

DARNUM
PRIMARY SCHOOL
2319



POLICIES



DARNUM P.S. CHILD SAFE POLICY

A Culture of Child Safety

The Darnum Primary School Child Safe Policy demonstrates a strong commitment of the **Principal, School Council, staff and volunteers to Child Safety**. It provides an outline of the policies, procedures and practices we have developed to keep all children, particularly children who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background, safe from any harm, including abuse.

This policy was developed in collaboration with staff, volunteers, parents and students, and applies to **all school activities** including excursions, camps and Out of School Hours Care program. All children, including **Aboriginal** children, children from **different cultural backgrounds** and children with **disabilities (emotional, social and physical)** are welcomed and supported at DARNUM.

All staff complete **Mandatory Reporting** training requirements and other **professional development** deemed necessary to ensure the safety and well-being of all children. The DARNUM Child Safe policy should be read in conjunction with the following DARNUM policies-

- Duty of Care
- Student Welfare and Well-being
- Working with Children Check
- Mandatory Reporting
- Positive Relationships/Anti-bullying
- Code of Conduct (Staff, Parent/Volunteers and Children)

Commitment to Child Safety

All children (**including Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability**) who come to Darnum Primary School have a right to feel and be safe. The Principal and staff agree that the welfare of the children in our care is paramount. We have a **zero tolerance to child abuse** and are **committed** to acting in children's best interests, creating a **child safe** and child friendly environment. Ongoing professional conversations between staff at whole school and PLT meetings ensure that children's safety is a number one priority. Our **Child Safe Policy** is **reviewed and revised** every two years after comments and recommendations from all stakeholders are considered.

Valuing Diversity

We value diversity and do not tolerate any discriminatory practices. To achieve this we-

- promote the **cultural safety**, participation and empowerment of **Aboriginal** children and their families
- promote the cultural safety, participation and empowerment of children from **culturally and/or linguistically diverse backgrounds** and their families
- welcome children with disabilities and their families and act to promote their participation

- seek appropriate staff from diverse cultural backgrounds.

Recruiting Staff and Volunteers

Darnum Primary School applies the best practice standards in the recruitment and screening of all staff and volunteers. We interview and conduct referee checks on all staff and volunteers and require **police checks** and **Working with Children Checks** for relevant positions. Our commitment to **Child Safety** and our screening requirements are included in all advertisements.

Supporting Staff and Volunteers

Darnum Primary School seeks to attract and retain the best staff and volunteers. We provide support and supervision so everyone feels valued, respected and fairly treated. We follow a Code of Conduct which provides guidance to our staff and volunteers, all of whom receive training on the requirements of the Code of Conduct in our Induction program. New staff members are allocated mentors to ensure they are aware of our Code of Conduct practices.

Reporting a Child Safety Concern or Complaint

The Principal will have the responsibility to respond to any complaint made by staff, volunteers, parents or children. Our complaints processes are outlined in the DARNUM Mandatory Reporting Policy.

Code of Conduct (Staff, Parent/Volunteers and Children)

The Code of Conduct policies outline appropriate standards of behaviour by adults towards all children (**including Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability**). These policies are available on the school website, in enrolment packs and are regularly referred to in the school Newsletter. The Code of Conduct policies aim to protect children and reduce any opportunities for abuse or harm to occur. They also help staff and volunteers by providing them with guidance on how to best support children and how to avoid or better manage difficult situations. All staff and volunteers are required to comply.

All DARNUM staff and volunteers are responsible for promoting the safety and wellbeing of children and young people by-

- adhering to our Child Safe Policy, and other policies
- taking all reasonable steps to protect children from abuse
- treating everyone with respect, including listening to and valuing their ideas and opinions
- welcoming all children and their families and carers and being inclusive
- respecting cultural, religious and political differences and acting in a culturally sensitive way
- modelling appropriate adult behaviour
- listening to children and responding to them appropriately
- reporting and acting on any breaches of these Codes of Conduct, complaints or concerns

- complying with our guidelines on physical contact with children
- working with children in an open and transparent way – other adults should always know about the work you are doing with children
- respecting the privacy of children and their families, and only disclosing information to people who have a need to know

DARNUM staff and volunteers must **NOT**-

- seek to use children in any way to meet the needs of adults
- ignore or disregard any concerns, suspicions or disclosures of child abuse
- use prejudice, oppressive behaviour or language with children
- engage in rough physical games
- discriminate on the basis of age, gender, race, culture, vulnerability or sexuality
- initiate unnecessary physical contact with children or do things of a personal nature that children can do for themselves, such as toileting or changing clothes
- develop 'special' relationships with specific children or show favouritism through the provision of gifts or inappropriate attention
- exchange personal contact details such as phone number, social networking site or email addresses with children
- have unauthorised contact with children and young people online or by phone

Employment and Training of new and existing DCEPS personnel

The DARNUM Staff/Volunteer Selection and Induction Policy clearly outlines job descriptions, duty statements and the roles and expectations of staff to ensure that a **child safe** environment is provided at our school. It clearly states-

- the organisational context
- duties and tasks of the role
- qualifications, experience and attributes a person must have
- the level of responsibility and supervision associated with the position
- a valid Working with Children Check and Police Check is mandatory. (See DARNUM Working with Children Check Policy if necessary).

During the interview process, **additional information** is sourced to ensure an understanding of the importance of providing a **Child Safe Environment** for all children at DARNUM. It is paramount that fair employment protocols are followed during this process. Additional information will include -

- motivation to work with children (**including Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability**) (personal and/or professional)
- relevant and verifiable experience
- understanding of children's physical and emotional needs
- understanding of professional boundaries
- communication skills
- attitudes to children's rights and how they can be upheld
- values (honesty, integrity, reliability, fairness, and non-discrimination)

- responses from referees

All staff members and volunteers initially partake in an **induction program** that addresses all necessary processes to maintain and develop skills and capabilities including **understanding the risk of harm to children, the different types of harm, how to identify child abuse and relevant legislative requirements**. This includes a thorough understanding of the supporting DCEPS Policies and relevant professional development, i.e. Mandatory Reporting. These processes and requirements are regularly addressed through meetings and professional development to ensure that all staff and volunteers are well informed of the **Mandatory Child Safe Standards**.

Mandatory Reporting

All staff are required to regularly complete and update DET Mandatory Reporting eLearning modules. Along with DARNUM Mandatory Reporting Policy, these modules include -

- processes for reporting concerns about child safety
- staff responsibility to report concerns of harm
- record keeping requirements and confidentiality and privacy
- a complaints process for children and families
- a child friendly disclosure process

Refer to child safety reporting process in the **DARNUM Mandatory Reporting Policy**

Risk Management

We recognise the importance of a risk management approach to minimising the potential for child harm or abuse to occur and use this to inform our policy procedures and activity planning. In addition to general occupational health and safety risks, we proactively manage risks of abuse to all children (**including Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability**). As part of the two year policy review cycle, **risk minimisation** strategies are updated and implemented. Our **DARNUM Risk Management Policy** clearly outlines the processes and strategies to identify and reduce or remove risks of child abuse or harm. Professional Learning Team (PLT) leaders, in consultation with the Principal or Assistant Principal, are responsible for completing **risk assessments** for all school activities. These are completed before all school activities and housed on the school intranet for easy accessibility to all staff. Refer to the **DARNUM Risk Management Policy** and **Risk Assessment** documents.

Children's Rights to Safety and Participation

Darnum Primary School staff and volunteers encourage children (**including Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability**) to express their views and suggestions, especially on matters that directly affect them. We teach children to understand their basic human rights. This includes how to recognise and understand their feelings and knowledge about their safety in all environments. They investigate this through curriculum programs including

- F.R.O.G.S. cultural program
- E-smart Cyber Safety
- Positive Relationships

- Student Code of Conduct

We provide opportunities for children to act on their understandings and confidentially share their feelings about their well-being and safety through-

- Well-being surveys
- Confidential discussions with staff
- Attitudes to School surveys
- Educational Psychologist

Evaluation:

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

DARNUM PRIMARY SCHOOL

ARTS POLICY

Rationale:

The arts are practised and valued in our complex and diverse society as important outlets for the communication of ideas, feelings and beliefs and as major sources of intellectual, physical, spiritual and emotional development, understanding and enjoyment. Comprehensive and sequential learning experiences in the arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

Aims:

Through an arts program students:

- develop their intellectual, imaginative and expressive potential
- develop skills, techniques and a knowledge of processes as a basis for personal expression
- create, perform or present arts works
- develop critical skills and an understanding of aesthetics
- develop understanding of how the arts evolve within social, cultural and historical contexts
- enjoy participating in the processes of creating, presenting and responding to the arts.

