activities and homework differently. If you are concerned that your child may not understand the homework tasks that have been set for him or her, or is spending a long period of time completing their homework, we encourage you to speak to their teachers.

Date Reviewed: 2019

School Council: 2019

Responsibility: SIT Leaders

HOUSE SYSTEM POLICY

PHILOSOPHICAL BASIS

The house system provides an avenue to foster and develop the student's competitive spirit, values, achievements, effort and sense of connectedness to the school.

GUIDELINES

There are 4 Houses at Yarrambat Primary School- Red Yellow Green and Blue

Children will be randomly assigned houses when enrolling. Siblings will share the same houses.

- Grade 6 Children can be voted as Captains and Vice Captains of their represented house. This involves:
 - Children wishing to be considered preparing and presenting a speech about why their peers should vote for them.
 - Peers voting in a Grade 3-6 house assembly.
 - The boy and girl with most votes will be deemed House Captains of their house.
 - The boy and girl with second most votes will be deemed Vice House Captains of their house.
 - Should two or more winning/runner up children receive the same amount of votes a revote between those children will immediately occur.
 - Children voted as house and vice house captains will receive a badge.
- Grade 4 Children can be voted as Middle School House Captains. This involves:
 - Children wishing to be considered preparing and presenting a speech about why their peers should vote for them.
 - Peers voting in a Grade 3-4 house assembly.
 - The boy and girl with most votes will be deemed House Captains of their house.
 - Should two or more winning/runner-up children receive the same amount of votes a revote between those children will immediately occur.
- House Captains will be responsible for leading the encouragement of others at relevant sporting carnivals and events.
- House points will be awarded for positive behaviour with the winning house receiving the house points trophy at indoor assembly. A random child from the winning house will be selected to care for that trophy in the classroom until the next indoor assembly.
- House Captains may be called on to undertake a variety of 'extra' responsibilities such as Show Day organisation or Personal Development promotion.
- A grade 6 Leader must have Leadership privileges to undertake House Captain responsibilities.

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership

PURPOSE

The purpose of this policy is to explain Yarrambat Primary School's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Yarrambat Primary School strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff. For staff, this policy should be read alongside the Department of Education and Training's Respectful Workplaces policies (including Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying) as these Department-wide policies apply to all staff at Yarrambat Primary School.

POLICY

Definitions

Personal attribute: a personal characteristic that is protected by State or Commonwealth anti-discrimination legislation. These include: race, disability, sex, sexual orientation, gender identity, religious belief or activity, political belief or activity, age, intersex status, physical features, pregnancy, carer and parental status, breastfeeding, marital or relationship status, lawful sexual activity, employment activity, industrial activity, expunged homosexual conviction or personal association with anyone who is identified with reference to any protected attribute.

Direct discrimination: unfavourable treatment because of a person's protected attribute.

Indirect discrimination: imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attribute.

Sexual harassment: unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. It may be physical, verbal, visual or written.

Disability harassment: humiliating comments or actions about a person's disability.

Vilification: conduct that incites hatred towards or revulsion or severe ridicule of a person or group of people on the basis of their race or religion.

Victimisation: subjecting a person or threatening to subject them to detrimental treatment because they (or their associate) has made an allegation of discrimination or harassment on the basis of a protected attribute (or asserted their rights under relevant policies or law).

Inclusion and diversity

Yarrambat Primary School is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

Yarrambat Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean

others. At Yarrambat Primary School we value the human rights of every student and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

Yarrambat Primary School will:

- actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students
- respond to complaints and allegations appropriately and ensure that students are not victimised.

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes will not be tolerated at Yarrambat Primary School. We will take appropriate measures, consistent with our *Student Wellbeing and Engagement* and *Bullying* policies to respond to students who demonstrate these behaviours at our school.

Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

Reasonable adjustments for students with disabilities

Yarrambat Primary School also understands that it has a legal obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist students with disabilities to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. Our school may consult through Student Support Group processes and in other less formal ways. For more information about support available for students with disabilities, and communicating with us in relation to a student's disability, please contact the Principal for further information.

RELATED POLICIES AND RESOURCES

For staff, please see the Department's [Equal Opportunity and Anti-Discrimination Policy](#), [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#) which apply to all staff working at our school.

Other relevant Department policies and resources on the School Policy and Advisory Guide are:

- o [Inclusive Education](#)
- o [Koorie Education](#)
- o [Teaching Aboriginal and Torres Strait Islander Culture](#)
- o [Safe Schools](#)
- o Supports and Services
- o [Program for Students with Disabilities](#)

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|---|
| Policy last reviewed | June 2022 |
| Consultation | Staff- June 2022, School Council- August 2022 |
| Approved by | Principal |
| Next scheduled review date | 2024 |

INDUCTION POLICY

PHILOSOPHICAL BASIS:

A formal induction program for new and returning staff provides them with support, direction, essential school system information and ongoing feedback to assist in building confidence and an understanding of performance expectations.

PURPOSE:

- To provide new and returning staff with the support, direction and information that will allow them to be fully effective and comfortable in their new teaching role.
- To establish productive and harmonious working relationships with colleagues.

GUIDELINES:

- The school principal is responsible for ensuring each newly appointed teacher to our school, or teacher returning from extended leave, undertakes a supportive and effective induction program.
- Skilled and experienced teachers with strong communication and interpersonal skills will be used as mentors for each beginning or returning staff member.
- New staff will be given a copy of the School Policy Document.
- New staff will be given the relevant Induction Handbook, including Child Safety materials.
- Graduate staff will be supported to complete their VIT registration task.

Expected Outcomes – During this process a teacher can expect to...

- have a clear understanding of what they are and are not expected to do
- know who to approach for information and guidance
- know ideas are listened to and are valued and acknowledged
- use feedback and reflection to help develop confidence and a belief in what they are doing
- be able to demonstrate and share their passion for teaching and learning both in and out of the classroom
- be able to demonstrate their commitment to maximising the learning opportunities of their students
- ably act in the best interests of the students
- meet with school leaders to discuss how they are going and possible professional learning goals and opportunities
- have opportunity to observe others and be observed as a means to address personal professional goals
- be encouraged to continue to develop and learn
- feel supported and a part of this school community

REFERENCES:

New teachers can also access a variety of induction related resources at:

<https://www.education.vic.gov.au/school/teachers/profdev/Pages/induction.aspx>

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership Team

LEARNING INTERVENTION POLICY

PHILOSOPHICAL BASIS

A learning intervention program provides additional opportunity for identified students to access focused and specific teaching in pairs or small groups outside the normal classroom program. Priority is given to acquisition of skills in literacy and/or numeracy.

GUIDELINES:

- Students recommended to participate in Learning Intervention will be selected based on a range of assessments and teacher recommendation.
- The Learning Intervention Coordinator will make the final selection of students after consultation with classroom and intervention teachers.
- Learning intervention may take on the form of Reading Recovery, Reading Discovery, Speech assessment and/or therapy (undertaken by a qualified speech therapist) or another informal individual or small group intervention opportunity.
- Parents will be notified and consulted prior to final selection.
- Parents will be required to support the program.
- Classroom teachers, intervention teachers and the Principal will determine the duration of time the student will access intervention assistance and make that recommendation to parents.
- Classroom teachers in consultation with the intervention teacher may provide Individual Learning Plans for children while they are accessing intervention assistance together with regular parent contact.
- The level of financial support for the Learning Intervention Program will be determined annually in light of the current School Resource Package (SRP).

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership Team

MATHEMATICS CURRICULUM POLICY

PHILOSOPHICAL BASIS

The Mathematics domain is an essential component of the discipline-based Learning Strand of the Victorian Curriculum. To function confidently in society, now and in the future, individuals need to effectively utilise mathematical language, skills and understanding.

GUIDELINES:

- Teams of teachers will implement a sequential and organised Prep to Year 6 program based upon Victorian Curriculum.
- Teachers work in teams to develop a sequential and differentiated Mathematics program based on the identified needs of each students.
- The Victorian Numeracy Portal and Mathematics Curriculum Companion will be integrated by teams of teachers into programs that support students to develop increasingly sophisticated Mathematical understanding.
- Teachers will plan and teach using the agreed whole school mathematics lesson structure.
- The language of the Yarrambat Learning Process will be incorporated into Mathematics lessons.
- Student's individual abilities will be monitored using a range of formal and informal assessment strategies (for, as, and of learning). These will be used to measure student progress and identify future learning needs. The Yarrambat Assessment schedule will outline the formal assessment tools to be used.
- Learning opportunities will be structured to cater for the identified needs of each student.
- Students in Prep to Year 6 will participate in a structured Mathematics program on a daily basis, for a minimum of Prep, Junior and Middle - 5 hours and Upper School - 4 hours per normal week.
- Number Fluency and warm-up games will be a whole school focus and occur prior to Mathematics lessons.
- Mathematics may be integrated in cross curriculum inquiry based approach.
- Teaching practise in Mathematics will reflect the Yarrambat Primary School Mathematics Shared Beliefs and Protocols and descriptors.
- Student progress in Mathematics will be demonstrated in SeeSaw posts and will be reported in end of semester academic reports. Student cohort achievement will be reported in the school's annual report.
- Specialist teachers will be mindful in incorporating mathematical concepts into their programs whenever possible, strengthening the classroom based Mathematics program.
- A Learning Specialist will be allocated the responsibility of coordination and resourcing the Mathematics program across the school.
- The Mathematics Learning Specialist will lead the Mathematics Curriculum Team.
- Budget planning and the provision of resources will be targeted to meet the learning needs of students at different stages of their development.
- The school will budget for the subscriptions of Mangahigh, Essential Assessment, Maths 300, MAV and Maths Olympiad.

Date Reviewed: 2019

School Council: 2019

Responsibility: Numeracy Leader

MOBILE COMMUNICATION DEVICES (MCD) POLICY

PURPOSE

To explain to our school community Yarrambat Primary School's policy requirements, and expectations regarding the safe and appropriate use of personal mobile devices by students, at school or during school activities.

SCOPE

This policy applies to:

1. All students at Yarrambat Primary School and,
2. All personal mobile devices that have not been approved by Yarrambat Primary School for the purpose of carrying out and engaging in the teaching and learning of the curriculum.

DEFINITIONS

Personal mobile devices are portable computing and communication devices such as smartphones, tablet computers and smart watches.

POLICY

Yarrambat Primary School understands that students may bring a personal mobile device to school, particularly if they are travelling independently to and from school or to extra-curricular activities.

During school hours, personal mobile devices must be switched off and stored in school bags or securely in the classroom.

Personal mobile device use

Personal mobile devices must not be used:

- during class, assemblies or in any way that disrupts the learning of others
- to send inappropriate, harassing or threatening messages or phone calls
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gym

Students who use their personal mobile device inappropriately at school may be issued with consequences consistent with our school's *Behaviour Management, Student Wellbeing and Engagement* and/or *Bullying* policies.

In some circumstances, students' personal mobile devices may be confiscated and stored securely by the classroom teacher or Leadership. In these circumstances, the mobile device will usually be returned to the student or their parent/carer at the end of the school day.

Students are not permitted to access their personal mobile devices during lunchtime or recess.

Insurance

Students are responsible for their personal mobile device. Please note that Yarrambat Primary School does not have accident insurance for accidental property damage. Students and their parents/carers are encouraged to

obtain appropriate insurance for valuable items, including personal mobile devices that may be brought to school. Students are responsible for items brought to school.

Camps and excursions

Students will not be allowed to bring their personal mobile device on overnight school camps or excursions. Yarrambat Primary School will provide students and their parents and carers with information about items that can be brought to special activities and events.

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership Team

OUT OF SCHOOL HOURS CARE PROGRAM (OSHC) POLICY

PHILOSOPHICAL BASIS

The Yarrambat Primary School OSHC aims to provide a quality childcare service to parents who are working, studying, training to re-enter the workforce or actively looking for work. We provide a safe, secure, inviting and challenging environment for children from prep to grade six. Children are cared for by qualified, experienced and caring staff and are supervised at all times. Care is available on a permanent or casual basis. The OSHC should be self-funding. Management have a responsibility to manage the finances of the OSHC program, and in doing so, must ensure that a fair and reasonable process for managing outstanding debts is developed and implemented. The OSHC is a non-profit organisation where the user pays.

GUIDELINES

- Hours of operation and fee structures are reviewed annually, and are subject to change. Any changes will be outlined in the OSHC Handbook.
- The families using the program will be charged an annual registration fee covering all children in that family.
- The OSHC Program will operate from 3.30 pm to 6:00 pm Monday to Friday, and from the end of school to 6.00 pm on the last day of each term. The Before School Care Program will operate from 7.00 am to 8.45 am Monday to Friday.
- The program will operate on designated Pupil Free Days (7am – 6.00pm) where insufficient notice has been given to parents of school closure.
- The program is run by the Trading Operations Sub Committee of School Council who meet regularly and who are responsible to School Council.
- The program is coordinated on a daily basis by a fully trained and experienced person who may employ extra assistants according to the ratio of one adult to fifteen children, including one qualified staff member for every 30 children or part thereof.
- Parents must sign children into Before School Care and out of After School Care on a daily basis.
- Children must be collected from After School Care before 6.00pm. A fee of five dollars for the first 5 minutes and \$1 for every minute after that per child applies for latecomers. After the third late pickup in a calendar year, the family may be asked to find alternative care.
- Parents will be charged for the session if they fail to cancel their child's booking. This includes pupil free days. This allows for any family on the waiting list to access the program when there is a place. Fees will not be charged for cancellations occurring within this timeline.