Implementation:

- All students at our school will experience sequential Art, Music, Drama, Media and Visual Communication courses based upon the outcomes contained within the VELs.
- Where possible within the staffing budget, the school will appoint a Music/Drama teacher. Children will also have access to private instrumental music tuition.
- All classroom teachers will be responsible for their own grades visual arts program and will be allocated a personal copy of 'curriculum@work' and are required to use it as the basis for developing and implementing their respective Arts programs.
- Learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in all strands of the Arts will be reported in half and end of year academic reports.
- Budgets that provide for the needs of the various Arts program will be developed and resourced by school council.

Evaluation:

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

MUSIC AND DRAMA POLICY

Rationale:

The Arts are practised and valued in our complex and diverse society as important outlets for the communication of ideas, feelings and beliefs and as major sources of intellectual, physical, spiritual and emotional development, understanding and enjoyment. Comprehensive and sequential learning experiences in the Arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

Aims:

- To enable students to enjoy and experience all facets of music so that they can develop a better understanding of music.
- To give all students the opportunity to experience a hands on approach with a wide variety of instruments – both tuned and untuned.
- To encourage the children to develop confidence in their own ability and creativity by expressing their emotions through dance and drama.
- To give the children an understanding of the basic elements of music (beat, pitch, dynamics, tempo) and promote the exploration and discovery of sounds.
- With drama encourage the children to use oral and visual expression in presenting material.

Implementation:

- Parents should be encouraged to assist with the development of their child's creative skills.
- All students should be given the opportunity to develop their intellectual and creative potential through the Arts K.L.A.
- The VELS guidelines for the area of Music will be adopted throughout the whole school.
- The students are engaged for a Term as makers, producers, performers or presenters and critics as they put on a major production.
- To help develop the individual confidence in music, the children will be encouraged to blend the various aspects of music and to perform solo and as a group with instruments and singing.
- To develop a sequence of training in Music theory concentrating mainly on the Kodaly-Orff music techniques.
- Each child will receive weekly sessions of Music.
- Senior children will be given the opportunity to have private tuition in a variety of instruments eg. Guitar, keyboard, recorder.
- Maintenance of all equipment used in good working condition is essential.
- Provide opportunities for parents to be involved in the Music program and give them opportunities to attend musical performances being performed by their children.
- The Music teacher should endeavour to stay informed of new music programs being produced and be able to attend any Professional Development days which are relevant to the Music curriculum.
- A major production will be performed by all school students in Term 3 every two years.

Evaluation:

- A range of assessments will be made by the Music teacher using strategies that demonstrate achievement of the learning outcomes.
- Identify students progress formally through the VELS guidelines.
- Written reports on each student will be completed twice a year.

DARNUM PRIMARY SCHOOL

ENGLISH POLICY

Rationale:

Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English, and the broader concept of literacy, is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language.

Aims:

The English program aims to develop in students:

- the ability to speak, listen, read, and write effectively with confidence, purpose and enjoyment
- a knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge
- a knowledge of the linguistic patterns used to construct different texts, and the capacity to apply this knowledge, especially in writing
- a broad knowledge of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience
- the capacity to discuss and analyse texts and language critically
- a knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning.

Implementation:

- All students at our school will study a sequential English course based upon the outcomes contained within the VELs.
- All teachers will be provided with a personal copy of 'curriculum@work' and are required to Develop and implement a joint English course for all students. Students in P-4 classes will be involved in the Early Years literacy program and 5-6 in Middle Years literacy program.
- Student's individual abilities must be monitored using formal measurements including School Entry Assessment (SEA) tests, running records, Neale Analysis, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in all strands of English will be reported in half and end of year academic reports, as well as be reported in the school's annual report.
- English study for each student will be not less than 10 hours per week, consisting on 5 x 2 hour uninterrupted literacy blocks time-tabled for 2 hours of each school day.
- English activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each student's homework regime.

Evaluation:

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

DARNUM PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

Introduction

Physical Education educates students in, about and through movement. Movement involves students taking part in a variety of physical activities designed to develop an understanding of the body and its movement potential.

Movement is also the medium for exploring and developing human relations and safety concepts. The development of social skills and safety concepts is an explicit outcome of the physical and sport education program of this school.

Physical education is an all encompassing term for a wide range of physical activities. These include fitness, movement, recreation, health, games and sport, plus the appropriate values and knowledge of each.

Physical education should help students to develop the competencies and beliefs necessary for incorporating regular activity into their lives.

Aims of the Program:

- Provide a well balanced, comprehensive program based on VELS learning outcomes covering the following areas –

Athletics	Ball handling / Fundamental Motor Skills
Fitness	Games / Sport Education
Aquatics	

- The Physical education program aims to provide all children with the opportunity to –
 - (a) Be involved in a range of movement experiences that enhance optimal growth and development.
 - (b) Develop confidence and competence in the acquisition of basic motor skills that will enhance participation in a variety of physical activities.
 - (c) Attain and maintain a level of fitness that will allow the individual to perform daily tasks with control, efficiency and effectiveness
 - (d) Experience fun and enjoyment through participation
 - (e) Develop social skills which will enable students to function effectively in interpersonal relationships
 - (f) Develop a positive attitude towards exercise and a healthy lifestyle.

By providing the children with the appropriate knowledge, skills, understanding and motivation they will have the necessary tools to seek health and physical well being through lifelong involvement in physical activity.

Teaching Approach:

1. Physical Education

- Provide opportunities for all children to experience success.
- Provide feedback to individuals in a private setting to avoid embarrassment.
- Focus on the mastery of the Fundamental Motor Skills.
- Engender a commitment to regular moderate physical activity through the development of positive attitudes and self worth.

2. Sport Education

- Reduce the emphasis on winning and losing.
- Focus on maximum participation.
- Encourage self control and respect for others.
- Provide modification and structures to ensure that all rules and dimensions of the game are appropriate to the skill level of the participants.
- Promote enjoyment and active involvement for all children.

Implementation Strategies:

Time Allotment

Students in P-3 will be timetabled for weekly 45 minute physical education sessions, while students in 4-6 will be timetabled for 2 hours per week including a maximum of 60 minutes for sport, and the balance dedicated to physical education.

Swimming

During the year each child will be provided with the opportunity to participate in a School Swimming Program. All components of the program will meet DE&T requirements for school swimming.

Inter-school Sport

The school will participate in the following West Gippsland Rural School Sports Association activities:-

- Athletic Sports (Grade P-6)
- Winter Sport Program (Grade 3-6)

They will also have access to:-

- District Swimming Trials (Grade 4-6)
- Zone Cross Country Trials (Grade 4-6)
- Football, Netball and Soccer Trials (Grade 4-6)
- Zone Athletic Trials (Grade 4-6)
- Kanga Cricket Super 8 championships (Grade 4-6)
- 'Hooptime' Basketball championships (Grade 4-6)
- Various locally conducted sporting clinics (Grade P-6)

Evaluation:

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

DARNUM PRIMARY SCHOOL

LANGUAGE OTHER THAN ENGLISH POLICY

Responsibility: C. Eeles

Rationale:

The study of a language other than English stimulates intellect and interest in the system and processes of language. There are benefits to be gained from exploring wider social environment and encountering different ways of looking at the world. Japanese has been chosen for its culture and language interest, the opportunities it provides (including continuity in all local secondary colleges) and the access to local resources.

Aims:

To enable students to –

- Appreciate and respect the views of others, their way of life, literature and social conventions.
- Broaden their understanding of the international community.
- Introduce communication in speech and writing.
- Understand the systematic nature of language.
- Acquire cognitive, effective and social skills transferable to the other learning areas.

Implementation:

- The LOTE teacher should incorporate aspects of the LOTE VELS guidelines and Course Advice into the LOTE program.
- The LOTE to be run in our school will be Japanese.

The school will:

- Encourage students to actively participate in LOTE.
- Encourage parents to assist with such things as:-
 - completion of take home sheets
 - LOTE nights
 - Take an interest in their child's written work.
 - Listen to children speaking/singing.
- Inform parents about their children's LOTE development.
- Offer a range of activities aligned with L.O.T.E., including the senior school Japanese Cultural Exchange Program, L.O.T.E. competitions, excursions and visits.

Evaluation:

An annual review of the Policy will be undertaken by the coordinator, in consultation with staff. Approaches shall include surveys (written or oral), feedback from staff and students, community opinion, progress of students.

DARNUM PRIMARY SCHOOL

MATHEMATICS POLICY

Rationale:

Mathematics pervades all aspects of our lives - as citizens, in our homes and in the workplace. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics is integral to successful participation in modern society.