OSHC PROGRAM CANCELLATIONS PROCESS

AM: BEFORE SCHOOL CARE CANCELLATIONS BY 8.30am

PM: AFTER SCHOOL CARE CANCELLATIONS BY 3.00pm

- The coordinator, together with the Principal, reserve the right to withdraw any family's enrolment if the family:
 - Fails to comply with the program's policies and procedures
 - Fails to pay fees owing to the program (see financial recovery guidelines)
 - The child's behaviour is deemed unacceptable.
 - Parents will be issued with an invoice fortnightly. Fees should be paid within one week of invoice or in advance for permanent users. Unpaid invoices are dealt with by the OSHC Coordinator.

- As Yarrambat Primary School is on the Bushfire At-Risk Register the OSHC program will not operate on days declared as Code Red days. Parents will be notified before this event.

FINANCIAL RECOVERY GUIDELINES:

Invoices are emailed to families or sent to child's classroom

An invoice issued on a Tuesday is due to be paid by the Friday of the following week.

If the invoice is not paid the following procedures will be put in place:

- a. A reminder will be sent via email to parents with payment due by the end of that week. (One week after late payment due)
- b. If the invoice is still not paid, a phone call will be made to the parent advising that payment is due immediately or the child will not be able to attend the program.
- c. If no payment is made the child will be excluded from the program. The Parent will receive confirmation via a letter signed by the Principal confirming the date of the exclusion and advising that their child will be placed on a waiting list if there are no vacancies in the program.

Parents can pay by cash, cheque, EFTPOS or internet banking. Alternatively, payment can be placed in an envelope and handed to the office.

Refer also to: *Yarrambat Primary School Out of School Hours Care Policy & Procedure Document*

Date Reviewed: 2019

School Council: 2019

Responsibility: OSHC Leader

PARENT HELPER POLICY

PHILOSOPHICAL BASIS

Parents provide our school with significant resources, insights and expertise. We seek to greatly enhance the opportunities that we can offer our students by encouraging the numerous benefits available from parent involvement in our school.

GUIDELINES

The wide-ranging participation of parents in school programs, classrooms and operations, School Council and its subcommittees, fundraising, camps and excursions, uniform shop and canteen should be actively encouraged at all times.

The school will recognise the contributions made by parents as they occur throughout the year in general school communications and recognise contributions by means of an annual event in term 4.

For Parent Helpers in Classroom, Support Programs, Excursions and Camps

- Parent helpers will have the opportunity to read this policy before undertaking parent helper related duties.
- Parents as classroom helpers must comply with the school's expectations and practices.
- Parents need to sign the visitor register at the front office before helping and sign out at the completion of their visit.
- Invitations for parents to assist in the school's programs will be made via the school's Newsletter, grade notes, Compass, or through personal contact at the individual teacher's discretion. It is not appropriate for parents just to 'turn up' and expect to help.
- Parent helpers will be briefed as to their roles and responsibilities prior to commencement and where required will undertake appropriate training or orientation.
- The Child Safety Code of Conduct will be made available to all parent helpers at the office and on the school website.
- It is not guaranteed that parent helpers will work closely with own child and are encouraged to promote independence in their own child if they happen to do so.
- It is not appropriate for parent helpers to discuss own child's learning needs at the time of helping and must speak to the teacher outside of class time to make an appointment to do so.
- Where a child has special medical needs, there will need to be individual consultation and agreement regarding parent participation in excursions and camps.
- Legislation dictates that parents helping on School Camps must have a valid Working With Children Check. (See also Camps and Excursion Policy)
- When adults are working with or supervising students a teacher must be within the vicinity at all times as, the teacher maintains the primary duty of care.
- All decisions relating to adult involvement or otherwise will rest with the teacher in charge of the activity in consultation with the principal.
- Adult helpers accompanied by toddlers must ensure the toddlers do not interfere with the teaching and learning program or the task being undertaken.
- Parents may be asked by the teachers to leave if toddlers interfere teaching and learning.
- All adult helpers are required to supervise students in their care adequately. This duty of care requires protection of students from known hazards and also in minimising foreseeable risk during supervision.
- Helpers assisting with school or classroom programs must only discuss or convey relevant curriculum or program details with students as authorised by the teacher in charge. No other matters are to be discussed with students.

- It is not appropriate for parents helping on excursions or external school events to purchase items for their own or another child, for example at a café, fast food outlet or gift shop.
- It is not appropriate for parent helpers to publish photos taken at camps, excursions or external school events on social media or send images to other parents.
- Adults assisting or working within the school may sometimes gain access to confidential information such as disclosures by children or other personal information. In all cases confidentiality must be maintained.
- Helpers are not permitted to discipline students. They must refer any student behaviour concerns to the teacher in charge.
- Communication regarding student welfare issues arising on a camp, excursion or external school event must occur through the organising staff member, not through the parent helper. (Eg. It is not appropriate for parent helpers to relay “updates” to other parents of children attending)
- Teacher concerns relating to adult helpers should be addressed to the Principal or Assistant Principal and documented.
- Failure to observe and comply with any of the above guidelines could result in an investigation and possibly result in that helper no longer participating in school programs. A formal written notification will be documented and filed for future reference.

Please also refer to;

Volunteers Policy

Visitors Policy

| | |
|------------------|---|
| Reviewed date | August 2022 |
| Consultation | Yarrambat Primary School Staff- July, 2022 Yarrambat Primary School School Council -August, 2022 |
| Next review date | August 2024 |

PARENT PAYMENT DET POLICY~

Purpose

This Parent Payments policy outlines the ways in which schools can request financial contributions from parents and ensures that parent payment practices in Victorian government schools are consistent, transparent and that all students have access to the Curriculum.

Summary

- Schools must provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the requirements of the Curriculum.
- Schools may request parents make voluntary financial contributions towards the cost of schooling under 2 categories: Curriculum Contributions and Other Contributions.
- Schools may invite parents to purchase optional Extra-Curricular Items and Activities on a user-pays basis.
- Schools may invite parents to supply or purchase their own educational items for their child to use and to own.
- Schools must apply the [Financial Help for Families policy](#) when implementing the Parent Payments policy.
- Schools must follow the requirements on finance and communications set out in the [Guidance tab](#).

Details

Free instruction

All students in Victorian government schools must have free access to instruction that is offered by a school to fulfil the requirements of the Victorian Curriculum F–10, Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) (Curriculum).

Free instruction includes the teaching staff, administration and the provision of facilities in connection with the instruction of the Curriculum, including reasonable adjustments for students with disabilities.

Schools must ensure that students have free access to items and activities as required for the school's delivery of the Curriculum. The extent and frequency of access that students require depends on the school's context and their approach to delivering the Curriculum.

Schools are not required to provide students with items to own, or keep, on a one-to-one basis. However, schools must determine appropriate resourcing to ensure students have access to the relevant items for the duration required to access the Curriculum.

Schools cannot refuse students instruction in the Curriculum or disadvantage students on the basis of financial contributions and payments not being made. Schools cannot deny students access to the Curriculum by withholding enrolment or advancement to the next year level on the basis of payments and financial contributions not being made.

Principles of voluntary financial contributions

Schools seeking a parent payment must adhere to the following principles of voluntary financial contributions:

- the school council should clearly explain how contributions will be spent when making a request for a contribution
- each contribution is to be voluntary and obtained without coercion or harassment
- a student at the school is not to be refused instruction in the Curriculum because their parents do not make a contribution
- a student is not to be approached, coerced or harassed for contributions

- any record of contributions is confidential, as is any decision by a parent not to make a financial contribution.

Parent payment categories

School councils may request parents to make voluntary financial contributions and payments to the school under the following categories.

Curriculum Contributions

Curriculum Contributions are voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum. As each school delivers the Curriculum based on their own local context, it is at a school's discretion to determine whether an item or activity is necessary for delivering the Curriculum. Schools must be able to justify why an item or activity is necessary to the school's delivery of the Curriculum.

Schools cannot refuse students instruction in the Curriculum or deny student access to items or activities on the basis of Curriculum Contributions not being made. Each student must have the same access to curriculum items or activities regardless of whether a student's parent has made a Curriculum Contribution.

Schools must provide a clear description of the item or activity when requesting Curriculum Contributions so that parents are informed of what their contributions are going towards. However, schools do not need to itemise each individual item when requesting Curriculum Contributions. Schools must use funds raised from Curriculum Contributions for the purposes of which they were requested.

Other Contributions

Other Contributions are voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.

Schools cannot refuse students instruction in the Curriculum or disadvantage them in any way on the basis of Other Contributions not being made.

Other Contributions can be requested for a broad area of school need or a specific, clearly described purpose that relates to the school's functions and objectives. Schools must use funds raised from Other Contributions for the purposes of which they were requested.

Extra-Curricular Items and Activities

Extra-Curricular Items and Activities are items and activities that enhance or broaden the schooling experience of students and are additional to or outside what the school provides for free in order to deliver the Curriculum. As each school delivers the Curriculum based on their own local context, it is at a school's discretion to determine whether an item or activity is extra-curricular.

An item or activity can be provided on a user-pays basis and categorised in Extra-Curricular Items and Activities if it is not required for students to meet Curriculum outcomes or if there is a free standard activity available for students to participate in the Curriculum. Items or activities provided on a user-pays basis can still support curriculum-based learning; however, schools must be able to deliver the standard curriculum requirements to a student who does not participate.

Schools do not need to provide students with access to Extra-Curricular Items and Activities if payment is not received. However, schools cannot refuse students instruction in the Curriculum if payment is not received.

Extra-Curricular Items and Activities must be specific, clearly described and identified as optional.

Extra-Curricular Items and Activities can include:

- optional alternative forms of instruction
- optional non-curriculum-based school events (graduation)
- optional non-curriculum items (school magazines, yearbooks)
- optional excursions and camps
- optional sporting programs
- optional music programs

- optional out of school hours care
- optional items and materials that are linked to the Curriculum but are additional to or outside what the school provides for free to deliver the Curriculum.

Extra-Curricular Items and Activities must not include:

- items, activities, and services that are required to fulfil the Curriculum
- educational items such as headphones, stationery packs, digital devices, textbooks (including digital textbooks), calculators
- general enrolment fees
- subject enrolment fees (including VET courses and subjects defined by the school as 'elective')
- the hire, lease, or lease-to-own, of school owned digital devices.

Schools should ensure the cost of Extra-Curricular Items and Activities are kept to a minimum and made affordable for families. Schools must apply the [Financial Help for Families policy](#) in relation to Extra-Curricular Items and Activities to support families experiencing financial hardship.

Educational items for students to own

Schools can invite parents to bring from home, purchase, or lease educational items directly from third parties instead of using what is made available for free by the school. Educational items for students to own include items that have a specific curriculum purpose and for which students take individual possession. When inviting parents to purchase or lease educational items to own directly from a third-party provider, the school may include a list of recommended items or specifications.

Schools cannot communicate to families that parents must purchase educational items for students to own from third parties. If a parent does not provide or purchase educational items, the school must ensure that the student has free access to items as required for the school's delivery of the Curriculum. Schools are not required to provide students with items to own, or keep, on a one-to-one basis. However, schools must determine appropriate resourcing to ensure students have access to the relevant items for the duration required to access the Curriculum.

Educational items for students to own can include:

- textbooks (paper or digital versions)
- stationery
- calculators
- digital devices
- fitted safety equipment (safety boots, closed shoes).

Educational items for students to own must not include:

- items not directly related to curriculum-based learning
- classroom consumables (including class materials such as food ingredients or art supplies that contribute to finished products that students take home)
- items that students do not take individual possession of (for example, class sets of devices, sports equipment, whole-school subscriptions)
- items that are developed and produced by the school (for example, school-developed workbooks, school-developed exam papers)
- activities or services (for example, camps, excursions, events, device repair costs).

Financial help for families

While all contributions are voluntary, schools must prepare for and support families experiencing financial hardship in order to facilitate student participation in the full school program (for example, purchasing Extra-Curricular Items and Activities and educational items for students to own).

Schools must:

- apply the Financial Help for Families policy to parent payment arrangements
- nominate a parent payment contact person(s) to support families with financial help arrangements and support programs.

Refer to [Financial Help for Families](#) for further information.

Implementing the policy in schools

Schools develop their parent payment arrangements to suit the contextual needs and aspirations of their school community while ensuring their arrangements remain in alignment with this policy.

School's parent payment arrangements must:

- support the functions and objectives of the school, including the enhancement of student learning, access, equity, inclusion and wellbeing
- ensure costs to parents are kept to a minimum, affordable for families, and proportionate to the needs of the school
- follow the finance requirements set out in the guidance
- follow the communication requirements set out in the guidance
- use the templates provided by the Department to create and communicate their parent payment arrangements
- follow all monitoring and compliance requirements as directed by the Department.

School's must not:

- have parent payment arrangements that are inconsistent with the above requirements
- undertake debt recovery activities for any payments or contributions
- have a localised Parent Payments policy
- use terms, such as fees, charges or levies, that suggest or communicate that contributions are compulsory
- have parent payment arrangements that request payments for:
 - teacher professional learning
 - the provision of gifts, benefits or hospitality to school staff or school council members
 - items or activities that schools receive full funding for such as electricity, standard internet access and department provided administrative software
 - administrative costs such as merchant fees associated with electronic payment transactions, sending text messages or letters to parents.

Policy as per DET Parent Payment Policy: <https://www2.education.vic.gov.au/pal/parent-payment/policy>

PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW



FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the standard curriculum requirements in Victorian Curriculum F-10, VCE and VCAL.
- Schools may invite parents to make a financial contribution to support the school.



PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

| Curriculum Contributions | Other Contributions | Extra-Curricular Items and Activities |
|--|---|--|
| Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum. | Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives. | Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis. |

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

| | |
|------------------|---|
| Amended date | August 2022 |
| Consultation | Yarrambat Primary School Staff- July, 2022 Yarrambat Primary School School Council -August, 2022 |
| Next review date | August 2024 |

PERSONAL ACCIDENT AND PERSONAL PROPERTY INSURANCE

The Department of Education and Training and Yarrambat Primary School do not have insurance for accidental injuries or accidental property damage. However, in some circumstances, medical or other expenses will be paid by the Department where it is assessed that it is likely, in all the circumstances, that the Department is liable for negligent acts or omissions of its staff or volunteers.