Aims:

Through learning mathematics in school, students will work towards the following:

- acquire mathematical skills and knowledge so they can deal confidently and competently with daily life
- develop knowledge and skills in using mathematics for employment, further study and interest
- be able to interpret and communicate quantitative and logical ideas accurately
- recognise the fundamental importance of mathematics to the functioning of society
- understand and appreciate the nature of mathematical thinking, the processes by which mathematics changes and its cultural role
- understand the dynamic role of mathematics in social and technological change
- use technology appropriately and effectively to support the learning of mathematics, and in carrying out mathematical activities in context.

Implementation:

- All students at our school will study the sequential Mathematics Maths Plus course based upon the outcomes contained within the VELs.
- All teachers will be provided with a personal copy of 'curriculum@work' and are required to develop and implement a joint Mathematics course for all students.
- Student progress in all strands of Mathematics will be reported in end of year academic report, as well as be reported in the school's annual report.
- Mathematics study for each student will be not less than 5 hours per week.
- Mathematical activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each senior student's homework regime.
- A budget that provides for the needs of the Mathematics program will be developed by staff and resourced by school council.

Evaluation:

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

DARNUM PRIMARY SCHOOL

SCIENCE POLICY

Rationale:

The Science Curriculum aims to develop student's ability to ask questions and find answers about the natural and physical world. To be able to make connections between science and people and note the relevance and impact of Science and Technology on society, the individual and the environment.

Aims:

Through learning Science students will:

- Acquire scientific skills and conceptual knowledge.
- Acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions.
- Students will study a sequential Science course based upon the outcomes contained within the VELs.

Implementation:

- Encourage students to utilise library facilities/internet.
- Use of T.V., videos and computers.
- Students will be encouraged to develop observational research, investigative and analytical skills by teachers providing appropriate activities.
- Implement, then update as needed science resource boxes.
- Parents should be encouraged to assist in such things as:
 - projects
 - use of reference material
 - talking with children
- Science lesson for each class once a week

Evaluation:

- Half year and end of year reports will be used to inform parents about their children's Science development.
- Reports done by children on science activities.

DARNUM PRIMARY SCHOOL

STUDIES OF SOCIETY AND ENVIRONMENT POLICY

Rationale:

To provide a framework for the development of students' knowledge and understanding of Australian society, societies in other countries, local and global environments and the interaction of people with the environment.

Aim:

- The VELS guidelines for the strands of SOSE (Time Continuity and Change, Place and Space, Culture, Society and Environment, History, Geography, Economy and Society) at the appropriate levels.
- All students should be challenged to extend their skills and knowledge of all areas of the Studies of Society and Environment.
- Parents should be encouraged to support the development of their child's Studies of Society and Environment skills.

Implementation:

- Incorporate aspects of the SOSE VELS guidelines and Course Advice into the teacher's weekly routine.
- Provide teachers with opportunities to become familiar with the VELS guidelines and Course Advice.
- SOSE units of work to be included in Scope and Sequence files.
- Encourage the students to utilise library and learning technology facilities
- Encourage students to read widely.
- Excursions to appropriate venues.
- Use of television, documentaries and videos.
- Students will be encouraged to develop observational, research, investigative and analytical skills by teachers providing appropriate activities.
- Inform parents about their children's SOSE development and how their assistance will help their children learn by such things as:
 - open days
 - classroom involvement
 - one to one interaction with school staff
 - newsletter

Evaluation:

Assessment will be made by the classroom teacher using such strategies as:

- Samples of work, records of progress and informal observations will be kept to record the development of their skills and knowledge.
- Half-year and end-of-year reports and parent-teacher interviews will be used to inform parents about their children's SOSE development.

DARNUM PRIMARY SCHOOL

TECHNOLOGY POLICY

Rationale:

Technology education provides students with the knowledge and skills necessary for producing quality products that effectively either solve a problem or meet a need. They do so within a context that enables them to acquire an understanding of technology's role in the world and of the effects that specific technologies or processes have on society and the environment. Technology education also develops student skills in creating and communicating ideas, and in solving complex and varied problems.

Aims:

In technology education, it is intended that students develop:

- a systematic and creative approach to generating technological solutions
- the knowledge and skills necessary for using a variety of equipment and resources
- an understanding of the principles for safely using materials and operating equipment
- the ability to explore and assess the past and potential consequences of using technology
- self-confidence and self-sufficiency in dealing with technology
- an ability to develop problem-solving skills within real contexts.

Implementation:

- All students at our school will study a sequential Technology course based upon the outcomes contained within the VELs.
- Student progress in Technology will be reported in half and end of year academic reports with Science.
- A budget that provides for the needs of the Technology program will be developed by staff and resourced by school council.

Evaluation:

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

DARNUM PRIMARY SCHOOL

LEARNING TECHNOLOGIES POLICY

Rationale:

Learning Technologies, if used effectively and discriminately, provide a unique and powerful opportunity to enhance student learning.

Aims:

- To enhance learning opportunities, and the scope of learning through the discriminate and routine use of learning technologies.
- To develop computer and computing skills in all students.

Implementation:

- A learning technologies coordinator will be appointed to our school to lead a team which will provide whole school direction and expertise in the use of learning technologies.
- A 3 year learning technologies plan that reflects and builds upon objectives detailed in DE&T's 'Learning Technologies in Victorian Schools – 1998-2001' document will be developed and implemented.
- The adoption of open-ended, constructivist learning practices is central to the purpose of learning technologies in schools, and is therefore an expectation of all teachers.
- Software will be predominantly tools that facilitate learning rather than drill and practice or content based programs.
- All staff members will be required to include learning technologies and as an integral component of their individual professional development plans.
- Technical support by means of DE&T funded cluster and local technicians will provide specialised expertise where required.
- A school council policy detailing the use of the internet and e-mail will be developed.
- Technology based interactions with other schools and organisations by means of global classroom projects, video-conferencing and e-mail will be actively encouraged.
- The school will develop and maintain an up-to-date, interactive website.

Evaluation:

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

DARNUM PRIMARY SCHOOL

INTERNET USE POLICY

Aim:

To ensure sensible Internet use with adequate supervision and parental involvement to meet students' educational needs.

Guidelines:

- Internet facilities are not to be used in any illegal manner, such as contravening copyright, defamation, censorship, criminal laws and sending offensive messages.
- Internet facilities are not to be used to achieve unauthorised access to inappropriate sites.
- A Student Code of Conduct for use of the Internet will be used.
- Students under the age of 13 should not have social media accounts.

Implementation:

- Student's Internet access will only be available when supervised by a staff member.
- The Internet is to be used only for educational purposes.
- Students and teachers to be made aware of legal requirements regarding copyright and appropriate behaviour on networks.
- An Internet Delivery Service will provide accurate reports of Internet usage.
- Staff to receive professional development on Internet usage.
- Filtering software will be installed.
- Staff will supervise the sharing of computer discs between home and school.
- Staff will check files held on the network.
- Inappropriate sites are to be reported to DE&T
- Student Code of Conduct to be read and form signed by students and their parents before access to the Internet is allowed each year.
- Code of Conduct to be included in the school handbook. Permission forms to be sent home at the beginning of each year and signed forms to be returned before Internet can be accessed.
- Misuse of the Internet will be referred to the Principal and parents and removal of Internet access will follow.

Evaluation:

- Continual monitoring of student usage by teachers and Internet Delivery Service.
- Regular review of filtering software and virus protection.
- Code of Conduct to be continually reviewed and any appropriate surveys carried out.

DARMUM PRIMARY SCHOOL

INTERNET / EMAIL CODE OF PRACTICE

Student Agreement

I agree to use the Internet and email at our school in a responsible manner for purposes stated by my teacher.

If I find myself in unsuitable locations I will immediately click on the home or back button and inform my teacher.

When working on the internet I will:

- Only work on the web for purposes specified by my teacher
- Not give out information such as my surname, address, telephone number, or parents' work address/telephone number.
- Never send a person my picture without first checking with my teacher.
- Always have my teacher's permission before sending e-mail.
- Compose e-mail messages using only language I understand is acceptable in my school.
- Not respond to any messages that are unpleasant or that make me feel uncomfortable in any way. It is not my fault if I get a message like that.
- I will not use material from other web-sites unless I have permission from the person who created the material. If I am unsure I will check with my teacher.
- Not use the internet to frighten, bully or annoy other people.
- Follow school guidelines and procedures when preparing materials for publication on the web.

I understand that breaches of the rules will see me lose my Internet/email access rights for a period of time determined by my teacher and the Internet/Email committee.

Student Name _____
Student Signature _____
Date _____

Parent/Guardian Agreement:

I agree to my child using the Internet at school for educational purposes in accordance with the Student Agreement above.

I understand the school will provide adequate supervision and that steps have been taken to minimise risk of exposure to unsuitable material.

I do/do not consent to my child having their first name (last initial) published on the school's Internet site.

I do/do not consent to my child having their picture published on the school's Internet site.

I do/do not consent to my child corresponding with others, using email.

Parent/Guardian Signature _____
Parent/Guardian Name _____
Date _____

DARNUM PRIMARY SCHOOL

DISABILITIES AND IMPAIRMENTS POLICY

Rational:

Students with disabilities or impairments have a right to attend and be a part of the Darnum Primary School Community, and to have their individual needs addressed.

Aims:

- To provide all students with learning opportunities that cater for their individual needs.
- To ensure that those students who attract Disabilities and Impairments funding have programs tailored to meet their special requirements.
- To develop and supply school based resources and services to the greatest extent possible.

Implementation:

- The support group will follow the current procedures and support programs established by the Department of Education, Victoria.
- Upon receipt of an enrolment or request form the integration sub-committee, a staff member directly relating to the student/s, will be assigned responsibility to coordinate the Disabilities and Impairments program at our school, including the coordination of applications for funding, Parent Support Groups, the development and implementation of program budgets, staff professional development and all other issues related to students with disabilities and their respective program needs.
- The appraisal process for applications will occur at the earliest opportunity to provide the maximum potential for applications.
- Parents wishing to enrol a student with special needs, will go through the formation of an Integration Support Group and follow the Department guidelines.
- All eligible students will facilitate curriculum planning and resources provided for them individually.
- Necessary parties involved will be invited to meet at least once per term to evaluate, assess and make recommendations to the principal regarding the development and implementation of individual student programs including student achievement goals, timelines and methods of evaluation, the use of support staff, external consultants and the use of any additional resources required.
- All meetings will be documented and available to all members.

Evaluation:

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

STUDENT CODE OF CONDUCT

The code of conduct for students at Darnum Primary School has been formulated within and is consistent with Department of Education and Training guidelines and regulations. The School Council believes that this school should be a safe and happy learning environment which meets the needs of our children throughout their primary schooling.



Our policy is based on the following motto: FROGS

1. Friendship
2. Respect
3. Organisation
4. Growth
5. Safety

We use this motto to reinforce behaviours expected by all the students, staff and parents of Darnum school community. Our school rules are based on this simple motto and staff will use this when matters of conduct or classroom activities are being presented or discussed.

SCHOOL RULES

All children and members of the school community will be made aware of the school rules and the reasons for them and will be involved in the revision of the rules from time to time.

There are three main school rules:

1. Care for others.
2. Care for yourself.
3. Care for property.

Care for Others:

1. Play safely - no rough games, playing with sticks, stones, etc.
2. Walk bikes in the school ground.
3. Be kind to others and show consideration for their feelings.
4. Work sensibly and allow others to work in class.
5. Walk in and around school buildings.

Care for Yourself:

1. Stay in the school grounds unless you have permission to leave.
2. Play safely.
3. Valuable, dangerous and threatening things should not be brought to school.
4. Do your best work.

Care for Property:

1. Hang your bags and coats on the pegs.
2. Play in the proper areas.
3. Return sports equipment to the shed punctually.
4. Keep your school environment neat and attractive by looking after trees, plants, buildings, furniture and equipment.

Our school regards discipline as behaviour modification and considers that a positive approach to behaviour is desirable to foster a school climate within which personal responsibility and self discipline will be developed.

Student Code of Conduct (Cont.)

We are committed to the following strategies:

1. Giving positive reinforcement.
2. Improving self concept.
3. Encouraging friendship.
4. Enhancing and encouraging parent/teacher contact.
5. Developing a united approach.
6. Being actively involved with children.
7. Making special effort to observe, assist and involve children with problems.
8. Being consistent and fair.
9. Encouraging responsible play.

To monitor and reinforce appropriate behaviour teachers should:

1. Evaluate teaching strategies.
2. Set a good example in manners, behaviour and appearance.
3. Provide adequate supervision when on yard duty.
4. Encourage awareness and understanding of school rules.
5. Request advice and assistance on child behaviour when needed.
6. Keep records of student behaviour incidents.

BREACHES OF CODE BEHAVIOUR

When students break school rules the following consequences may occur as a result of the breach.

Accepted penalties:

- Warning, possibly followed by discussion.
- Removal from activity.
- Repeating a given task appropriately.
- A period of detention.
- Parental contact.

- Apology (written or verbal).
- Removal of privileges.
- Yard duty.
- Limited yard facilities.
- Accompanying the duty teacher.
- Referral to the Principal.
- Period of time out.
- Suspension for continuing disruptive or dangerous behaviour.
- Expulsion in line with DE&T guidelines.

The Student Code of Conduct will operate within the guidelines of DE&T.

DARNUM PRIMARY SCHOOL

EXCURSIONS/CAMPS POLICY

Rationale:

- To extend the child's social and intellectual development in an environment that is different from home or the school as part of the curriculum.
- To provide an opportunity to develop a sense of responsibility and a degree of independence.
- To provide extra learning opportunities in a safe and enjoyable environment.

Aims:

- Excursions will be offered to each class where the teacher feels such activities are appropriate and would enhance learning.
- Camps and tours of more than one day's duration for grades 4-6 will be offered.
- These camps and tours will be offered if appropriate in conjunction with the Mt. Worth Cluster.

Implementation:

- Teachers will collect an expression of interest to ascertain numbers. A 10% deposit of total cost must accompany the expression of interest form for camps.
- There must be enough acceptance (as per the expression of interest form) for the camp to be viable.
- All Department of Education and Training Guidelines and Regulations will be followed.
- When private vehicles are necessary for student transport a signed parental consent form including the name of the vehicle driver shall be essential. The Principal shall verify the driver's license and comprehensive insurance.
- Parents are to be informed well in advance as to planning of Excursions and Camps. Payments by instalments will be offered to parents as a payment option. A receipt will be issued for camps on full payment.
- School Council and/or parents to cover any expenses occurred due to unforeseen circumstances e.g. Extra night's accommodation, medical/ambulance expenses.
- Destinations and types of camps and tours to be varied throughout the grade levels involved.
- Questionnaires to parents and children.
- Evaluation documentation to be included in Scope and Sequence folders.

Evaluation will be via a range of assessments including:

- Formal/informal discussion with children and parents.
- Classroom activities.
- Reports from camp/excursion venues.

DARNUM PRIMARY SCHOOL

STUDENT ELIMINATION OF SEXUAL HARASSMENT POLICY

Aim:

In keeping with the school's responsibilities under the Victorian Equal Opportunity Act 1995, and the belief that our school should provide a safe and supportive learning environment, we aim to:

- Promote the right of every student to a school environment that is free from sexual harassment
- Eliminate sexual harassment
- Provide redress for students who have been sexually harassed

Guidelines:

The definition of sexual harassment is:

- An **unwelcome** sexual advance
- An **unwelcome** request for sexual favours, or
- Any other **unwelcome conduct of a sexual nature**

In circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated. Sexual harassment can be physical, verbal or written. It can include words, statements or graphics which are transmitted by telephone, fax, video-conference or e-mail.

It is unlawful for a student or group of students to sexually harass, any other student or group of students, any member of staff and other workers and visitors on the school premises.

It is also unlawful to request, instruct, induce, encourage, authorise or assist another student to sexually harass.

Implementation:

- Students will be encouraged to report incidents of sexual harassment to the yard teacher on duty and classroom teacher
- Appropriate procedures will be provided as a redress for students who have been sexually harassed
- Through professional development of teachers, modelling and classroom lessons children and those who are the offenders will develop strategies for dealing with sexual harassment incidents
- Monitoring and addressing incidents of sexual harassment. Evaluation in the classroom eg after lessons and classroom meetings.

Evaluation:

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

DARNUM PRIMARY SCHOOL

HOMework POLICY

Rationale:

Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

Aims:

- To support and extend classroom learning.
- To develop positive study habits.
- To develop a responsibility for self learning.

Implementation:

- The school's homework policy will be distributed to parents at the commencement of each school year.
- Grade 5/6 students will be allocated homework diaries.
- Classroom teachers will set daily homework appropriate to each child's skill level and age.
- Homework activities should be interesting, challenging and where appropriate, open ended.
- Each set task must be purposeful, meaningful and relevant to the current classroom curriculum.
- All homework activities must be assessed with feedback and support provided by teachers.