For more information about the Department's public liability claims process, please see: [Negligence Claims Process](#).

Yarrambat Primary School encourages parents and carers to consider obtaining their own accident insurance for students and property of value that may be brought to school. Please also note our school's *Personal Goods Brought to School Policy*.

Date Written: 2019

School Council: 2019

Responsibility: Principal

PERSONAL DEVELOPMENT POLICY

PHILOSOPHICAL BASIS:

Yarrambat Primary School believes it is important to focus on the development of the whole learner and their well-being, and as such offers a Personal Development program that aims to develop socially competent and resilient life-long learners.

GUIDELINES:

- All areas will timetable 1 hour of structured Personal Development per week. This will generally be early in the week and may be in the form of two half hour sessions.
- Each PLT will have a representative as part of the Personal Development Curriculum Team.
- The Personal Development Curriculum Team members will be responsible for ensuring Personal Development is planned for, in accordance with the current topic each term and in conjunction with Victorian Curriculum.
- Each year will begin with Personal Development based Gold Start Program, focusing of setting the foundations of Personal Development.
- There will be a consistent whole school approach to teaching Personal Development following the following topic focus plan:
 - Term 1 - Gold Start / Bullying Prevention
 - Term 2 - Respectful Relationships
 - Term 3 - Safety/Life Ed
 - Term 4 – Resilience/Transition
- The Pit concept will be used as a whole school approach to resilience and The Pit posters will be displayed in every classroom.
- Classroom rules will be displayed in all classrooms.
- School Values will be displayed in all classrooms.
- The Child Safety Statement will be displayed in all classrooms.
- The Principal and Assistant Principal will promote current Personal Development topics in their respective newsletter pages.
- The Assistant Principal will promote the Personal Development focus to the school community at indoor assembly.
- Teachers will refer to and teach in accordance with the Personal Development Shared Beliefs and Protocols.
- Personal Development will incorporate BeYou (mental health and wellbeing), Life Education, InterRelate, Respectful Relationships, Sleep Science, the Leadership and the Citizenship Program (including Revved Up and M-Power).
- The Personal Development Curriculum Team will be responsible for auditing current practice and make recommendations in relation to implement the BeYou framework.

Date Reviewed: 2019

School Council: 2019

Responsibility: Personal Development Curriculum Team

PERSONAL GOODS BROUGHT TO SCHOOL POLICY

PURPOSE

To ensure the school community understands the risks and responsibilities involved in bringing personal goods to school.

SCOPE

This policy applies to all staff, students and parents.

GUIDELINES:

1. Students will be *strongly discouraged* from bringing personal items to school, particularly if they are expensive to replace, easy to break, likely to be stolen or have a strong sentimental value attached to them.
2. If personal items are brought to school, the responsibility for these items remains with the child and the parents who have allowed their child to bring them along to school.
3. Where a personal possession is brought to school and is either *lost, damaged or stolen*, an initial investigation process will be undertaken.
 1. Where a teacher has cause for concern: lockers and desks can be searched by school authorities without prior notification, and students can be instructed by school authorities to empty their pockets or open their bags for inspection and a failure to comply with such an instruction is a disciplinary offence.
 2. An investigation however, will not be at the expense of valuable teaching and learning time.
4. Whilst an initial effort will be made to try and resolve an issue over a personal possession, the school will not accept responsibility or blame for an item that clearly should not have been brought to school.
5. At times, when a special item needs to be brought to school, (e.g. for a project or show and tell), the parent is advised to organise this with the child's teacher so that maximum care can be taken.
6. Any items confiscated from students are the responsibility of the staff member who took the items. These items are to be returned to the student, their parents or given to the principal – whichever is deemed as the most appropriate, preferably at the end of the day where possible.
7. Any concerns relating to personal goods owned by staff, students or visitors are to be directed to the principal.
8. Staff, students and parents should also refer to the school's *Personal Accident And Personal Property Insurance* Information.

Please also refer to:

['Mobile Communication Devices' policy](#)

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership Team

PHOTOGRAPHING, FILMING AND RECORDING STUDENTS POLICY~

PURPOSE

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

SCOPE

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

POLICY

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

As a general rule, use relates to images which are shared and distributed only within the school for school purposes (i.e. ID photos, Compass), whilst disclosure is used for images which are shared and distributed outside of the school staff and are available to other students, parents/carers and the wider school community.

Yarrambat Primary School will ensure that parents/carers are notified upon enrolment and at the commencement of each school year of the ways in which our school may use images of students. There are many occasions during the school year where staff photograph, film or record students participating in school activities or events, for example: classroom activities, sports events, excursions, camps etc. We do this for many reasons including to: celebrate student participation and achievement, showcase particular learning programs, document a student’s learning journey/camps/excursions/sports events on SeeSaw and communicate with our parents/carers and school community in newsletters.

Yarrambat Primary School will use student images reasonably, appropriately and sensitively, consistent with our obligations under the Child Safe Standards and our school’s Child Safety Policy and Statement of Commitment to Child Safety. If at any time a parent/carer or student has a concern about the use of any images they should contact the principal.

In addition to the processes outlined below, parents/carers can contact the principal or classroom teacher at any time to withdraw their consent for any future collection, use or disclosure of images of their child.

However:

- if the images have already been published and are in the public domain, it may not be possible for consent to be withdrawn.
- There may be occasions when the school will record whole of school or large group events, such as speech nights, sports events etc. and if your child participates, they may appear in these recordings which will be available to the whole school community. SeeSaw posts and the Grade 6 graduation video are examples of this.
- The school can still collect, use and disclose images in circumstances where consent is not required (see below for more information).

Official school photographs

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

Official school photographs may be:

- purchased by parents/carers
- used for school identification cards
- stored on CASES21 for educational and administrative purposes
- Used in the Grade 6 graduation movie.

Yarrambat Primary School will notify parents/carers in advance of the official school photographs being taken to give them an opportunity to decide whether their child will be included in the official school photographs.

Parents/carers who choose to opt-out of having their child participate in official school photographs must contact the principal before the date photos are scheduled to be taken to advise that their child will not participate. There is no obligation on any parent or carer to purchase any photographs taken.

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

From time to time Yarrambat Primary School may photograph, film or record students to use within the school community, including:

- in the school's communication, learning and teaching tools for example Compass and SeeSaw
- for display in school classrooms, on noticeboards etc.
- in the school's newsletter
- to support student's health and wellbeing (eg photographs of pencil grip to assist in OT assessments)

A Consent Form will be distributed to parents/carers as part of the enrolment process at the beginning of the student's time at Yarrambat Primary School. Further consent forms may be distributed to ensure relevance to policy and/or technological changes.

Images to be used or disclosed outside the school community

External use or disclosure by the school

Photographs, video or recordings of students may also be used in publications that are accessible to the public, including:

- on the school's website including in the school newsletter which may be publicly available on the website
- on the electronic sign at the front of the school.

The Consent Form also covers these types of uses and will be distributed to parents/carers on enrolment. We will notify you individually if we are considering using any images of your child for specific advertising or promotional purposes.

Media

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

When our school receives such requests Yarrambat Primary School will:

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

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

Other external collection, use or disclosure

If there is a situation which will involve the collection, use or disclosure of images of students by or to third parties which is not otherwise covered by this policy, Yarrambat Primary School will:

- provide parents/carers with information about the event or activity, the organisation involved and when the photography, filming or recording will occur
- seek prior, express parent/carer consent in writing.

School performances, sporting events and other school approved activities

Yarrambat Primary School requests that parents/carers, students and invited guests who photograph, film or record school activities only do so for their own personal use and do not publish the images in any form, including on social media, without the prior consent of persons whose children also clearly appear in the images.

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

There may be times staff and students are in positions where they are part of photographs by members of the public, such as excursions. While we recognise avoiding all photos is unrealistic, we will actively discourage members of the public from taking direct photos of students when out of the school.

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

On occasion, it may be necessary for school staff to photograph, film or record students when necessary to:

- fulfil legal obligations, including to:
 - take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors (duty of care)
 - provide a safe and suitable workplace (occupational health and safety law)
- for identification purposes, when necessary to implement discipline and/or behaviour management policies.

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

Staff use of personal devices

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

FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide: [Photographing and Filming Students](#)

Date Written: 2019

School Council: 2019

Responsibility: Leadership

PHYSICAL EDUCATION POLICY*

PHILOSOPHICAL BASIS

Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. H&PE focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

GUIDELINES

- The aims of all Physical Education activities conducted should be for enjoyment, total participation, development of school values, game sense, team-work and sport specific skills in a variety of sports.
- Physical Education units will be planned with reference to Victorian Curriculum.
- On a normal week, students will have a minimum of 1 hour of structured PE timetabled.
- The Physical Education Leader will manage the PE Program.
- The Physical Education program may vary in group structure- Eg: Gender groups, level groups, class groups.
- The Physical Education leader will oversee budget planning for the PE program.
- The Physical Education Leader will ensure the sports store room is well resourced, well organised and meet OH&S requirements.
- Physical Education teachers will report to parents as part of student reports twice yearly, and each child will produce a portfolio piece each term.
- The Physical Education leader will oversee the interschool sport program and represent the school as part of the Diamond Valley Primary School Sports Association (DVPSSA).
- The Physical Education Leader will be responsible for organising the YPS Athletics Day, YPS Swimming Carnival, YPS Cross Country and other sport trials necessary to meet the needs of the DVPSSA.
- Physical Education Leader will be part of the Specialists Team.
- The Physical Education teachers working on the day of PLT meetings will be required to attend.

Date Reviewed: 2019

School Council: 2019

Responsibility: Physical Education Leader

PRE-SERVICE TEACHERS POLICY

PHILOSOPHICAL BASIS

Yarrambat Primary School recognises the importance of the need to provide pre-service teachers with the opportunity to gain experience in a Primary School, as is required as part of their tertiary education to become qualified Primary School teachers. It allows pre-service teachers the opportunity to observe a variety of teachers and their teaching styles and strategies so as to gain a broad range of experiences. It provides the opportunity for pre-service teachers to undertake the tasks associated with teaching small groups of children and whole grades with the assistance of a mentor to guide them in their planning and delivery of teaching tasks. This allows for pre-service teachers to gain a greater appreciation of the diverse roles and responsibilities that teachers undertake as a normal part of their job.

GUIDELINES

- The Pre-Service Teacher co-ordinator provides the liaison between the tertiary institution and the school. The co-ordinator processes requests from institutions for placements. School staff are asked to consider being a mentor. Names of willing staff and their teaching roles are provided to the institution for placement of students.
- Due to the potential of a high volume of pre-service teachers seeking placement, for practicality and time management the school will only provide Pre-service opportunities for RMIT, the main educational institution in our area, unless advised otherwise by the Principal.
- Details from the institution in regard to time of placement, names of Pre-Service teachers, allotted mentor are provided to all staff.
- On arrival, Pre-Service Teachers are given the document “A Guideline for Pre-Service Teachers,” which provides necessary information to enable them to have an educational and rewarding experience. All students are expected to follow the professional guidelines and expectations set down by the school and DET.
- “A Guideline for Pre-Service Teachers” will also include Child Safety Policy and Child Safe Code of Conduct – to be signed by the Pre-Service teacher.
- The co-ordinator follows the relevant procedure to organise Student Teaching supervision payments to mentors.
- Pre-service teachers are expected to follow the dress code and maintain professional standards of behaviour.
- Pre-service teachers working within the school may sometimes gain access to confidential information such as disclosures by children or other personal information. In all cases confidentiality must be maintained.
- It is not appropriate for a Pre-service teacher to post anything about the school, its staff or its students on social media.

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership Team

RESPECT FOR SCHOOL STAFF POLICY

PURPOSE

To ensure that members of our community understand Yarrambat Primary School's expectations for appropriate interactions with school staff.

POLICY

Staff at Yarrambat Primary School, including teachers, education support staff, office staff, the assistant principal/s and principal are committed to providing a supportive learning environment for all our students. Our staff take their work very seriously and feel privileged to be able to play an important role in each child's education.

All staff at Yarrambat Primary School have a right to a safe and supportive work environment.

Yarrambat Primary School expects that all parents/carers and visitors to our school behave in an appropriate and respectful manner to school staff at all times.

There will be a zero-tolerance approach to any aggression, intimidation, threats or harassment of school staff, by any means (e.g. in person, by phone, by email, on social media etc). These behaviours may lead to exclusion from school grounds and school activities.

The principal may report aggressive, intimidating, threatening or otherwise inappropriate conduct to Victoria Police. The Department of Education and Training may also take legal or other appropriate action against community members or parents/carers who pose a threat to the safety and wellbeing of school staff.

Yarrambat Primary School expects all members of our community to act consistently with our *Statement of Values*. We are committed to ensuring that staff, parents/carers and students are able to work together in an appropriate and respectful way.

Date Written: 2019

School Council: 2019

Responsibility: Leadership

SCHOOL HARDSHIP FUND POLICY

PHILOSOPHICAL BASIS

Families face financial hardships from time to time. This fund aims to ensure children in these families are able to participate in school activities in times of hardship.

GUIDELINES

1. Commission payments made by the companies who have the school uniform contracts will be held in 5251 FAMILY SUPPORT
2. These funds are to be used at the discretion of the Principal or their delegate to support families in times of hardship.
3. This support may be for one off items for ongoing support over a period of years.
4. All requests made to parents for payments will contain the offer of support to families who require it.
5. All requests for assistance and any support put in place is strictly confidential.

Date Reviewed: 2019

School Council: 2019

Responsibility: Principa

SCHOOL'S PRIVACY POLICY

PHILOSOPHICAL BASIS

The Department of Education and Training (which includes all Victorian government schools, central and regional offices) values the privacy of every person and is committed to protecting information that schools collect.