Early Years (Prep – Year 4):

Homework will consist mainly of:

- Reading activities to, with and by parents.
- Simple extension tasks associated with classroom activities.
- Gathering of additional information or materials

Homework will generally not exceed 30 minutes per day and will not be set on weekends or during vacation periods.

Middle Years (Years 5-6):

Homework will consist mainly of:

- Independent reading on a daily basis.
- Tasks such as continuation of classroom work, projects and assignments, essays and research. Homework will generally not exceed 45 minutes per day, must be coordinated between teachers to avoid excessive workload, and may be set during weekends and school vacations.
- It is acceptable for teachers to assign unfinished classroom activities as homework tasks.

Evaluation:

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

DARNUM PRIMARY SCHOOL

STUDENT WELFARE POLICY

Rationale:

This school endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities and increase coping skills.

Aims:

- The school is a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and well-being are strengthened.
- Children develop positive social behaviours and problem solving skills.
- Staff are confident, skilled and proactive in the management of student welfare issues.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support.

Implementation:

- Student Welfare is a shared responsibility between school, home and the community.
- The school will appoint a staff member who will coordinate student welfare across the school.
- The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy. **Refer to:** Framework for Student Support Services 1999.
- The school will endeavour to implement and maintain programs such as:
 -
 - F.R.O.G.S.
 - Buddies
 - Student Awards
 - Drug Education
 - Programs across the school to develop resilience, social skills, conflict resolution and problem solving eg. 'You Can Do It'.
 - Transition programs.
 - Health Relationships Program.
- The school will provide the following support structures:
 - Monitoring of, and responding to, protracted student absences
 - Trauma Management plan
 - Protocol for Mandatory Reporting
 - Bullying Survey of students and school environment.

- The school will also access outside services to provide support for students and staff which include:
 - Psychologist for psychological and academic assessment
 - Mentors – providing support for ‘at risk’ children
 - Social Workers to provide services such as counselling, social skills and anger management programs.
 - Local parent support groups
 - Relevant DE&T support staff
 - C.A.S.A. [Centre Against Sexual Assault]
 - School Nurse

- The school will endeavour to cater for:
 - Children identified with specific welfare issues by creating support groups, developing appropriate individual programs including goals, monitoring performance and behaviour, and providing ongoing support.

Evaluation:

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

DARNUM PRIMARY SCHOOL

BULLYING POLICY

Definition:

A person is bullied when they are exposed to negative actions on the part of one or more persons. Bullies are people who deliberately set out to intimidate, exclude, threaten and or hurt others. They can operate alone or as a group.

Rationale:

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

Aims:

- To reinforce within the school community that no form of bullying is acceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.
- To seek parental and peer-group support and co-operation at all times.

Implementation:

Parents, teachers and community will be made aware of the school's position on bullying. The school will continue with existing structures and introduce others as seen to be appropriate.

A. Primary Prevention:

- To provide programs that promote resilience, life skills and protective factors
- Bullying survey annually
- Bright Ideas program
- Social Skills programs to develop resilience, conflict resolution, assertiveness and problem solving
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- Staff and students to promote the philosophy of 'No Put Downs'.
- Healthy relationships program implemented across the school.

B. Early Intervention:

- Promoting children reporting bullying incidents upon themselves or witnessed.
- Bullying survey.
- Classroom teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing.
- Parents encouraged to contact school if they become aware of a problem.

C. Intervention:

- Those identified through Bullying Survey will be counselled.
- Once identified; bully, victim and witnesses talked with, and all incidents fully investigated and documented.
- Both bully and victim offered counselling and support.
- If bullying is ongoing, parents contacted and consequences implemented consistent with school Student Code of Conduct.
- Ongoing monitoring of identified bullies.

D. Post Violation:

Consequences may involve

- exclusion from class
- exclusion from yard.
- school suspension
- withdrawal of privileges
- on going counselling from appropriate agency for both victim and bully

Evaluation:

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

DARNUM PRIMARY SCHOOL

E.M.A. POLICY

Rationale:

The Education Maintenance Allowance (E.M.A.) supports the education of students from eligible low-income families, and therefore needs to be sensitively and effectively managed at a school level.

Aims:

- To ensure all eligible parents receive the Education Maintenance Allowance.
- To ensure the allowance is managed effectively at a school level in compliance with relevant Department of Education and Training requirements.

Implementation:

- Details relating to the E.M.A., eligibility, and due dates for applications will be communicated to parents via the school newsletter.
- Late claims will not be accepted by the school.
- The EMA is provided twice each year, with half of each payment being made to the school, and half to parents.
- The school will spend the school portion of the EMA on materials or services for which all parents may be asked to provide, not the voluntary contribution.
- At the end of the school year the principal will refund to parents any unexpended school funds from the school's portion of the EMA or, alternatively, negotiate a carry over to the following year for a specific purpose.
- The school will distribute parent cheques as soon as possible after receiving them, accompanied by an up-to-date account which identifies outstanding levies and voluntary contributions.
- Parents will be provided with the opportunity to 'sign over' their EMA cheque to the school to pay outstanding levies and voluntary contributions if they wish.
- Parents collecting EMA cheques must provide identification (if unknown by office staff) and must sign a collection form.

Evaluation:

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

DARNUM PRIMARY SCHOOL

ATTENDANCE

POLICY

Rationale:

- The *Education Act 1958* requires that children of school age (six-fifteen years) resident in Victoria are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, correspondence education, or have been granted an exemption by the Regional Director.

Aims:

- To maximise student learning opportunities and performance by ensuring that children required to attend school do so regularly, and without unnecessary or frivolous absences.

Implementation:

- Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult.
- Absenteeism contributes significantly to student failure at school.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Illness is reasonable grounds for an absence, shopping excursions or birthday parties are not.
- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to provide a written note or return a completed absence form (See Form 1 below) to the school explaining why an absence has occurred.
- The principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- All student absences are recorded in both the morning and the afternoon by teachers, are aggregated on our CASES database and communicated to the Department of Education and Training.
- The Department of Education and enrolment auditors may seek student attendance records.
- The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained. (See Form 2 below).
- The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences.
- Ongoing unexplained absences, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. Unresolved attendance issues may be reported by the principal to the Department of Human Services.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Aggregated student attendance data is reported to the Department of Education and Training and the wider community each year as part of the annual report.

Evaluation:

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

This policy was last ratified by School Council in....

August 2009

DARNUM PRIMARY SCHOOL

UNIFORM POLICY

Reviewed April 2015

Rationale:

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Dress Code.

Aims:

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To maintain and enhance the positive image of the school in the community.

Implementation:

- After consultation with the school community, School Council has developed a Dress Code that we believe provides choice for the students, allows for students to safely engage in the many varied school activities, and caters for the financial constraints of families.
- The school council have a contractual arrangement with Beleza to supply the prescribed Darnum P.S. uniform items.
- The Dress Code applies during school hours, while travelling to and from school, and when students are on school excursions and/or representing the school.
- There is a range of uniform items available for summer and winter conditions.
- Stud earrings and sleepers worn in the ears, plus watches are the only acceptable jewellery.
- Other than clear nail polish, cosmetics may not be worn at school.
- The only head wear that is acceptable is Sunsmart hats consistent with our Sunsmart policy. They must be worn outside in terms 1 & 4.
- The student Dress Code, including details of uniform items and places of purchase, will be published in the newsletter at the start of each year.
- School Council requires the Principal be responsible for implementation of the Dress Code in a manner consistent with the Student Code of Conduct.
- Parents seeking exemptions to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the principal.
- All uniform items are expected to be clearly labelled/named.

Evaluation:

This policy will be reviewed every two years. Next review due April 2017

DARNUM PRIMARY SCHOOL

SUN SMART POLICY

(Reviewed & passed Nov. 97 School Council Meeting)

Our Sun Smart Policy has been developed to ensure that all students and staff attending this school are protected from skin damage caused by the harmful ultraviolet rays of the sun. It is to be implemented throughout the year, with particular emphasis in Terms 1 and 4.

As part of general Sun Smart strategies, our school will:

Behaviour

- require children to wear hats which protect the face, neck and ears whenever they are outside (eg. recess, lunch, sport, excursions).
- work with the parent community to provide SPF15+ (or higher) broad-spectrum, water-resistant sunscreen for staff and student use.
- encourage the daily application of sunscreen before school and prior to the lunch break.
- encourage children to use available areas of shade for outdoor activities.
- encourage staff and parents to act as role models by practising Sun Smart behaviour.

Curriculum

- incorporate programs on skin cancer prevention into the curriculum at all grade levels.
- regularly reinforce Sun Smart behaviour in a positive way through newsletters, parent meetings, student and teacher activities.
- ensure the Sun Smart Policy is reflected in the planning of all outdoor events (eg. camps, excursions sporting events).

Environment

- schedule outdoor activities before 11:00 am and after 3:00 pm during Terms 1 and 4 whenever possible.
- organise outdoor activities to be held in areas with plenty of shade whenever possible.
- work toward increasing the number of shelters and trees so as to provide adequate shade in the schoolgrounds.

Evaluation

Darnum Primary School Council will review the effectiveness of this policy each year by:

1. Reviewing the Sun Smart behaviour of students, staff, parents and visitors and make recommendations for improvement.
2. Assessing shade provision and usage and make recommendations for increases in shade provision.
3. Updating and promoting curriculum material relevant to Sun Smart activities.

DARNUM PRIMARY SCHOOL

ASTHMA POLICY

Rationale:

Asthma affects up to one in four primary aged children, one in seven teenagers and one in ten adults. It is important therefore for all staff members to be aware of asthma, its symptoms and triggers, and the management of asthma in a school environment.

Aim:

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

Implementation:

- Asthma attacks involve the narrowing of airways making it difficult to breathe. Symptoms commonly include difficulty breathing, wheezy breathing, dry and irritating cough, tightness in the chest and difficulty speaking.
- Children and adults with mild asthma rarely require medication, however severe asthma sufferers may require daily or additional medication (particularly after exercise).
- Professional development will be provided for all staff on the nature, prevention and treatment of asthma attacks. Such information will also be displayed on the staffroom wall.
- All students with asthma must have an up to date (annual) written asthma management plan consistent with Asthma Victoria's requirements completed by their doctor or paediatrician. Appropriate asthma plan proformas are available at www.asthma.org.au
- Asthma plans will be attached to the student's records for reference.
- Parents/guardians are responsible for ensuring their children have an adequate supply of appropriate asthma medication (including a spacer) with them at school at all times.
- The school will provide, and have staff trained in the administering of, reliever puffers (blue canister) such as Ventolin, Airomir, Asmol or Bricanyl and spacer devices in all first-aid kits, including kits on excursions and camps. Clear written instructions on how to use these medications and devices will be included in each first aid kit, along with steps to be taken to treat severe asthma attacks.
- The first aid staff member will be responsible for checking reliever puffer expiry dates.
- A nebuliser pump will not be used by the school staff unless a student's asthma management plan recommends the use of such a device, and only then if the plan includes and complies with section 4.5.7.3 of the School Reference Guide – Asthma Medication Delivery Devices.
- All devices used for the delivery of asthma medication will be cleaned appropriately after each use. See 4.5.7.4 School Reference Guide – Cleaning of Delivery Devices.
- Care must be provided immediately for any student who develops signs of an asthma attack.
- Children suffering asthma attacks should be treated in accordance with their asthma plan.
- If no plan is available children are to be sat down, reassured, administered 4 puffs of a shaken reliever puffer (blue canister) delivered via a spacer – inhaling 4 deep breaths per puff, wait 4 minutes, if necessary administer 4 more puffs and repeat the cycle. An ambulance must be called if there is no improvement after the second 4 minute wait period, or if it is the child's first known attack. Parents must be contacted whenever their child suffers an asthma attack.

Evaluation:

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

DARNUM PRIMARY SCHOOL

HEAD LICE POLICY

Rationale:

Head lice (pediculosis) are tiny insects that live on the human scalp where they feed and breed. Probably between 2-3% of primary school children are infested at any one time. While they do not carry or transmit disease, they are the most common cause of head itch and scratching, therefore, they need to be eradicated.

Aims:

- To respond to reports of head lice quickly and effectively.
- To ensure that an effective process for treating head lice is well known and consistently followed.
- To ensure that parents and guardians are well informed about head lice treatment.

Implementation:

- Anyone can catch head lice.
- Head lice cannot fly, hop or jump. They spread from person to person by head to head contact, and by the sharing of personal items such as combs, brushes and head gear such as hats.
- A completed consent form is necessary before any nominated staff may inspect a students' hair for head lice.
- Upon positive identification of head lice, the principal will ensure that the parents of any infected child are contacted as soon as possible and informed that their child is to be excluded from attending school in accordance with the Health (Infectious Diseases) Regulations 1990 until the children have been treated.
- The principal will also provide parents of infected children with information about head lice treatment and prevention.
- The principal will ensure that information relating to the prevention and eradication of head lice appears throughout the year in the school newsletter, particularly at times of heavy outbreaks.

Evaluation:

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

DARNUM PRIMARY SCHOOL

CONSENT FORM—HEAD LICE INSPECTIONS

Throughout the year, the school will be arranging head lice inspections of students.

The management of head lice infestation works best when all children are involved in our screening program.

The school is aware that this can be a sensitive issue and is committed to maintaining student confidentiality and avoiding stigmatisation.

Before any inspections are conducted staff will explain to all students what is being done and why, and it will be emphasised to students that the presence of head lice in their hair does not mean that their hair is less clean or well kept than anyone else's. It will also be pointed out that head lice can be itchy and annoying and if you know you have got them, you can do something about it.

The inspection of students will be conducted by school staff or local council appointed nurses.

The person conducting the inspections will physically search through each student's hair to see if any lice or eggs are present. In cases where head lice are found, the person inspecting the student will inform the student's class teacher and the principal. The school will send a written notice home with the child and provide parents with comprehensive advice about the use of safe treatment practices which do not place children's health at risk.

Please note that the law requires that where a child has head lice, that child should not return to school until appropriate treatment has commenced.

If at any time you wish to withdraw permission, this must be done so in writing.
.....✂.....

Parent's/Guardian's Full Name:

Address: Postcode:

Name(s) of Child/Children attending the school:

Year Level:

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I hereby give my consent for the above-named children to participate in the school's head lice inspection program for this year.

Signature of Parent/GuardianDate/...../2002

DARNUM PRIMARY SCHOOL

FIRST AID POLICY

Rationale:

To provide initial treatment in the event of sudden illness or injury to students or staff and encourage students to be aware of safety issues involved with first aid.

Aims:

- To provide adequately equipped facilities and essential first aid treatment, including first aid kits and an excursion kit.
- To ensure specific health policies are followed eg. D.S.E. Operations Manual 4, Student Health - Infectious Diseases 4.5., H. & C.S., AIDS/HIV.
- To ensure that there is one Level 2 first aid trained teachers.
- To ensure staff are kept up to date with first aid procedures.
- To appropriately handle sick and injured children.
- To appropriately use the ambulance service.
- To ensure responsible communication with the school about health issues by parents.

Implementation:

- First Aid kits will be maintained in the Sick Bay. A First Aid Kit for excursions is located in the office. A designated parent is responsible for the maintenance of kits.
- Staff will model the correct handling of blood spills with playground accidents and encourage appropriate personal hygiene.
- The school to be responsible financially for providing a currently trained staff Level 2 Workplace First Aider(s).
- Staff will be encouraged to attend training in such areas as CPR, asthma management or other conditions that maybe suffered by students.
- If a child is too ill to be kept at school, the office will notify the parent/emergency contact to arrange for the child to go home or seek medical advice. The premise is that if the child is not well enough to participate in classroom activities they are not well enough to be at school. The child will be observed for assessment purposes or whilst awaiting pick up.
- If during the day a child complains of being unwell over a period of time or suffers a minor injury parents will be notified either personally, by phone, or note.
- If children require medication at school, parents need to consult with the classroom teacher as to its administration.
- In situations assessed as requiring the ambulance service, the ambulance may be rung first (depending on the urgency), then the parents, informing them of the action and need. On arrival at the school the ambulance officer will assume responsibility for further action.
- Appropriate medical information forms to be filled in on enrolment and updated annually to ensure medical information is correct.
- Appropriate records will be kept of:
 - minor injuries
 - accident register (CASES)

- medication notes from parents

Evaluation:

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

DARNUM PRIMARY SCHOOL

INJURIES TO STUDENTS POLICY

Rationale:

All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid.

Aims:

- To administer first aid, and provide adequate treatment for children when in need, in a competent and timely manner.
- To minimise, or eradicate injuries to students whilst at school.