All staff, service providers (contractors) and agents, (whether paid or unpaid) of the Department, and this Victorian government school (our school), must comply with Victorian privacy law and this policy. In Victorian government schools the management of 'personal information' and 'health information' is governed by the Privacy and Data Protection Act 2014 (Vic) and Health Records Act 2001 (Vic) (collectively, Victorian privacy law).

This policy explains how our school collects and manages personal and health information, consistent with Victorian privacy law.

DEFINITIONS:

Personal information is information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information or opinion – that is recorded in any form. For example, a person's name, address, phone number and date of birth (age). De-identified information about students can also be personal information.

Health information is information or opinion about a person's physical, mental or psychological health or disability, that is also personal information – whether in writing or not. This includes information or opinion about a person's health status and medical history, immunisation status and allergies, as well as counselling records.

Sensitive information is information or opinion about a set of specific characteristics, including a person's racial or ethnic origin, political opinions or affiliations, religious beliefs or affiliations, philosophical beliefs, sexual preferences or practices; or criminal record. It also includes health information.

WHAT INFORMATION DO WE COLLECT?

Our school collects the following type of information:

- information about students and their family, provided by students, their family and others
- information about job applicants, staff, volunteers and visitors; provided by job applicants, staff members, volunteers, visitors and others.

HOW DO WE COLLECT THIS INFORMATION?

Our school collects information in a number of ways, including:

- in person and over the phone: from students and their family, staff, volunteers, visitors, job applicants and others
- from electronic and paper documentation: including job applications, emails, invoices, enrolment forms, letters to our school, consent forms (for example: enrolment, excursion, Student Support Services consent forms), our school's website or school-controlled social media
- through online tools: such as apps and other software used by our school
- through any CCTV cameras located at our school.

Collection notices

When our school collects information about you, our school takes reasonable steps to advise you of certain matters. This includes the purpose of the collection, and how to access, update and correct

information held about you. For information about students and their families, a collection notice is provided to parents (or mature minor students) upon enrolment.

Unsolicited information about you

Our school may receive information about you that we have taken no active steps to collect. If permitted or required by law, our school may keep records of this information. If not, we will destroy or de-identify the information when practicable, lawful and reasonable to do so.

WHY DO WE COLLECT THIS INFORMATION?

Primary purposes of collecting information about students and their families

Our school collects information about students and their families when necessary to:

- educate students
- support students' social and emotional wellbeing, and health
- fulfil legal requirements, including to:
 - take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors (duty of care)
 - make reasonable adjustments for students with disabilities (anti discrimination law)
 - provide a safe and secure workplace (occupational health and safety law)
- enable our school to:
 - communicate with parents about students' schooling matters and celebrate the efforts and achievements of students
 - maintain the good order and management of our school
- enable the Department to:
 - ensure the effective management, resourcing and administration of our school
 - fulfil statutory functions and duties
 - plan, fund, monitor, regulate and evaluate the Department's policies, services and functions
 - comply with reporting requirements
 - investigate incidents in schools and/or respond to any legal claims against the Department, including any of its schools.

Primary purposes of collecting information about others

Our school collects information about staff, volunteers and job applicants:

6. to assess applicants' suitability for employment or volunteering
7. to administer employment or volunteer placement
8. for insurance purposes, including public liability and WorkCover
9. to fulfil various legal obligations, including employment and contractual obligations, occupational health and safety law and to investigate incidents
10. to respond to legal claims against our school/the Department.

WHEN DO WE USE OR DISCLOSE INFORMATION?

Our school uses or discloses information consistent with Victorian privacy law, as follows:

- for a primary purpose – as defined above
- for a related secondary purpose that is reasonably to be expected – for example, to enable the school council to fulfil its objectives, functions and powers
- with notice and/or consent – including consent provided on enrolment and other forms
- when necessary to lessen or prevent a serious threat to:
 - a person's life, health, safety or welfare
 - the public's health, safety or welfare

- when required or authorised by law – including as a result of our duty of care, anti-discrimination law, occupational health and safety law, reporting obligations to agencies such as Department of Health and Human Services and complying with tribunal or court orders, subpoenas or Victoria Police warrants
- to investigate or report unlawful activity, or when reasonably necessary for a specified law enforcement purpose, including the prevention or investigation of a criminal offence or seriously improper conduct, by or on behalf of a law enforcement agency
- for Departmental research or school statistics purposes
- to establish or respond to a legal claim.

A unique identifier (a CASES21 code) is assigned to each student to enable the school to carry out its functions effectively.

STUDENT TRANSFERS BETWEEN VICTORIAN GOVERNMENT SCHOOLS

When a student has been accepted at, and is transferring to, another Victorian government school, our school transfers information about the student to that school. This may include copies of the student's school records, including any health information.

This enables the next school to continue to provide for the education of the student, to support the student's social and emotional wellbeing and health, and to fulfil legal requirements.

NAPLAN RESULTS

NAPLAN is the national assessment for students in years 3, 5, 7 and 9, in reading, writing, language and numeracy.

When a student transfers to another Victorian government school, their NAPLAN results are able to be transferred to that next school.

Additionally, a student's NAPLAN results are able to be provided to the student's previous Victorian government school to enable that school to evaluate their education program.

RESPONDING TO COMPLAINTS

On occasion, our school and the Department's central and regional offices receive complaints from parents and others. Our school and/or the Department's central or regional offices will use and disclose information as considered appropriate to respond to these complaints (including responding to complaints made to external organisations or agencies).

Find out more about the [privacy complaints process](#).

ACCESSING YOUR INFORMATION

All individuals, or their authorised representative(s), have a right to access, update and correct information that our school holds about them.

ACCESS TO STUDENT INFORMATION

Our school only provides school reports and ordinary school communications to parents who have a legal right to that information. Requests for access to other student information must be made by making a Freedom of Information (FOI) application through the Department's Freedom of Information Unit (see below).

In some circumstances, an authorised representative may not be entitled to information about the student. These circumstances include when granting access would not be in the student's best interests or would breach our duty of care to the student, would be contrary to a mature minor student's wishes or would unreasonably impact on the privacy of another person.

ACCESS TO STAFF INFORMATION

School staff may first seek access to their personnel file by contacting the principal. If direct access is not granted, the staff member may request access through the Department's Freedom of Information Unit.

STORING AND SECURING INFORMATION

Our school takes reasonable steps to protect information from misuse and loss, and from unauthorised access, modification and disclosure. Our school stores all paper and electronic records securely, consistent with the Department's records management policy and information security standards. All school records are disposed of, or transferred to the Public Records Office Victoria, as required by the relevant Public Records Office Standard.

When using software and contracted service providers to manage information, our school assesses these according to the appropriate departmental processes. One example of this is that staff passwords for school systems are strong and updated on a regular basis, consistent with the Department's password policy.

UPDATING YOUR INFORMATION

We endeavour to ensure that information about students, their families and staff is accurate, complete and up to date. To update your information, please contact our school's general office.

FOI AND PRIVACY

To make a FOI application contact:

Freedom of Information Unit
Department of Education and Training
2 Treasury Place, East Melbourne VIC 3002
(03) 9637 3961

foi@edumail.vic.gov.au

For more information about FOI, see [freedom of information requests](#).

If you have a query or complaint about privacy, please contact:

Knowledge, Privacy and Records Branch
Department of Education and Training
2 Treasury Place, East Melbourne VIC 3002
(03) 8688 7967

privacy@edumail.vic.gov.au

Date Reviewed: 2019

School Council: 2019

Responsibility: Principal

SCHOOL PURCHASE CARD POLICY~

PURPOSE

To provide guidelines and processes to support Yarrambat Primary School school council when establishing a Purchasing Card Program, whilst ensuring the school's procedures and internal controls are compliant with DET Policy and Guidelines.

SCOPE

This policy applies to Yarrambat Primary School school councillors and to any staff who have a role within the Purchasing Card Program as an authoriser, administrator or cardholder.

POLICY

The current government contract is for a VISA Corporate Card issued by the Westpac Bank.

Yarrambat Primary School will ensure the following are present:

- o adequate internal controls and security measures
- o a cardholder register
- o locally determined credit limits
- o school council reporting procedures to implement and monitor the operation of the school purchasing card facility.

School council

The Principal and Business Manager are required to attend a Purchasing Card Briefing. Briefings can be organised by contacting the School Finance Liaison Officer (SFLO) or emailing schoolspurchasingcard@edumail.vic.gov.au.

Yarrambat Primary School school council will approve the implementation of a Purchasing Card Program, with appropriate card limits. These approvals will be formally minuted.

School council is responsible for monitoring of spending to ensure that the purchasing cards are being used in accordance with the Expenditure Management guidelines set out in Section 11 of the Finance Manual for Victorian Government Schools.

Authorisation officer

Yarrambat Primary School's principal will be the authorisation officer. Where the Principal is the cardholder, the school council president must be the authorisation officer for that card.

As the authorisation officer, the principal/school council president is responsible for:

- briefing cardholders and ensuring they complete an *Undertaking by Cardholder* form
- approving expenditure
- monitoring transactions, statements and reports

The Authorisation Officer must ensure all processes and procedures comply with Department requirements and this policy.

The Authorisation Officer will terminate or deactivate cards when no longer needed.

Where the Principal is the cardholder, the school council president must be the Authorisation Officer for that card.

Card holder

Each cardholder must complete an *Undertaking by Cardholder* form agreeing to conditions and limits before a card may be ordered.

Cardholders must be Department employees who have been approved by the school council.

The card must never be used for payment of personal expenses of any nature or to withdraw a cash advance.

Cardholders must not allow any unauthorised persons to use the Purchasing Card.

The Cardholder will be held personally liable for any unauthorised use of the Purchasing Card, unless the unauthorised use is the result of the Purchasing Card being lost or stolen, or the result of fraud on the part of a third party.

Lost or damaged cards are to be immediately reported to Westpac and the appropriate Authorisation Officer.

The Cardholder is responsible for providing all receipts, to reconcile a monthly statement.

FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide: [Purchasing](#)
- [School Procurement Policy](#)
- [School Purchasing Card](#) Guidelines and Procedures
- Finance Manual for Victorian Government Schools

Date Reviewed: 2019

School Council: 2019

Responsibility: Principal

SEXUAL HARASSMENT POLICY

GUIDELINES

The DET Human Resources Sexual Harassment Policy https://www.education.vic.gov.au/hrweb/Documents/Sexual_Harassment_Policy.pdf will be used as the primary reference guide for any matters relating to sexual harassment.

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership

SPORT POLICY

PHILOSOPHICAL BASIS

Sport is a vital part of each student's physical, social and emotional development. Regular participation in a wide variety of organised sporting activities develops students' physical abilities, organisation, sportsmanship and may foster a life-long commitment to an active lifestyle. Sport provides an opportunity to develop our school values and a sense of connection to the school.

GUIDELINES

- The PE leader will oversee the interschool sport program.
- All students in years 5 and 6 should participate in an organised interschool sports program.
- Training for inter-school sport may occur once per week, during lunch.
- It is expected all 3-6 children take part in annual intra-school sports events. These include: Year 3-6 Athletics Trials, Year 3-6 Cross Country Trials and Year 3-6 Swimming Trials.
- Students that participate in sporting carnivals may have the opportunity to proceed to higher levels of competition in athletics, major games, swimming and cross country.
- All students taking part in inter-school sports *must* wear the appropriate sporting uniform. Students must wear school-approved hats during SunSmart periods in sports sessions to comply with the school's SunSmart Policy. Students failing to wear appropriate uniforms or hats will be omitted from representing the school in the relevant activities.
- Students repeatedly without correct uniforms or equipment for sport will have parents contacted.
- Students who are selected to be sports captain need to note scores and write a sports report to be presented at the following assembly. Sports Captains failing to do so will be required to write it at lunchtime.
- The Physical Education Leader will be in charge of the selection of students to represent the School in divisional sports trials in accordance with SSV/DVPSSA requirements.
- Only students who have displayed sensible, reliable behaviour at school will be permitted to participate in interschool school activities. Parents will be notified if their child is in danger of losing the privilege to participate due to poor behaviour at school. The decision to exclude a student will be made by the Principal in consultation with the organising teacher. Both the parent and student will be informed of this decision prior to the interschool sporting event.
- The School Sport Victoria (SSV) and Diamond Valley Primary School Sports Association regulations, will be used as a guide for the implementation of this policy.
- The Physical Education Leader will make parents aware of the SSV/DVPSSA parent code of conduct each year.
- The procedures involved in this policy will be clearly communicated to staff and parents throughout the school year.

Date Reviewed: 2019

School Council: 2019

Responsibility: Phys Ed Leader

STAFF LEAVE POLICY

PHILOSOPHICAL BASIS

Procedures for application for leave and the school protocol for handling applications for leave are set out below. Any decision with regard to the granting of leave is to be made in line with relevant legislative obligations and the agreed leave policy developed by the school.

A. Long Service Leave and Leave without Pay

The Principal is responsible for making decisions relating to Long Service Leave (LSL) and Leave Without Pay (LWOP). Applications for LSL and LWOP should be submitted, where possible, at least two full terms ahead of the term in which the leave is requested to commence. This should be done with an email to the Principal.

It is important to remember that LSL is an entitlement and LWOP is discretionary.

The Principal must be assured that continued operation of any program within the school is not put at risk by granting any type of leave.

If there are a number of requests for LWOP which coincide with each other and not all requests can be acceded to, for example across the same dates or teaching units/specialists, then the Principal may use the following process to determine who will be granted any LWOP: (All of the following will be considered)

- If the applicant has already had a successful LWOP application previously
- If the one or more of the applicants are able to adjust the dates of the requested leave
- The date and time shown on the email that requests the leave from the applicant using a first in first served process.

The Principal may also grant LWOP for the following reasons:

- In response to an unforeseen circumstance that an employee finds themselves in. For example an urgent need to travel to an ill parent interstate, overseas or where no leave with a certificate remains.
- In response to a person who completes their Family Leave midyear and wishes to return the following year and would like additional time with their child at home.

Teachers will also be asked to foreshadow their intention to apply for leave to take place in terms 2, 3 or 4 of the ensuing year by October 1st of each year. To facilitate the school workforce planning arrangements it would be preferable that staff indicate requests for leave as soon as possible. All applications will be given due and proper consideration.

Whilst LSL is an entitlement, the timing of the leave is discretionary.

If a teacher disagrees with the final decision of the principal they can appeal to the Merit Protection Board.

In reaching a decision the Principal will take into account a number of factors, including:

1. How the absence will affect the delivery of services and programs at the school.
2. Whether the staff member can be replaced or duties can be reorganised to ensure the absence will be covered.
3. The applicant's leave history, eg. Whether this is their first application for extended leave.
4. The period and timing of the leave.
5. The number of staff members who have also submitted applications for leave at this time.

B. Procedure for application for Long Service Leave and Leave without Pay

1. Staff should request leave in writing, by way of letter or email to the Principal at least two terms in advance.
2. The Principal will consider each application and respond in writing as soon as is practical.
3. The staff member should complete the required online details on Edupay.

C. Leave for Other Purposes

D. Procedure for Leave for Other Purposes

1. The staff member should:

1.1 Email or speak with the Principal explaining the circumstances leading to the application for leave

1.2 Email appropriate documentary evidence eg A medical certificate.

1.3 Lodge application with the Principal as soon as possible

2. The Principal will consider the application, speak to and respond in writing as soon as possible or, where very early application is made, one full term ahead of the requested date for the commencement of leave.

E. Extenuating Circumstances

Whilst it is expected that staff at Yarrambat Primary will operate within the leave policy guidelines it is recognised that some circumstances will prevent the time-lines of the policy being adhered too. (i.e. family crisis) In these instances the Principal will use discretion, compassion and expediency to consider the application for leave.

F. Resumption from Leave

To resume duty early from any form of leave, a staff member must seek approval first from the principal.

Approval of early resumption is dependent upon suitable staffing arrangements being made to accommodate the return to duty.

Date Reviewed: 2019

School Council: 2019

Responsibility: Principal

STAFF REIMBURSEMENT POLICY

PHILOSOPHICAL BASIS

The School Council recognises that it is not always possible for schools to purchase resources and materials via suppliers with a school account or suppliers that will accept payment on invoice. School budgets and spending can be maximised for the benefit of students if a wide range of purchasing options are maximised.

GUIDELINES

1. All staff are able to make purchases for school resources and materials as needed and directed.
2. Where possible these purchases will be made where the school maintains an account or can be invoiced.
3. In the event that staff have to use their own funds, they are to obtain a tax receipt for reimbursement.
4. Reimbursement for personal funds requires both the approval of the budget line manager and the Principal or Assistant Principal.
5. Following the purchase, a school purchase order must be completed with the original tax invoice attached and signed by the budget manager and Principal or Assistant Principal. The staff member's TO number must be included.
6. White copies of purchase order with original tax invoice attached are to be placed on the Business Manager's desk.
7. The Business Manager will arrange reimbursement once these steps have been completed.

Date Reviewed: 2019

School Council: 2019

Responsibility: Principal / Business Manager

STAFF WELFARE POLICY

PHILOSOPHICAL BASIS:

Yarrambat Primary School believes it is important to provide the staff with a personal and professional support structure, which facilitates a harmonious and productive working environment.

GUIDELINES

This policy recognises that the staff at Yarrambat Primary School are professional workers, whose rights include:

- Staff will be provided with adequate time and resources to effectively undertake their professional responsibilities.
- Staff will work in a safe, healthy and non-discriminatory environment.
- Staff will be included in appropriate decision making processes, through participation in, or representation on, committees and other forums.
- Staff will be provided with support and opportunities for professional development both within and outside the school, in accordance with their individual needs and career goals, and also the goals and priorities of the school.
- Staff will be provided with all information relevant to their role, career and status.
- Staff will have significant and professional work related issues discussed in a supportive, unhurried and private manner.
- Staff will be provided with a set of collaboratively developed, and clearly defined roles and responsibilities.
- Staff will be treated with respect and dignity by all members of the school community.
- Staff will be provided with regular feedback in a positive and supportive manner.
- All staff are invited to present relevant awards to colleagues they see doing great things.
- Fruit platters, biscuits, cheese and tea and coffee products will be provided by the school as an 'extra' to their own morning tea and lunch.
- Special events for staff such as; term birthdays, babies, engagements and weddings will be celebrated and staff may be asked to make financial or food based contributions.
- A committee (Culture Club) will be formed to meet once a term at the beginning of the term to plan celebrations and functions for that term, and to be accountable for the collection, storage and spending of the monies paid by staff.
- Each staff member will contribute \$25 per term (or \$100 lump sum at start of year). This money goes towards celebrations throughout the year and the end of year Christmas function.
- The Culture Club representative from each area will be charged with reminding staff to pay money.
- A maximum of \$140 will be spent per morning tea (including cake).
- Remaining money for each term will be carried over to Christmas function.
- The Culture Club facilitator will manage the tracking of the collection, spending and storage of money with the help of a designated representative in accordance with Cash Handling Policy.
- The Culture Club will manage the delegation of staff functions and significant celebrations to teams at the start of each year.
- Milestone Birthdays will be organised by the team Prep, JS, MS, US, ES – unless more than one per year, then the Culture Club will meet to sort out an equal sharing of the responsibility.

For confidential, professional and free counselling, all DET employees can contact the 'Employee Assistance Program' on 1300 361 008

Date Reviewed: 2019
School Council: 2019
Responsibility: Principal

STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

PURPOSE

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

POLICY

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

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

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

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

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

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

VISION

Yarrambat Primary School's vision is to *support children to meet life's challenges with confidence to succeed.*

MISSION

- Yarrambat Primary School's mission focuses on ensuring that all students achieve their optimum outcomes in Literacy and Numeracy whilst also maintaining a high level of curiosity towards the world in which we live. We focus on "How we Teach."

VALUES

Yarrambat Primary School's values are:

- Striving for Excellence: *meaning we try our hardest, do our best and have a growth mind-set.*
- Confidence: *meaning we take risks and accept challenge.*

- Kindness: *meaning we look after all and help those in need.*
- Trustworthiness: *meaning we are responsible and make good decisions.*
- Friendliness: *meaning we expect everyone to be friendly and respectful to one another.*
- Tolerance and Appreciation of Individuality: *meaning we recognise differences in each other and support these.*
- Rejection of Bullying: *meaning we aim to promote and create a place free of bullying behaviour.*
- Manners and Politeness: *meaning our interactions with others are positive and show gratitude.*
- Honesty: *meaning we know the importance the truth and acting with integrity.*
- Respect for Rules, Teachers, Peers and Selves: *meaning we understand that our attitudes and behaviours have an impact on ourselves and the people around us.*

BEHAVIOURAL EXPECTATIONS

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

As principals and school leaders, we will:

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

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

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

As parents and carers, we will:

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

As students, we will:

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

As community members, we will:

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

UNREASONABLE BEHAVIOURS

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

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

Unreasonable behaviour includes:

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

the school, staff or students.

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

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

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

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities

- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action

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

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

COMMUNICATION

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

- Available publicly on school website
- Hard copy available from school administration upon request
- Included in staff induction processes.

| | |
|------------------|--|
| Amended date | July 2023 |
| Approval | Yarrambat Primary School - School Council - August, 2023 |
| Next review date | July 2025 |

STUDENT DRESS CODE

PURPOSE

The purpose of the Student Dress Code is to outline Yarrambat Primary School's requirements for student dress and appearance and to provide information about uniform purchase and support, dress code implementation and exemption processes.

This dress code has been developed by Yarrambat Primary School's School Council in close consultation with our school community to ensure that it respects the rights of individual students whilst reflecting the values and interests of our community.

The Student Dress Code aims to:

- foster a sense of community and belonging and encourages students to develop pride in their appearance
- support Yarrambat Primary School's commitment to ensuring that our students feel equal and are dressed safely and appropriately for school activities.
- reduce student competition on the basis of clothing
- enhance the profile and identity of the school and its students within the wider community.

The School Council has developed a dress code that we believe provides a range of choices for students and is cost effective for families.

SCOPE

Students are expected to comply with this Student Dress Code during school hours and when attending school activities when wearing school uniform is a requirement.

UNIFORM AND APPEARANCE

Uniform

The wearing of school uniform is compulsory for all students except where exemption is given by School Council.

The acceptable school uniform should consist of a combination of items from the designated uniform list. Any modifications to school uniform other than adjustment for proper fit are unacceptable. Students participating in interschool sport and excursions will wear the appropriate uniform. The school uniform items should be available for purchase from the School Council approved uniform supplier. A special windcheater for the Grade 6 students will be available for purchase each year. All shoes should be appropriate for activities undertaken that day. Open toed shoes are not to be worn. Parents are recommended to purchase school back packs that are endorsed by the Australian Physiotherapy Association in order to minimise the risk of back injury to students. School back packs with our school logo which meet these guidelines are available from the uniform shop.

General appearance

While at school or participating in school activities, Yarrambat Primary School students must comply with the following:

- Uniforms must be clean and in good repair
- Uniforms must be clearly marked with the owner's name
- Additional layers of clothing may be worn underneath the uniform for added warmth, provided these undergarments are completely hidden or comply with school colours

- Scarves should conform to the colour scheme prescribed in the uniform list and not be worn inside
- Yarrambat Football Club jackets and windcheaters are not part of our uniform.

Jewellery and cosmetics

- Students are not permitted to wear decorative jewellery to school. Stud earrings and sleepers worn in the ears, and watches, are the only acceptable jewellery.
- Cosmetics may not be worn at school. Nail polish is not to be worn, unless for school activities.
- Fashion jewellery (including plastic wrist bands) is a health hazard during any physical activity and should not be worn to school.
- Children are responsible for any jewellery that is worn. The school takes no responsibility for anything that is lost or misplaced

Hair and Sun safety

- Hair should be neat and well-groomed at all times
- Hair that is shoulder length or longer should be tied back at all times in line with our Head Lice Management Policy.
- Extreme hair colours and styles are not acceptable at any time, excluding special 'crazy hair days' or house events
- All hair accessories should conform to the colour scheme prescribed in the uniform list. (brown, gold)

School uniform hats must be worn outside from mid-August (exact date to be set by the school annually as per SunSmart Policy advice) to 30 April and on any other day prescribed by the school. School uniform hats may also be worn outside of this time period, by parent or student choice.

Hats are not to be worn inside.

Students are permitted to wear sunglasses during outdoor activities. Sunglasses should be close-fitting, wrap-around that meet the Australian Standards 1067 and cover as much of the eye area as possible.

PURCHASE OF UNIFORMS

Uniform items can be purchased directly from Northern Regional Uniforms.

A second-hand uniform shop should operate to enable parents to sell or buy good quality used items of school uniform.

The second-hand uniform shop should be operated by the Community Committee and the commission earned on the sale of garments should contribute to the fundraising of the Community Committee.

Support for families experiencing difficulty

Please contact the Principal to discuss support that we may be able to provide to families experiencing difficulty in meeting uniform costs, including information about eligibility for uniform support through State Schools' Relief. Further information about State Schools' Relief is also available on their website:

<https://www.ssr.net.au/>

IMPLEMENTATION

Yarrambat Primary School will ensure that this Student Dress Code is communicated to all families and students through our website and the newsletter. We will assist students who may be experiencing difficulties complying with this policy where possible.

Students wearing non-compliant uniform items must provide a letter of explanation and return to school uniform as soon as possible. If non-compliance with the dress code becomes a continued occurrence, the Principal will be informed and a phone call home may be required. In this event, the school will continue to work with the student and family to support compliance.

EXEMPTIONS TO STUDENT DRESS CODE

We recognise that there may be situations where the application of this dress code may affect students unequally.

Students and their parents or carers may apply to the Principal for an exemption to this Student Dress Code if:

- an aspect of this code prevents the student from complying with a requirement of their religious, ethnic or cultural beliefs or background
- the student has a particular disability or health condition that requires a departure from the dress code
- the student or their parents/carers can demonstrate particular economic hardship that prevents them from complying with the dress code.

When the Principal receives a request for an exemption, they will:

- consider the grounds for the exemption request
- explain the process to the student and/or their parents/carers
- encourage the student and/or their parents/carers to support their application with evidence.

The Principal or delegate will then try to negotiate a resolution that is acceptable to all parties. If an exemption is not allowed, then written reasons will be provided to the student and/or their parents or carers.

CONCERNS ABOUT THIS STUDENT DRESS CODE

Yarrambat Primary School welcomes feedback from the school community in relation to this Student Dress Code. If you have a concern or complaint about the Student Dress Code, further information about raising a concern or complaint is available in our school's *Parent Complaint Policy*.

Date reviewed: 2019

School Council: 2019

Responsibility: School Council

STUDENT ENGAGEMENT & WELLBEING POLICY*

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (i) our commitment to providing a safe and supportive learning environment for students
- (j) expectations for positive student behaviour
- (k) support available to students and families
- (l) our school's policies and procedures for responding to inappropriate student behaviour.

Yarrambat Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Yarrambat Primary School is located in a semi-rural area ten minutes from Greensborough in the Plenty Development Corridor. We are lucky to be surrounded by a mixture of bushland and hobby farm environment. Areas not far from our school have been heavily developed over the years, providing us with steady enrolment over the years.

Yarrambat Primary School's enrolment is capped by the DET enrolment ceiling designated to our school.

We have 29 home groups that are established around the VICTORIAN CURRICULUM Standards – Prep (Foundation level), Junior School (Levels 1 and 2), Middle School (Level 3 and 4) and Upper School (Level 5 and 6). While each area is generally levelled, it is typical for some students to be working in the curriculum outside of the levels for their area, according to their learning needs. We also offer an extensive specialist program to ensure that our students receive a well-rounded learning experience. This program includes Visual Art, Performing Arts, Physical Education and Italian.

Yarrambat Primary School continues to look for new opportunities and strategies by which to improve both the educational outcomes for students, but also their personal health and wellbeing. There is a strong emphasis on Personal Development and wellbeing from Prep to Grade 6. We are becoming a well-established The Resilience Project school. Our Grade 6 Leadership program has been developed by us and this involves all children in a wide variety of leadership opportunities and personal development. Across the school we practice mindfulness and gratitude as a means of promoting positive mental health. We have also embedded the concept of a "Learning Pit" and "The Learning Process" to promote resilience and a growth mind-set.

The school has an excellent professional culture and our strategic plan focuses on improving numeracy and literacy learning and improving student engagement and wellbeing.

The school advocates and supports the concept of parents and teachers working in partnership to guide children's development. Parents are encouraged to be closely involved with the school's operation in a variety of roles.

This school's ultimate goal is to be an excellent learning centre for every child. It has a unity of purpose and the preparedness to closely monitor its progress towards the achievement of the goals and priorities it sets. The school has shown its capacity to be responsive to any concerns that are identified.

School values, philosophy and vision

Vision: "Yarrambat Primary School supports children to meet life's challenges with confidence to succeed."

Our school has ten values. They are:

Kindness Confidence

Manners and Politeness

Striving for Excellence

Honesty

Friendliness

Trustworthiness

Tolerance

Appreciation of Individuality

Respect for Rules, Parents, Teachers, Peers and Yourself.

We expect staff, students and parents to model these values in all interactions. Our Student Engagement and Wellbeing Policy is based firmly on these principles to assist students to develop into civic minded people with a strong belief in social justice.

Engagement strategies

Yarrambat Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- *high and consistent expectations of all staff, students and parents and carers*
- *prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing*
- *creating a culture that is inclusive, engaging and supportive*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *deliver a broad curriculum to ensure that students are able to experience subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Yarrambat Primary School use a consistent teaching and learning model to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Yarrambat Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- *our school's values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community*
- *carefully planned transition programs, including Pre-Prep, to support students moving into different stages of their schooling*
- *positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies, 3-way conferences and an end of year awards assembly.*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through a range of student voice opportunities, including Circle Time and the Leadership Program. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.*
- *opportunity for students to share voice and develop agency through the Discovery program and Inquiry Learning units.*
- *create opportunities for cross—age connections amongst students through our Buddies and Discovery programs.*
- *opportunity for children to participate in school wide events such as Lego challenges, Book Week celebrations, National Day of Action Against Bullying and Violence, Friendship Day, Italian Day, Dress Up Days.*
- *all students are welcome to self-refer to the Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning*
- *we engage in school-wide personal development, which includes our whole-school Gold Start and Personal Development and The Resilience Project programs focusing on:*
 - *Creating a Bully Free Zone*
 - *Emotional Literacy*
 - *Respectful Relationships*
 - *Personal Safety/eSafety*
 - *Life Education*
 - *InterRelate*
 - *Resilience*

- o *Transition*
- *the use of the PIT and Learning PIT to promote resilience and growth mind-set.*
- *provision of health and well-being resource stand for access by school community.*
- *opportunities for student inclusion such as interschool sports teams, a variety of lunchtime activities*
- *opportunities for children to participate in extra-curricular activities at school such as tennis, musical instrument and singing lessons.*
- *strategic development of our yard and lunch activities to include aspects that support a variety of interests including:*
 - o *sport and active play: sports fields and courts, play equipment, mini golf, pause posts, sports equipment borrowing.*
 - o *passive and academic play: chess, picnic table, library access, remote control car track, coding and robotics*
 - o *creative and imaginative play: cubby-making, mud kitchens, street, sand pits*

Targeted

- *the Assistant Principal looks after the Junior and Middle School and the Principal looks after Prep and Upper School student welfare and work with teachers to monitor the learnings, engagement, behaviour and health and wellbeing of students in their area, and act as a point of contact for students who may need additional support*
- *create a culturally safe environment for Aboriginal children, students, and their families. This will include (but not limited to) the following:*
 - o *Cultural Understanding and Safety Training through DET Koori Education Support Officers (KESO)*
 - o *ATSI flags flown alongside Australian flag on flagpoles and in main school corridor*
 - o *Individual Education Plans devised for Koori students as per Marrung Victorian Aboriginal Education Plan*
 - o *Significant Indigenous events recognised and/or celebrated such as Reconciliation Week, National Sorry Day and NAIDOC Week, and publicised via newsletter and/or Compass.*
 - o *Acknowledgement of Country shared at meetings and assemblies*
 - o *Indigenous perspectives included in Curriculum planning*
 - o *Guidance from KESO officers related to indigenous student and family support*

Individual

- *Student Support Groups, see:*
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- *Individual Education Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Support Services*
- *referral to ChildFirst, and other well-being supports.*
- *lunchtime social skills activities.*

Yarrambat Primary School implements a range of strategies that support and promote individual engagement. These can include:

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*

Where necessary the school will support the student's family to engage by:

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *providing a space for external support services to operate within the school such as psychology, speech therapy and occupational therapy.*
- *running regular Student Support Group meetings for all students:*
 - *with a disability*
 - *and with other complex needs that require ongoing support and monitoring.*

2. Identifying students in need of support

Yarrambat Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Teachers and the Leadership team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Yarrambat Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- *personal, health and learning information gathered upon enrolment and while the student is enrolled*
- *attendance records*
- *academic performance*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *attendance, discipline and suspension data*
- *engagement with families*
- *self-referrals or referrals*

3. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and

dignity.

Our school's values highlight the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged approach a trusted teacher or a member of the school leadership team and to speak to their parents or carers.

4. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's values. Student bullying behaviour will be responded to consistently with Yarrambat Primary School's Bullying policy. When a student acts in breach of the behaviour standards of our school community, Yarrambat Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *walking with the yard duty teacher*
- *removal from the yard to be supervised outside the staffroom*
- *referral to the Principal or Assistant Principal*
- *restorative practices*
- *suspension*
- *expulsion*

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

5. Engaging with families

Yarrambat Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- providing a health and well-being resource stand for access by school community.
- including families in Student Support Groups and developing individual plans for students.

6. Evaluation

Yarrambat Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that may be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS
- Resilient Youth Survey

COMMUNICATION

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

- Available publicly on school website
- Hard copy available from school administration upon request

- Included in staff induction processes

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

| | |
|------------------|---|
| Amended date | June 2022 |
| Consultation | Yarrambat Primary School Staff- June 15, 2022 Yarrambat Primary School School Council -June 15, 2022 |
| Endorsed by | Kelvin Bennetts- Principal, Briany Derwent- School Council President |
| Endorsed on | June 15, 2022 |
| Next review date | June 2024 |

STUDENT LEADERSHIP POLICY

PHILOSOPHICAL BASIS:

Student leadership provides an opportunity for students to actively participate significantly in the decision-making processes at our school. Students are encouraged to take on leadership roles in an endeavour to increase their own leadership skills and to act as effective role models for the student body. Leadership skills will be encouraged across all year levels through classroom participation in co-operative learning, problem solving and social skill activities.

Our school believes by encouraging student leadership and creating a whole school community where every member feels their contribution is valuable, we are developing our community leaders of the future.

At Yarrambat leadership comprises of School Captains, Middle and Upper School House Captains, The Leadership Program, The Grade 5 Citizenship Program and Buddies Program, as well as variations of student leadership encouragement in the classroom.

GUIDELINES:

SCHOOL and VICE CAPTAINS

1. School and Vice Captains will be elected annually preferably in December the previous year.
2. A selection process for Grade 6 student leaders will be implemented using exiting School and Vice Captains, Principal and/or The Assistant Principal.
3. An appropriate gender balance will be identified each year.
4. Students write an application for consideration, expressing why they are the best candidate and submit it by the due date.
5. School and Vice Captains will receive a badge.
6. School Captains will be recognised on our office honour board.
7. Students will be actively encouraged to participate in community based student leadership development programs with the full support of the school.
8. Opportunities will be provided for the School and Vice Captains team to develop their leadership skills in a variety of forums.
9. The School and Vice Captains may be invited to present at staff meetings and School Council meetings on issues as raised by the student body.
10. The School and Vice Captains may be given opportunities to contribute articles to the school newsletter.
11. The School and Vice Captains will be provided with appropriate mentoring from the grade 6 teachers, Principal and Assistant Principal.
12. The School and Vice Captains may assist staff with such activities as: conducting tours of the school for new families, assisting with the Prep orientation program in term 4, assisting at information evenings for new families and conducting whole school special events.
13. The School and Vice Captains will be responsible for selecting the class with deemed most worthy of the Gnome Award and present it at assembly each fortnight.

14. If, for some reason, a student leader is not fulfilling the requirements of their role and not complying with the school's values, they could have their leadership position suspended or cancelled.

PREP BUDDIES

1. Each Prep and Grade 6 will have at least one buddy.
2. In cases determined by teachers and the Principal some buddies may be shared. This might be due to an imbalance of numbers or students with special needs.
3. Grade 6 children will be responsible for assisting their Prep to transition into school. This will involve showing them where they can and can't play, as well as modelling appropriate behaviour.
4. During the Gold Start program, supporting their Prep Buddy at recess and lunchtimes will be a priority.
5. Grade 6 children finding it challenging supporting their buddy must report it to their own or their buddy's teacher.
6. Grade 6 children will not lift, carry or piggy back Preps.
7. Upper School and Prep teachers will work together to schedule times when buddies will work together.
8. Upper School and Prep teachers will work together to decide what activities grade 6 children will prepare for their Encourager Badge.
9. Grade 6 children that have had Leadership privileges removed will not be able to participate in buddy activities.

HOUSE CAPTAINS

1. A team of house captains will have the responsibility for assisting staff and role modelling for the school in the promotion of sportsmanship and healthy competition.
2. The leaders will be interested students from Grades 6 and selected by peers.
3. Interested children will be required to write a speech, explaining why their peers should vote for them.
4. House Captains will be responsible for the leadership of house teams at house events such as the fun run and athletics.
5. House Captains will be responsible for the leadership during school house competitions and collation of house points across the school in support of the Yarrambat School Values.
6. House Captains may be responsible for leadership and co-ordination of lunch time competitions.
7. House Captains may be responsible for organising activities on special whole school days such as Italian Day or Friendship day.
8. Grade 6 House Captains will need to hold their Leadership privileges to participate in House leadership activities.
9. Grade 4 children will be eligible to become Middle School House Captains and, if elected by peers, will plan and host Middle School assemblies.

GRADE 6 LEADERS

1. Being a Grade 6 Leader is a privilege and not a right. Children need to earn it.
2. Students earn their 9 badges as the Leadership Program throughout the year.

3. Not all students will earn their badges at the same time.
4. Students are required to earn their badges through exemplary Leadership work, as per the Leadership Handbook.
5. Grade 6 Leaders will participate in a Leadership Conference, featuring leaders from the local community.
6. Grade 6 Leaders will undertake office duties.
7. Leaders must have returned their permission to visit Post Office and/or General Store before doing so.
8. Grade 6 Leaders are expected to play 3 minutes of music before school and at the end of recess and lunchtime. Music from home must be appropriate for children.
9. If the pair of Leaders rostered on for office duties fail to play music three times during their office duties week they will both forego their office duties to the next pair.
10. Students undertaking their office duties at an exemplary level may be asked by office staff to undertake office duties for a second time.
11. Students not conforming to the Behaviour Management Policy risk losing their leadership responsibilities.

LEADERSHIP IN OTHER AREAS OF THE SCHOOL

- Leadership skills will be promoted in other areas of the school through level based initiatives such as Grade 2 Leaders helping grade 1s and Grade 4s given responsibilities to undertake a range of leadership tasks.

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership

SUN SMART POLICY

PURPOSE

The purpose of this policy is to encourage behaviours at Yarrambat Primary School to minimise the risk of skin and eye damage and skin cancer.

This policy provides guidelines to:

- support staff and students to use a combination of sun protection measures when UV index levels are 3 or above (generally mid-August – end of April)
- ensure that there are outdoor environments that provide adequate shade for students and staff
- ensure students are encouraged and supported to develop independent sun protection skills to help them to be responsible for their own protection
- support our school's strategies to meet its duty of care and occupational health and safety obligations to minimise harmful UV exposure and associated harm for students and staff.

SCOPE

This policy applies to all school activities, including camps and excursions. It is applicable to all students and staff.

POLICY

Excessive exposure to the sun's ultraviolet (UV) radiation can cause health problems including sunburn, damage to skin and eyes, and an increased risk of skin cancer.

UV radiation:

- cannot be seen or felt
- can be reflected off surfaces such as buildings, asphalt, concrete, water, sand and snow
- can pass through light clouds
- varies in intensity across the year (highest in Victoria from mid-August – end of April)
- peaks during school hours

Sun safety is a shared responsibility and staff, parents and students are encouraged to implement a combination of sun protection measures whenever UV levels reach 3 and above (typically from mid-August to the end of April in Victoria). Information about the daily local sun protection times is available via the free SunSmart app, at sunsmart.com.au or bom.gov.au.

Yarrambat Primary School has the following measures in place to help reduce the risk of excessive UV sun exposure for staff and students.

Shade

Yarrambat Primary School will provide sufficient options for shelter and trees to provide shade on school grounds, particularly in places such as:

- where students congregate for food eating

- the canteen
- the playgrounds

When building works or grounds maintenance is conducted at Yarrambat Primary School that may impact on the level of shading available to staff and students, a review of the shaded areas available will be conducted and further shading installed as appropriate.

Sun protective uniform/clothing

Yarrambat Primary School recommends that from mid-August to end of April, and whenever UV levels reach 3 and above, students come to school wearing sun-protective clothing such as:

Yarrambat Primary School's school uniform and dress code includes sun-protective clothing, including:

- loose, cool, closely-woven fabric

From mid-August 15th to 30 April, all students must wear a school-approved board brimmed protective hat that shades the face, neck and ears for all outdoor activities. Hats may also be worn for all outdoor activities outside of the August to April time period, by parent or student choice. Students who are not wearing a hat will be asked to play in the shade of the central courtyard, or in a suitable area protected from the sun during physical education or outside learning events.

Sunscreen

Yarrambat Primary School encourages all staff and students to apply SPF30 (or higher) broad-spectrum, water-resistant sunscreen daily whenever UV levels reach 3 and above. Sunscreen should be applied at least 20 minutes before going outdoors, and reapplied every two hours according to manufacturer's instructions.

At Yarrambat Primary School students are welcome to attend the front office to access sunscreen. Staff and students who may suffer from allergic reactions from certain types of sunscreen are encouraged to contact [their classroom teacher to implement a management plan to reduce the risk of an allergic reaction at school.

Staff and families should role model SunSmart behaviour and are encouraged to apply SPF 30 (or higher) broad-spectrum, water-resistant sunscreen when outside.

Sunglasses

Where practical Yarrambat Primary School encourages students and staff engaged in outdoor activities to wear close-fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Curriculum

Students at our school are encouraged to make healthy choices, and are supported to understand the benefits and risks of sun exposure. Yarrambat Primary School will address sun and UV safety education as part of Gold Start and Personal Development.

Staff are encouraged to access resources, tools, and professional learning to enhance their knowledge and capacity to promote sun smart behaviour across the school community.

Engaging students, staff and families

SunSmart behaviour is reinforced and promoted to the whole school community through the newsletter, school assemblies and teacher induction.

FURTHER INFORMATION AND RESOURCES

- School Policy Advisory Guide:
 - Sun and UV Protection Policy
 - Duty of care
- SunSmart

Date Reviewed: 2019

School Council: 2019

Responsibility: Leadership Team

SYRINGE DISPOSALS AND INJURIES POLICY

PURPOSE

To ensure schools safely manage:

- discarded needles
- needle stick injuries.

POLICY

Teachers and principals must:

- be familiar with the school's disposal procedures for used needles
- actively discourage students from picking up needles or syringes.

Note: Schools should have a sharps container for discarded needles, stored out of reach of staff, students and visitors. If an approved disposal container is not available use a hard-wall container. Do not use glass bottles.

Equipment required

- Single use gloves
- Tongs
- Plastic bags

- Approved disposal container.

Needle disposal

This table describes how schools dispose of needles and syringes.

| Step | Action |
|------|---|
| 1 | <p>If the discarded syringe or needle is:</p> <ul style="list-style-type: none"> • accessible, continue with the disposal procedure • not accessible: <ul style="list-style-type: none"> - mark the area so that others are not at risk - supervise area - contact the Syringe Disposal Helpline on 1800 552 355. |
| 2 | Put on single-use gloves. |
| 3 | Place the disposal container on the ground next to the syringe. |
| 4 | <p>Using tongs, pick up the syringe from the middle keeping the sharp end away from yourself and place it in the disposal container, needle point down.</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Never try to recap a needle, even if the cap is also discarded. 2. Long metal tongs can be used to reach difficult to access places. |
| 5 | Repeat step 4 for each individual needle or syringe. |
| 6 | Screw the lid of the disposal unit on firmly. |
| 7 | Remove gloves and place them in a plastic bag. Seal the bag and dispose of it in a rubbish bin. |
| 8 | Wash hands in warm soapy water and dry thoroughly. |
| 9 | <p>To dispose of the sharps disposal container, contact the:</p> <ul style="list-style-type: none"> • Syringe Disposal Helpline on 1800 552 355 for: <ul style="list-style-type: none"> - advice about handling syringes - the location of the nearest local council syringe program or public disposal bin • local general practitioner • local hospital. <p>Note: Disposal containers or syringes must not be put in normal waste disposal.</p> |

Treating needle stick injuries

This table describes how schools treat needle stick injuries.

| Step | Action |
|------|---|
| 1 | Flush the injured area with flowing water. |
| 2 | Wash the affected part with warm soapy water, then pat dry. |
| 3 | Cover the wound with waterproof dressing. |
| 4 | Report the injury to the principal and on eduSafe or CASES21. |
| 5 | Ensure the injured person sees a doctor as soon as possible for: <ul style="list-style-type: none">• assessment of the risk• treatment, if required. An adult should accompany the student to the nearest doctor/medical centre. Note: Research indicates the risk of infection from needle stick injury is low and should not cause alarm. |

Date Reviewed: 2019

School Council: 2019

Responsibility: First Aid Officer

THE ARTS CURRICULUM POLICY

PHILOSOPHICAL BASIS:

Yarrambat Primary School places a high priority on the teaching of The Arts as a fundamental form of creativity, expression and communication.

GUIDELINES:

- The Arts Program encompasses the major Arts Disciplines of: Performing Arts and Visual Arts
- Students will alternate between a one hour Visual Arts lesson per week or one hour of Performing Arts will be provided semester by semester.
- Teachers will plan with reference to Victorian Curriculum.
- Program budget planning for Visual Arts and Performing Arts will keep as a priority for the purchasing of resources that will cater for the range of abilities within each grade.
- Performing Arts students may be expected to perform at school assemblies.
- The Performing Arts teacher/s will be responsible for organising the end of year Christmas Concert.
- The Performing Arts teacher/s may be required to liaise with external music program providers.
- The Performing Arts teacher/s will be responsible for the budget planning and resourcing of the Performing Arts program.
- The Visual Arts teacher/s will be responsible for organising biannual art shows to showcase children's art work.
- Visual Arts teacher/s will be responsible for displaying current artwork by children throughout the corridors.
- The Visual Arts teacher/s will be responsible for the budget planning and resourcing of the Visual Arts program.
- The Performing Arts and Visual Arts teacher/s will report to parents as part of student reports twice yearly, and each child will upload work to SeeSaw each term.
- The Performing Arts and Visual Arts teacher/s will attend the Specialist PLT meetings.

Date Reviewed: 2019

School Council: 2019

Responsibility: Performing Arts Team / Visual Arts Team

PURPOSE

To provide a safe and secure learning and teaching environment for students and staff by establishing processes to monitor and manage visitors to Yarrambat Primary School.

SCOPE

This policy applies to any visitors who may attend school grounds when the school is open for instruction between the hours of 8:30am to 4.00pm. Outside of these times, our front office is not staffed and the only visitors who are permitted on school grounds are parents/carers or their delegates who are dropping off or picking up students from Outside School Hours Care, school events such as 3 way conferences, or other school activities, and community and other groups who have entered into contracts or agreements with the school to use school premises outside of school hours.

DEFINITIONS

Child-related work: As defined by the Worker Screening Act 2020 (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.

POLICY

Yarrambat Primary School strives to create an open and inclusive school community, and encourages parents and carers to be actively involved in their child's development and education. We also strive to foster strong partnerships with local community services, schools and other organisations.

Yarrambat Primary School is not a public place. The principal has the authority to permit or deny entry to school grounds, and encourages all visitors to familiarise themselves with our school's Values, Child Safe Policy, Statement of Commitment to Child Safety, Child Safe Code of Conduct.

From time to time, different members of the public may visit our school. Visitors may include, but are not limited to:

- Parents
- Volunteers – see our school's Volunteers Policy for more information
- Prospective parents, students and employees
- Invited speakers, sessional instructors and others addressing learning and development
- Public officials (eg Members of Parliament, local councillors)
- Persons conducting business eg: uniform suppliers, booksellers, official school photographers, commercial salespeople
- Tradespeople
- Children's services agencies
- Talent scouts
- Department of Health and Human Services workers

- Victoria Police, Ambulance, Fire
- Persons authorised to enter school premises (eg Worksafe inspectors, health officers etc)
- Other Department of Education and Training staff (including allied health staff) or contractors
- NDIS therapists or other allied health or health practitioners
- Staff and children from neighbouring schools, kindergartens and child care centres

Sign in procedure

All visitors to Yarrambat School are required to report to the school office on arrival (see exceptions below in relation to parents/carers). Visitors must:

- Sign in via the Compass Kiosk in the front office.
- Wear a visitor's tag or carry Compass visitors receipt at all times
- Follow instruction from school staff and abide by all relevant policies relating to appropriate conduct on school grounds.
- Follow instructions of Chief Warden/Warden during emergency management responses or drills.
- Return to the office upon departure, sign out and return visitor's tag

Yarrambat Primary School will ensure that our school's Child Safety Code of Conduct/Child Safety Statement of Commitment are available on the Compass Kiosk and visible to visitors when they sign in.

COVID-19 vaccination information

Our school follows Department of Education and Training policy with respect to the requirements relating to attendance on school sites and COVID-19 vaccinations.

For further information, refer to:

- [COVID-19 Vaccinations – Visitors and Volunteers on School Sites](#)

Requirements for visitors to produce a valid Working with Children Check card

For Working with Children Check (WWC Check) and other suitability check requirements relating to parents/carers and other volunteers working with students please see our Volunteers Policy.

All visitors who are engaged in child-related work (see definition above) must have a valid WWC Check.

In some circumstances, visitors to Yarrambat Primary School who are not engaged in child-related work will also be required to produce a valid WWC Check depending on the particular circumstances of their visit. For example, Yarrambat Primary School will require a valid WWC Check for:

- visitors who will be working regularly with children during the time they are visiting, even though direct contact with children is not a central part of their normal duties

- visitors (e.g. contractors), who will regularly be performing work at the school and in circumstances where they will be performing their work in an area where they will be unsupervised and around children.

Further background checks, including references, may also be requested at the discretion of the principal.

Visitors who will be working in areas away from students (e.g. a visiting auditor who will be located in the front office with administration staff) or who will be supervised and accompanied by a staff member during their visit (e.g. a Member of Parliament, a journalist, a prospective parent on a school tour) will not be required to have a WWC Check.

Sworn Victoria Police officers or sworn Australian Federal Police officers are exempt from requiring a WWC Check, but may be asked to verify that they are sworn officers by providing proof of identification.

Invited speakers and presenters

On occasion, Yarrambat Primary School may invite external speakers or providers to deliver incursions, presentations, workshops and special programs for our students. Consistent with Department of Education and Training requirements, Yarrambat Primary School will:

- ensure that the content of presentations and programs by external providers contributes to the educational development of our students and is consistent with curriculum objectives
- ensure that any proposed visit, programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular and is consistent with the values of public education, Department policies and the *Education and Training Reform Act 2006* (Vic). In particular, programs delivered by visitors are to be delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to:
 - elected government
 - the rule of law
 - equal rights for all before the law
 - freedom of religion, speech and association
 - the values of openness and tolerance
 - respect the range of views held by students and their families.

Parent visitors

We understand that there may occasionally be a reason why a parent or carer may want to speak to or see their child at school, during school hours.

If there is a particular pressing or unavoidable issue that cannot wait until the end of the school day, we ask that parents or carers call the school office to make the request to speak to or see their child during school hours.

We also ask that parents avoid arranging to visit their children at school wherever possible, as this can cause inappropriate disruptions to the school day.

All parents or carers who visit our school during school hours, other than for the purposes of school pick-ups and drop-offs, or for specific school events (eg 3 way conferences, office payments, learning expos, assemblies etc), are required to sign-in as a visitor at the school office.

Other visitors

All business operators, tradespeople and other visitors attending the school to conduct work must report to the school office upon arrival for instruction and follow the sign in procedure outlined above.

Tradespeople performing works must complete the relevant OH&S induction processes, as per the OH&S Policy.

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|----------------------------|
| Policy last reviewed | June 2022 |
| Consultation | August 2022 School Council |
| Approved by | Principal |
| Next scheduled review date | 2024 |

VOLUNTEER POLICY*©

PURPOSE

To outline the processes that Yarrambat Primary School will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

SCOPE

This policy applies to the recruitment, screening, supervision and management of all people who volunteer at our school.

DEFINITIONS

Child-connected work: work authorised by the school governing authority/provider of a school boarding services and performed by an adult in a school or school boarding premises environment while children are present or reasonably expected to be present.

Child-related work: As defined by the Worker Screening Act 2020 (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.

Closely related family member: parent, carer, parent/carer's spouse or domestic partner, stepparent, parent/carer's mother or father in-law, grandparent, uncle or aunt, brother or sister, including step or half siblings.

Volunteer worker: A volunteer school worker is a person who voluntarily engages in school work or approved community work without payment or reward.

School work: School work means:

- Carrying out the functions of a school council
- Any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
- Any activity carried out for the welfare of the school at the request of the principal or school council
- Providing assistance in the work of any school or kindergarten
- Attending meetings in relation to government schools convened by any organisation which receives government financial support

This is a broad definition and means that volunteers who participate in school community activities, such as fundraising and assisting with excursions, are legally protected (ie indemnified) from action by others in the event of an injury or accident whilst they are performing volunteer school work in good faith.

POLICY

Yarrambat Primary School is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. Yarrambat Primary School recognises the valuable contribution that parent helpers and volunteers provide to our school community and the work that we do.

The procedures set out below are designed to ensure that Yarrambat Primary School's volunteers are suitable to work with children and are well-placed to make a positive contribution to our school community.

Becoming a volunteer

Members of our school community who would like to volunteer are encouraged to do either of the following relevant to the purpose of volunteering:

- respond to notes/requests for parent helpers/volunteers sent by classroom teachers relating to classroom helper rosters or special events
- respond to requests for parent helpers/volunteers sent by event organising teachers (sports days, camps, excursions etc.) via Compass
- respond to requests for parent helpers/volunteers through newsletters or Compass newsfeed items
- approach the school directly via classroom teachers, office staff
- approach the canteen manager
- approach the principal

COVID-19 vaccination information

Our school follows Department of Education and Training policy with respect to the requirements relating to attendance on school sites and COVID-19 vaccinations.

For further information, refer to:

- [COVID-19 Vaccinations – Visitors and Volunteers on School Sites](#)

Suitability checks including Working with Children Checks

Working with students

Yarrambat Primary School values the many volunteers that assist in our classrooms, with sports events, camps, excursions and other events and programs. To ensure that we are meeting our legal obligations under the *Working With Children Act 2005* (Vic) and the Child Safe Standards, Yarrambat Primary School is required to undertake suitability checks which may include a Working With Children Check, proof of identity, work history involving children and/or reference checks.

Considering our legal obligations, and our commitment to ensuring that Yarrambat Primary School is a child safe environment, we will require volunteers to obtain a WWC Check and produce their valid card to the relevant staff member for verification in the following circumstances:

- Volunteers who are not parent/family members of any student at the school are required to have a WWC Check if they are engaged in child-related work regardless of whether they are being supervised.
- Parent/family volunteers who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is not participating, or does not ordinarily participate in, the activity.

- Parent/family volunteers who assist with school camps/sleepovers, regardless of whether their own child is participating or not.
- Parent/family volunteers who regularly assist in school activities, regardless of whether their own child is participating or not.

In addition, depending on the nature of the volunteer work, our school may ask the volunteer to provide other suitability checks at its discretion (for example, references, work history involving children and/or qualifications). Proof of identity may also be required in some circumstances.

Non child-related work

On some occasions, parents and other members of the school community may volunteer to do work that is not child-related. This might include but is not restricted to: maintenance, working bees, school council, participating in sub-committees of school council, special event coordination or other fundraising groups that meet in the evenings during which children will not be, or would not reasonably be expected to be, present.

Volunteers for this type of work are not required to have Working with Children or other suitability checks as they are not engaged in child-related work and children are not generally present during these activities. However, Yarrambat Primary School reserves the right to undertake suitability checks, including proof of identity, Working with Children Checks, at its discretion if considered necessary for any particular activities or circumstances.

Training and induction

Under the Child Safe Standards volunteers must have an appropriate induction and training in child safety and wellbeing.

To support us to maintain a child safe environment, before engaging in any work where children are present or reasonable likely to be present, volunteers must familiarise themselves with the policies, procedures and code of conduct provided on our website and in provided documentation when provided and ensure the actions and requirements in these documents are followed when volunteering for our school.

Depending on the nature and responsibilities of their role, Yarrambat Primary School may also require volunteers to complete additional child safety training.

Management and supervision

Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety Policy / Statement of Commitment to Child Safety and our Child Safety Code of Conduct. Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's

policies relating to Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying.

The principal has the discretion to make a decision about the ongoing suitability of a volunteer worker and may determine at any time whether or not a person is suitable to volunteer at Yarrambat Primary School.

Yarrambat Primary School will provide any appropriate induction and/or training for all volunteer workers. The principal (or their nominee) will determine what induction and/or training is necessary depending on what type of work the volunteer will be engaged in.

All volunteers will be provided induction in relation to Yarrambat Primary School's child safety practices.

The principal (or their nominee) will determine what supervision, if any, of volunteers is required for the type of work being performed. Volunteers assisting on excursions must remain with the group, unless permitted by the principal or delegate otherwise.

Privacy and information-sharing

Volunteers must ensure that any student information they become aware of because of their volunteer work is managed sensitively and in accordance with the [Schools' Privacy Policy](#) and the Department's policy on [Privacy and Information Sharing](#).

Under these policies, student information can and should be shared with relevant school staff to:

- support the student's education, wellbeing and health;
- reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors;
- make reasonable adjustments to accommodate the student's disability; or
- provide a safe and secure workplace.

Volunteers must immediately report any child safety concerns that they become aware of to a member of staff to ensure appropriate action. There are some circumstances where volunteers may also be obliged to disclose information to authorities outside of the school such as to Victoria Police. For further information on child safety responding and reporting obligations refer to: *Child Safety Responding and Reporting Obligations Policy and Procedures*.

Records management

While it is unlikely volunteers will be responsible for any school records during their volunteer work, any school records that volunteers are responsible for must be provided to the Principal to ensure they are managed in accordance with the Department's policy: [Records Management – Schools](#).

Compensation

Personal injury

Volunteer workers are covered by the Department of Education and Training's Workers' Compensation Policy if they suffer personal injury in the course of engaging in school work.

Property damage

If a volunteer worker suffers damage to their property in the course of carrying out school work, the Minister (or delegate) may authorise such compensation as they consider reasonable in the circumstances. Claims of this nature should be directed to the principal who will direct them to the Department's Legal Division.

Public liability insurance

The Department of Education and Training's public liability insurance policy applies when a volunteer worker engaged in school work is legally liable for:

- a claim for bodily injury to a third party
- damage to or the destruction of a third party's property.

Department policies:

- [Equal Opportunity and Anti-Discrimination](#)
- [Child Safe Standards](#)
- [Privacy and Information Sharing](#)
- [Records Management – School Records](#)
- [Sexual Harassment](#)
- [Volunteers in Schools](#)
- [Volunteer OHS Management](#)
- [Working with Children and Other Suitability Checks for School Volunteers and Visitors](#)
- [Workplace Bullying](#)

POLICY REVIEW AND APPROVAL

| | |
|----------------------------|----------------------------|
| Policy last reviewed | June 2022 |
| Consultation | August 2022 School Council |
| Approved by | Principal |
| Next scheduled review date | 2024 |

WORK EXPERIENCE POLICY

PHILOSOPHICAL BASIS

Yarrambat Primary School recognises the benefits of work experience. Work experience is the short-term placement of secondary school students with “host” employers, to provide insights into the industry and the work place in which they are located. Students are placed with employers primarily to observe and learn – not to undertake activities that require extensive training or experience.

GUIDELINES

- Yarrambat Primary School will accept only past students to undertake work experience- this guideline adheres to Child Safe Standard 4- *School Staff selection, supervision and management practices for a child-safe environment*.
- Students are required to submit a letter stating the reasons they would like to attend YPS as a work experience student.
- Letters from work experience students are directed to the work experience co-ordinator and a decision on whether the request can be catered for or not will be made.
- The work experience co-ordinator informs the whole school staff of the request and asks for willing staff members to take on a student.
- The student is notified of the decision made by the work experience co-ordinator.
- On arrival at the school at the agreed time and date, the student is presented with relevant information s/he will need to enable the placement to proceed in a satisfactory and rewarding manner.
- The work experience co-ordinator will give details to the staff of the work experience placement.
- Work experience students are expected to follow the dress code and maintain professional standards of behaviour.
- Work experience students working within the school may sometimes gain access to confidential information such as disclosures by children or other personal information. In all cases confidentiality must be maintained.
- It is not appropriate for a work experience student to post anything about the school, its staff or its students on social media.
- All work experience students will be given a copy Work Experience Guidelines and the Child Safety Code of Conduct to read and sign on induction.

Date Reviewed: 2019

School Council: 2019

Responsibility: Principal/Work Experience Co-Ordinator

WORKING WITH CHILDREN CHECK MANAGEMENT*

Working with Children and Suitability Checks - employees

All Victorian government schools are required to comply with the Department's policy in relation to Working with Children Checks and other suitability checks for all employees (both Department and school council employees) - see HRWeb [Suitability for Employment](#). Schools should not have a local policy in relation to Working with Children Checks or other employment suitability checks for employees as the Department's policy (which incorporates legal requirements under Ministerial Orders) must be followed.

The Minimum Standards for school registration require schools to:

- maintain a register of all staff with a Working with Children Check; and
- have procedures for maintaining that register.

A register of staff holding a Working with Children Check (including names, registration numbers and expiry dates) can be generated from CASES21 or schools may choose to keep a separate table or spreadsheet as their register. Schools should develop a local procedure for who is responsible for recording each staff member's Working With Children Check information in the register or in CASES21 at the commencement of employment and following up with them when the expiry date is reached.

Working with Children and Suitability Checks - volunteers and visitors

Schools are required to determine what checks will be required for Volunteers and Visitors to the school in accordance with legal requirements under the *Working with Children Act 2005* (Vic), the Child Safe Standards and Department policy.

A template Volunteers policy and a template Visitors policy which incorporate guidance about Working with Children Checks for volunteers and visitors are both available on this Portal - see [Visitors](#) and [Volunteers](#).

Implementation guide

Working with Children and Suitability Checks - employees

- Ensure that all staff with involvement in recruitment processes for both DET and school council employees are aware of the Department's [Suitability for Employment Policy](#) on HR Web.
- Ensure that the Department's [Suitability for Employment Policy](#) on HR Web is followed during all recruitment processes.
- Include relevant links to the Department's [Suitability for Employment Policy](#) on HR Web in staff induction and Staff Handbooks/manuals for relevant staff.

- Develop procedures for how your school will update the school's Working with Children Check register for all staff who are required to have a Working with Children Check. See Department Policy on HR Web [Suitability for Employment Policy](#) for information about which staff members are required to have a Working with Children Check (for example, a VIT registered teacher is not required to have a Working with Children Check).

Working with Children and Suitability Checks - volunteers and visitors

- Department guidance has been updated (in April 2018) and is available on the School Policy and Advisory Guide - [Suitability Checks for School Volunteers and Visitors](#)
- Implementation guidance in relation to Working with Children and Suitability Checks for volunteers and visitors is provided in the Volunteers and Visitors pages on this Portal.

Adding new employee, volunteers and visitors to the WWCC Register

The Front office, including Business manager and administrative employees, are responsible for sighting, verifying and recording WWCC information for any new employee, volunteer or visitor (where applicable), under the following process:

1. Record the relevant WWC clearance details in the [WWC Status Checker](#) – the person's first name can be entered into the 'Personnel #' column
2. Ensure the WWCC card type is correct (Employee or Volunteer)
3. Click "Start status check" to ensure the information provided is valid.
4. Request that the employee, volunteer (or visitor if engaged to work at the school on a regular basis) access their [MyCheck account](#) to update their details to include the name of the school
5. Save the WWC Status Checker in [insert wording to describe the location of the WWCC Register at your school eg "our local network file"]
6. Retain a copy of any documentation sent by the Department of Justice and Community Safety (such as the letter of confirmation for employees and any volunteers or contractors who have listed the school on their WWCC details), and records of any other child safety suitability checks (such as reference checks) in the employee file or relevant file for visitors and volunteers WWCC information.

Ongoing maintenance of the WWCC Register

1. At the beginning of each school year the Business Manager will run another check of the [WWC Status Checker](#) to check if there have been any changes to a person's WWCC status
2. Where a person's WWCC status has changed to indicate a concern (e.g. expired, suspension or revocation of clearance) The business manager or Administration staff will inform the Principal immediately and steps will be taken to ensure the person is removed from their duties until such time as they provide satisfactory evidence of their clearance.
3. At the same time as running the check the Business Manager and/or Administration staff will note where clearances are due to expire during the year.
4. Where the check is expiring during the year Business Manager and/or Administration staff will contact the WWCC holder to remind them that their WWCC is due to expire and to request updated information once it has been renewed
5. When the updated information is provided the information is entered into the [WWC Status Checker](#) and verified by clicking "Start status check"

YARRAMBAT PRIMARY SCHOOL IMPLEMENTATION

1. Prior to beginning work at the school a person deemed to require a Working With Children Check will need to have made application for one or provide one. This will include but are not restricted to: ES staff, instrumental music teachers, tennis coaches, canteen manager, parent helpers on school camps.
2. WWCCs can be obtained by completing online application at www.workingwithchildren.vic.gov.au.
3. Commencement at Yarrambat Primary School in a voluntary or working capacity may be conditional upon the receipt of a successful WWCC card. Any queries should be directed to the Principal.
4. To manage and oversee the WWCC process at Yarrambat Primary School, the following procedures apply:-
 - The Business Manager will have the responsibility of overseeing the process and maintaining an up-to-date WWCC folder of approved applicants.
 - All non-teaching staff requiring a WWCC need to be identified.
 - Non-teaching staff, contractors and other personnel are to be regularly informed of the requirement to provide a current WWCC and the need to keep it current.
 - Validity of WWCCs needs to be checked on the Working With Children web page.
 - The WWCC folder needs to be stored in the administration area. This folder is to file photocopies of individual WWCCs and details. In the case of an employee, a copy of the WWCC is to be kept on their personnel file.
 - In the case of school camps, the organising teacher is responsible for ensuring any parent helpers have a current WWCC and obtain a copy, unless the parent is exempt.
 - It is the responsibility of the WWCC card owner to provide a current WWCC card and to replace this ahead of the expiry date. If for some reason the WWCC card is lost or damaged, obtaining a replacement card is also the responsibility of the card holder.
 - Regular updating of the school community (Newsletter, Compass) regarding the requirements of a WWCC.

Date Reviewed: (September) 2023

School Council: 2023

Responsibility: Principal/Business Manager

VIT REGISTRATION POLICY*

PHILOSOPHICAL BASIS:

It is important that all teachers at Yarrambat Primary School have a valid registration with the Victorian Institute of Teaching and that these VIT registrations and their validity are monitored.

GUIDELINES

- Prior to beginning work at the school:
 - All teachers must have completed their VIT registration requirements.
 - The Business Manager will add the details to the school registry
 - A hard copy will be added to the records in the security room
- The Business Manager will maintain the register both electronically and in hard copy
- A copy of each VIT registration will be held in the security room.
- The Business Manager will monitor expiry dates and contact staff to ensure that renewals are completed.
- A copy of the register will be held by the Principal and be part of this policy.

Date Reviewed: 2022

School Council: 2019

Responsibility: Principal/Business Manager