Implementation:

- All injuries to students must be attended to, no matter how apparently minor.
- A comprehensive supply of basic first aid materials will be stored in a locked cupboard.
- A sufficient number of staff (including at least 1 administration staff member) to be trained to a level 2 first aid certificate, and with up-to-date CPR qualifications.
- Any children who are ill or injured will be supervised by a staff member at all times.
- All injuries that occur during class time will be referred to the administration staff who will manage the incident, all injuries that occur during recess or lunch breaks, will be referred to the teacher on duty in the first aid room.
- An up-to-date log book located in the first aid room will be kept of all injuries or illnesses experienced by children that require first aid.
- All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.
- Minor injuries only will be treated by staff members on duty, while more serious injuries-including those requiring parents to be notified or suspected treatment by a doctor - require a level 2 first aid trained staff member to provide first aid.
- Any children with injuries involving blood must have the wound covered at all times.
- No medication including headache tablets will be administered to children without the express written permission of parents or guardians.
- Accidents are to be investigated. This may result in modifications to a work or play area.
- The DE&T Accident/Injury Form LE 375 to be completed and signed by principal and details should be entered on CASES. Serious injuries, fatalities, or any incident that exposed a person to immediate risk to their health or safety must be reported to the Regional Director and DE&T Emergency and Security Management Branch immediately on (03) 9589 6266 and reference should be made to the school's Incident management policy.

Evaluation:

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

DARNUM PRIMARY SCHOOL

REPORTING TO PARENTS POLICY

Rationale:

To communicate the achievements of students and provide recommendations to assist the students future learning and to foster co-operation between parents, teachers and students concerning the student's progress.

Aim:

- The school shall report in writing at mid year and end of the year.
- Confidential interviews will be held throughout the year.

Implementation:

- Confidential mid year and end of year reports will be provided to parents. Copies of same will be kept in individual students files.
- Reports will be written according to VELS guidelines and in a format approved by School Council.
- In June a short reporting format will be used, along with a confidential interview.
- Confidential interviews will be held at the end of Term 4 if requested by parent or teacher.
- Additional Parent/Student/Teacher interviews arranged as required through the Principal.

Evaluation:

Parent survey, informal/formal discussion between parents, teachers and principal as to success of reporting format and may be reviewed on a yearly basis if required.

DARNUM PRIMARY SCHOOL

ASSESSMENT POLICY

Aim:

To promote a positive and responsible attitude towards learning and contribute to the success of all students. The school's assessment practices will be based on collaborative decision making.

Guidelines:

1. Use of the VELS to develop a record of student progress in the 8 K.L.A.'s as a continuum from level 1..
2. Use of VELS and a range of standardised tests to assist in the diagnosis of student strengths and weaknesses
3. Use of support service to assist in the assessment of students as needed.

Implementation:

- Develop units of work and use a variety of strategies and techniques of gathering information on student's progress, that reflect appropriate VELS outcomes for their level.
- By using VELS outcomes and standardised tests students abilities are recognised.
- Assessment reports from Student Support Service staff will be used and acted upon.
- Samples of student's work and VELS and standardised test evaluation records to be kept and passed on by classroom teachers.
- Continual monitoring to ensure the assessment of the VELS and standardised tests reflect an accurate record of classroom practise and student achievement.
- Recommendations in reports are acted upon.

Evaluation:

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

DARNUM PRIMARY SCHOOL

PROFESSIONAL DEVELOPMENT POLICY

Rationale:

Focussed and needs driven professional development programs provide optimum opportunities for professional growth, enhanced diversity, and improved student learning.

Aims:

- To provide opportunity for all staff to further their professional skills and/or qualifications.
- To provide opportunities for staff to further develop their awareness, knowledge and skills in current teaching and learning practices.
- To develop teachers with enhanced skills that in turn will improve student learning.

Implementation:

- Ongoing and needs driven professional development is an obligation of all professionals.
- Each individual's professional development is a shared responsibility between the school and the staff member.
- Each staff member will develop a personal professional development plan that is embedded within, and reflects the performance review process.
- The personal professional development plan will allow for both school identified needs, and those of a personal interest.
- The Principal has the overall responsibility of professional development coordinator. Their role will be to inform staff of professional development opportunities, which in turn will reflect individual staff needs as identified in performance review plans. The Principal will also play a role in coordinating and organising professional development activities for individuals and the whole school, as well as communicating any replacement teacher needs with the booking agency.
- A budget will be allocated to professional development each year and adhered to. Budget implementation will allow, over time, for equity of resources amongst staff, and include an amount for incidental professional development. The Principal and bursar will be responsible for its implementation.
- Staff are encouraged to seek and provide professional development from other staff members within the school.
- All staff attending professional development have a responsibility to report briefly to the remainder of staff about the activity and its benefits etc.

Evaluation:

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

DARNUM PRIMARY SCHOOL

PRIVATE VEHICLES POLICY

Rationale:

While the use of private vehicles to carry out school related business should be minimised - particularly the transport of students - it is recognised that at times staff members are required to use their own private vehicles for school purposes.

Aim:

To ensure any use of private vehicles for school related purposes comply with Department of Education and Training requirements.

Implementation:

- There are times when staff are requested to use their own private vehicles to carry out school related business. These times may include a second vehicle for school camps, collecting mail or banking, transporting staff or students to or from events, or moving equipment etc.
- When establishing such routines or arrangements, it must be understood that neither the principal nor school council have the authority to direct staff to use their own private vehicles.
- When a private vehicle is used to transport students, the parent/guardian of each student must be advised of the name of the driver/s and requested to sign a consent for their child to travel in a vehicle(s) driven by the named driver(s).
- The principal must ensure that any vehicle used for the transport of students is currently registered and that the driver holds a valid drivers licence.
- Accurate records of which students are travelling in which vehicles must be kept in case of a road accident.
- Any vehicle used in connection with the school program or any school function must have a comprehensive insurance policy that includes liability at law by way of damages to an amount of not less than \$200,000 and an indemnity to the Crown – owners insured with GIO, RACV, VACC or AAMI are already covered due to an agreement between DE&T and the insurers.
- The principal must approve any use of a private vehicle for school related business, prior to its use, if the staff member intends to make a claim to school council for reimbursement or to transport students.
- Approval for reimbursement of travel expenses is initially the decision of the Principal, to be ratified at a later date by the School Council.
- All appropriate alternative modes of travel must be sought (eg: availability of DE&T vehicles, car pooling, public transport etc.), prior to an individual using their own vehicle.
- Concerns regarding the reimbursement of travel expenses must be directed to the Principal.

Evaluation:

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

DARNUM PRIMARY SCHOOL

INVESTMENT POLICY

Rationale:

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

Aims:

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

Implementation:

- All grants and other payments from the Department of Education and Training are paid into each school's individual 'at call' High Yield Investment Account.
- These funds, plus locally raised funds, are then transferred into the school's Official Account on a needs basis.
- School council must consider whether or not it should leave excess funds in the High Yield Investment Account, or seek other investment opportunities. The Finance sub-committee of school council will monitor and make recommendations regarding investment of excess funds to school council.
- School Council must maintain a manual Investment Register for all investments other than the High Yield Investment Account. The register will detail date of lodgement, investment institution, account number, amount invested, and terms of investment including interest rate, maturity date and interest earned.
- When considering investment opportunities, school council will ensure that funds are only invested with institutions that are prudentially sound and secure, professionally managed, and have strong financial status in reserves, liquidity and profitability.
- All investment and changes to investments, including the 'roll over' of existing investments, must be approved and minuted by school council, and authorised by the principal and a school council delegate.
- All investments will be made in the name of school council and be reported through CASES.
- The cash-flow requirements of the school must be monitored to ensure that there are sufficient funds available to meet commitments.
- School Council must not deposit money directly into, or make payments directly from an investment account. All receipts and payments must be made via the Official Account with the exception of interest earned and paid directly into an investment account, funds deposited by DE&T directly into the High Yield Investment Account, and schools with ATO endorsement to operate a gift deductible trust fund (eg school library or building fund).

Evaluation:

This policy, plus investment levels, investment terms and types of investments are required to be formally minuted and reviewed by school council annually.

DARNUM PRIMARY SCHOOL

OCCUPATIONAL HEALTH & SAFETY POLICY

Rationale:

A healthy and safe working environment is vital to the successful functioning of our school. Promotion and maintenance of a safe working environment is a responsibility shared by all.

Aims:

- To ensure that appropriate standards of workplace safety are maintained at all times.
- To raise the profile of Occupational Health and Safety issued within the school.
- To create a team approach to health and safety issues.
- To prevent accident, injuries and disease in the workplace.

Implementation:

- Occupational Health and Safety is a shared responsibility of all staff.
- School Council will provide funds to ensure that the appointed workplace Occupational Health and Safety representative receives the appropriate training and accreditation.
- Adequate resourcing will be available to ensure that the workplace meets the appropriate Occupational Health and Safety standards.
- The Occupational Health and Safety representative and/or principal will conduct regular 'walk through' safety audits using checklists contained on pages 38-50 of the 'OH&S Guidelines – Support Material for Schools' document and draft reports for OH&S committee to act upon.
- Issues relating to OHS, for example building works being conducted at the school, will be communicated to all staff via staff meetings and memos.
- Regulations relating to the correct use of equipment and substances will be communicated to all staff and adhered to.
- The required number of first aid trained personnel will be maintained at all times.
- All accidents and incidents will be investigated and reported.
- A formal process of reporting, recording and investigating incidents, including a First Aid Register and a Hazard Alert Register, will be adhered to and maintained.
- WorkCover and rehabilitation issues are to be referred to the Principal as necessary.
- Victorian WorkCover Authority field officers are welcome at our school. Any resulting Improvement Notices or Prohibition Notices will be complied with, and reported immediately to the DE&T Occupational Health & Safety Unit.

Evaluation:

- An annual Occupational Health and Safety review will be conducted by the appointed representative in consultation with the Principal and nominees from the School Council.
- The outcomes of this review will be included within the Buildings and Grounds committee's report to School Council and the community. This policy will be reviewed as part of the school's three year review cycle.

Student Engagement & Well-Being Policy



DARNUM PRIMARY SCHOOL

6 Graham Street
DARNUM VIC 3822

Telephone: (03) 5627 8273

Fax: (03) 5627 8355

Email: darnum.ps@edumail.vic.gov.au

Principal: *Christopher Eeles*

March 2010

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1. School Profile Statement

At Darnum Primary School, positive student engagement and well-being continues to be a high priority. Parents and teachers recognise that this element in a student's academic, personal and social curriculum is essential for continual improvement and development. Darnum Primary School aims to develop aspirant students who find purpose and value in their education. Our curriculum is structured to provide optimum learning experiences and opportunities, to ensure that students feel valued and cared for through our behaviour management systems

Our School Strategic Plan outlines our purpose to further develop:

- Student ability to be adaptable and to lean in a variety of styles and modalities
- A responsible attitude to learning within the school community and a sense of belong in to that community
- The knowledge and skills necessary to become successful members of the community with a positive attitude towards education
- Student belief in the value of education and it capacity to positively impact on their life

Furthermore, as a school community we value

- The social skills of respect, tolerance, responsibility, compassion, social consciousness, honesty, pride and success

We are proud to have developed a culture of not only promoting, providing and maintaining personal wellbeing in students and teachers but also of continually reviewing and evaluating our progress in this area and consequently striving to develop curriculum and programs that support student engagement and wellbeing. We do this in the following ways...

1. By creating and maintaining a positive culture of learning in our daily practices and providing an engaging and innovative curriculum that is appropriate to the developmental stages of children
2. Providing a safe and secure learning environment where students are treated fairly and expectations are clear and reasonable.
3. Providing a stimulating curriculum with a variety of intra-school and inter-school activities that include specialist programs such as the Arts, Information and Communications Technology; Physical Education; camps and excursions; Japanese LOTE; various sporting opportunities; a whole school musicals; intervention programs such as Reading Recovery and Bridges Program; transition programs with the local kindergarten and secondary colleges; an instrumental program and various community linked programs and activities
4. Opportunities for students to develop and experience leadership roles in both formal and informal settings

In summary, the learning community of Darnum Primary School views the development of each child in our school as a shared responsibility of teachers, staff, parents and the wider community. We strive to make the formal learning years to be positive, purposeful and challenging in order to develop aspirant and responsible future citizens. We take accept the responsibility of this in a serious manner and view every child at our school as an individual with specific needs, talents and potential to become the best that they can be.

2. Whole-school prevention statement

Every student at Darnum Primary School has the right to learn in optimum conditions, to feel safe, secure and engaged in their learning environment and to feel connected to their peers, teachers and

wider community. We provide learning opportunities in a fun, supportive and relevant learning environment that both engages and challenges students. We encourage our students to develop the specific skills of Organisation, Resilience, Persistence, Getting Along and Confidence through classroom activities and specific programs such as “Friends for Life”

We believe that it is our responsibility to prepare students both academically and socially for living in a complex and rapidly changing world. Our immediate goals are to increase student connectedness and to demonstrate improved student outcomes in our formal testing and assessments. Our school is committed to providing a safe, happy and engaging curriculum program and we provide multiple opportunities to raise awareness of the friendly, caring and safe culture within our school.

Creating a positive and engaging school culture forms the strong basis on which we believe optimal student learning will occur. In our aim to develop lifelong learners who value education, we currently address the elements of student engagement.

1. Behavioural Engagement – participation in education: including academic, social and extra-curricular activities.
2. Emotional Engagement – reacting emotionally within the school and the classroom and how connected the students are to the school.
3. Cognitive Engagement – being intrinsically motivated to learn

What is currently happening at our school with regard to these elements

Behavioural Engagement	Emotional Engagement
<i>How do we actively teach and promote positive social behaviour?</i>	<i>What do we do to promote connectedness to the school and peers? How do we educate our students about emotional intelligence?</i>
<ul style="list-style-type: none"> • School vision statement that promotes the values of respect, tolerance, compassion, responsibility, social consciousness, honesty, pride and success which is embedded in all programs • Inquiry based learning to ensure students experience success and develop positive self esteem • A curriculum that is based and focused on the developmental stages of growth and personal development. • Buddy programs for Prep and year 5/6 • Leadership opportunities and role modelling for other students through the buddies and senior leadership roles. • Playground 	<ul style="list-style-type: none"> • Provision of varied programs such as Buddy and transition programs; student leadership roles • Various teaching strategies that encourage higher order thinking, self reflection and monitoring • Personal and educational learning goals set by students within appropriate programs • Individual Education Plans that are developed in consultation with teachers, the Principal and SSSO’s • Guidance Officer support for students, teachers and parents/carers • Various teaching and learning strategies which cater for different learning styles

<p>and classroom management plans implemented by teachers in consultation with the principal and SSSO staff</p> <ul style="list-style-type: none"> • Clearly defined classroom expectations that are developed by each grade • Transition programs and strategies for all students 	<p>eg. individual, group, team, mixed ages on special theme days</p>
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3. Rights and responsibilities

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and harassment

Definitions

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

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more

powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

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

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.

- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person’s property
- knocking a person’s books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don’t like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of the School Community

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Rights and Responsibilities of Students

Rights	Responsibilities
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<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
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Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> • parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modeling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive

	<p>communication with school staff regarding their child's learning.</p> <ul style="list-style-type: none"> • support the school in maintaining a safe and respectful learning environment for all students.
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Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments. • use a range of teaching strategies and resources to engage students in effective learning.

4. Shared expectations

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

This is achieved through staff, students and the school community working together using a challenging environment where all students are supported to take responsibility for their personal, social and academic learning empowering them to become productive members of their community.

Expectations of the Principal

- **Provide leadership.**
- **Ensure staff, students and the school community understand their Expectations.**
- **Support staff and students with the resources and support required to assist them in the process of teaching and learning.**
- **Ensure that the curriculum of the school caters for the needs of all**

- students and that the school responds appropriately to students' needs.
- **Lead all sections of the school community in working together to provide a positive and engaging learning community**

Expectations of the Teachers

- **Aim to provide a challenging curriculum that provides for different learning styles and rates of learning including providing Individual Education Plans**
- **Know, understand and provide the optimal learning environment for students.**
- **Provide appropriate intervention in response to student needs both academically and socially.**
- **Encourage student voice, equal opportunity to participate and value student contributions.**
- **Work with parents/carers and students in developing and striving toward student learning goals.**
- **Develop the capacity to utilise a range of teaching strategies and resources to provide an engaging learning environment.**

Expectations of the Educational Support Staff

- **Support teachers in providing engaging learning opportunities for all students**
- **Contribute to student wellbeing through a variety of levels of support**
- **Be accessible and maintain confidentiality**

Expectations of the Students

- **Develop as individual learners through goal setting and the support of teachers.**
- **Participate in school programs using positive and appropriate behaviours and the school's agreed values.**
- **Attend regularly.**
- **Value school resources.**

Expectations of the Parents/Carers

- **Take an active interest in their child's educational progress and wellbeing.**
- **Cooperate with the school and communicate regularly in a constructive manner.**
- **Ensure their children attend school and promote positive educational attitudes.**

Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

5. School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Student management

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines** . Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
Where appropriate, parents/carers should be informed of such withdrawals.
- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
Where students are required to undertake school work after school, the time should not exceed forty-five minutes.
The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm

Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf