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DONCASTER  
SECONDARY COLLEGE

# DONCASTER SECONDARY COLLEGE

## POLICY BOOKLET

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## DIGNITY & RESPECT STATEMENT

*The Department of Education and Training (DET) is committed to providing safe and supportive work environments where diversity is valued and everyone is treated with respect, fairness and dignity.*

*Discrimination, sexual and other forms of harassment, bullying, violence and threatening behaviour are unacceptable.*

*All employees, students, parents and visitors in schools and other DET workplaces are expected to act accordingly.*

*DET (which includes schools) and School Councils, will act to ensure that the safety, security, health and well-being of all employees, students, parents and visitors in schools and other DET workplaces are protected.*

# **DIGNITY & RESPECT STATEMENT (*cont.*)**

## **DIGNITY & RESPECT STATEMENT**

Doncaster Secondary College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

## **RESPONSIBILITIES**

### **AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:**

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

### **AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:**

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

## **DIGNITY & RESPECT STATEMENT (*cont.*)**

### **AS PARENTS, WE WILL:**

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

### **AS STUDENTS, WE WILL:**

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

### **AS COMMUNITY MEMBERS, WE WILL:**

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

### **THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:**

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

# **DIGNITY & RESPECT STATEMENT (*cont.*)**

## **CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES**

### **UNREASONABLE BEHAVIOURS**

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

### **CONSEQUENCES**

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.



# ALLERGIC REACTIONS MANAGEMENT POLICY

## Rationale

DET has directed that schools which have students at risk of allergic reactions should:

- Have an Individual Allergic Reactions Management Plan for each student with allergies in conjunction with their parents/guardian which is reviewed annually
- develop prevention strategies to be used by the school to minimise the risk of an allergic reaction
- develop a communication plan to inform relevant staff, students and members of the school community about students with allergies and how they will be managed
- college nurse to meet with parents or guardians regarding medication and respond appropriately to an allergic reaction
- establish and annually review first aid response procedures for all in-school and out-of-school environments such as excursions and camps
- review each student's Individual Allergic Reactions Management Plan immediately prior to any excursion or camp in which the student is participating with the teacher in charge and any other relevant persons.
- recognise that children with a ASCIA Action Plan [ *Australasian Society of Clinical Immunology and Allergy* ] that is an Allergic Reactions (green) plan while assessed as being at less risk can still have an anaphylactic reaction due to food / insect allergy at any time. General use adrenaline auto injectors held by the school should be administered in the event of anaphylaxis occurring in these children.

## Guidelines

The Department has produced Guidelines for Managing Anaphylaxis in all Victorian Schools see: Department resources below.

All staff should read this document. Some of the information in the Guidelines, such as: 'Signs and Symptoms', 'Duty of Care' and the 'Role of the Parent' will also assist schools to manage mild to moderate allergic reactions.

An Allergy occurs when a person's immune system reacts to substances in the environment that are harmless for most people. These substances are known as allergens and are found in foods, insects, some medicines, house dust mites, pets, and pollen.

This policy applies to a student with a diagnosed food, insect or medication allergy who has a mild to moderate allergic reaction to an allergen. A student with a known food or insect sting allergy who has had a previous severe reaction is usually diagnosed as being at risk of having a severe allergic reaction (anaphylaxis). See Related policies, Anaphylaxis.

Children with allergies who are not considered to have anaphylaxis should be provided with an ASCIA Action Plan for Allergic Reactions (green plan).

Children with associated food allergy and significant asthma are at increased risk for more severe allergic reactions. Where a child with food allergy has active asthma (wheeze or cough with exertion or at night requiring regular treatment with a bronchodilator) it is therefore important that this is identified and managed accordingly.

## ALLERGIC REACTIONS MANAGEMENT POLICY (*cont.*)

Common allergens may include:

- peanuts
- tree nuts such as cashews
- eggs
- cow's milk
- wheat
- soy
- fish and shellfish
- sesame
- insect stings and bites
- medications.

Signs of a mild to moderate allergic reaction include:

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

Children with allergies may still progress to having a severe reaction or anaphylaxis. As this cannot be predicted, children with mild to moderate allergic reactions should be monitored carefully after any reaction.

Signs of anaphylaxis (severe allergic reaction) include **any one** of the following:

- difficult/noisy breathing
- swelling of tongue
- swelling/tightness in throat
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- persistent dizziness or collapse
- pale and floppy (young children)
- abdominal pain and/or vomiting (these are signs of a severe allergic reaction to insects).

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis.

If a student appears to be having a severe allergic reaction, but has not been previously diagnosed with an allergy or being at risk of anaphylaxis, staff should follow the college's anaphylaxis first aid procedures and administer an adrenaline auto injector for general use.

According to the Department's duty of care obligations to students, schools are required to ensure all students feel safe and supported at school. This includes supporting and responding to students with mild to moderate allergies. See: Duty of Care within Related policies.

An allergic reaction can be traumatic for the student and others witnessing the reaction.

It is important to be aware that some students with an allergy may not wish to be singled out or seen to be treated differently.

### **Strategies**

Students diagnosed with food, insect or medication allergies **must request** an ASCIA Action Plan for Allergic Reactions (green) by their medical practitioner.

An individual Allergic Reaction management Plan will be developed based on the ASCIA Green Allergy Plan provided to the College by parents. Parents are requested to make an appointment with the College Nurse to develop the Management Plan.

## ALLERGIC REACTIONS MANAGEMENT POLICY (*cont.*)

This table describes how to manage students with an allergy:

STRATEGY	DESCRIPTION
<b>ASCIA Action Plan for Allergic Reactions</b>	<p>An ASCIA Action Plan for Allergic Reactions (green plan) should be completed by the student's medical practitioner and a colour copy provided to the schools by the student's parents or guardians.</p> <p>The ASCIA Action Plan for Allergic Reactions (green plan) outlines the student's known mild to moderate food, insect or medication allergies and the emergency procedures to be taken in the event of an allergic reaction.</p>
<b>Individual Allergic Reactions Management Plan</b>	<p>An Individual Allergic Reactions Management Plan for each student with a diagnosed food, insect or medication allergy, must be developed in consultation with the student's parents and guardians.</p> <p>These plans include the ASCIA Action Plan for Allergic Reactions (green plan)</p> <p>The plan must also include strategies to prevent and/or reduce exposure to the student's known allergens. Parents will routinely be reminded in the Compass Newsfeed of the importance of this.</p> <p>The Individual Allergic Reactions Management Plan that the school completes in consultation with the parent/guardian must include prevention strategies used by the school to minimise the risk of exposure to known food, insect and medication allergens.</p> <p>A communication plan should be developed which provides information to all school staff, students and parents about the school's response to students with a confirmed food, insect or medication allergy. This will be actioned via Compass and College Newsletters.</p> <p>Procedures for emergency responses to allergic reactions for all in-school and out-of-school activities, including for school camps. For guidance on procedures to follow in an emergency see <b><i>DSC Generic Risk Register and Action plan</i></b>.</p> <p>All school staff have a duty of care for the wellbeing of students with a confirmed allergy. Staff will be notified that individual management plans are available and will consult with parents if any external activity is likely to pose an additional risk.</p> <p>Parents or guardians will be asked to complete the Department's Confidential Medical Information for School Council Approved School Excursions form and may be consulted on relevant strategies to facilitate participation. Consideration will be given to the food provided.</p>

### Evaluation

**College Council will review this policy every three years or as directed by DET.**

**Date reviewed: November 2017**

**Date of next review: 2020**

# ANAPHYLAXIS POLICY

## Rationale

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g., cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication. The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between schools and parents are important in ensuring that certain foods or items are kept away from the student while at school.

## Purpose

To provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the student's schooling.

To raise awareness about anaphylaxis and the school's anaphylaxis management policy in the school community.

To engage with parents/carers of students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for the student.

To ensure each staff member has adequate knowledge about allergies, anaphylaxis and the school's policy and procedures in responding to an anaphylactic reaction.

## Broad Guidelines

- **The College will adhere with ministerial order 706 in relation to guidelines on Anaphylaxis Management.**
- **In the event of an anaphylactic reaction, the school's first aid and emergency response procedures and the student's Individual Anaphylaxis Management must be followed.**

## INDIVIDUAL ANAPHYLAXIS MANAGEMENT PLANS

The Principal will ensure that an individual management plan is developed, in consultation with the student's parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis. This plan will be in place as soon as practicable after the student enrolls and where possible before their first day of school.

The individual anaphylaxis management plan will set out the following:

- Information about the diagnosis, including the type of allergy or allergies the student has (based on a diagnosis from a medical practitioner);
- Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out of school settings including camps and excursions;
- The name of the person/s responsible for implementing the strategies.
- Information on where the student's medication will be stored.
- The student's emergency contact details.
- An emergency procedures plan (ASCIA Action Plan), provided by the parent, that:
  - sets out the emergency procedures to be taken in the event of an allergic reaction;
  - is signed by a medical practitioner who was treating the child on the date the practitioner signs the emergency procedures plan; and
  - includes an up to date photograph of the student.
  - The student's individual management plan will be reviewed, in consultation with the student's parents/ carers:
    - annually, and as applicable;
    - if the student's condition changes; or
    - immediately after a student has an anaphylactic reaction at school.

# ANAPHYLAXIS POLICY (*cont.*)

It is the responsibility of the parent to:

- provide the emergency procedures plan (ASCIA Action Plan);
- inform the school if their child's medical condition changes, and if relevant provide an updated emergency procedures plan (ASCIA Action Plan).
- provide an up to date photo for the emergency procedures plan (ASCIA Action Plan) when the plan is provided to the school and when it is reviewed.
- Provide Epipen and other medication with a valid use by date  
***Please Note when Epipen has expired a new one must be provided.***

## COMMUNICATION PLAN

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

Volunteers and casual relief staff of students at risk of anaphylaxis will be informed students at risk of anaphylaxis and their role in responding to an anaphylactic reaction by a student in their care by the Daily Organiser, Chaplain, Student Wellbeing Leader and other staff as applicable.

## STAFF TRAINING AND EMERGENCY RESPONSE

All staff will be briefed once each semester by a staff member who has up to date anaphylaxis management training on:

- the school's anaphylaxis management policy;
- the causes, symptoms and treatment of anaphylaxis;
- the identities of students diagnosed at risk of anaphylaxis and where their medication is located;
- how to use an auto adrenaline injecting device; and
- the school's first aid and emergency response procedures.

All staff trained once every three years on:

Understanding of what is anaphylaxis, allergy and intolerance;

Causes and recognition of anaphylaxis;

Management of an anaphylaxis episode, including administration of adrenaline auto injector; and

Preventive strategies and risk management.

- **The College will purchase back up Adrenaline Auto Injections**
- **The College will complete an annual Risk Management Check list**
- **The College will develop prevention strategies to minimise the risk of an anaphylactic reaction and audit as required.**

## Evaluation:

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: August 2016***

***Date of next review: 2019***

# ASSISTANT PRINCIPAL CONTRACT RENEWAL POLICY

## **Rationale**

Principals are responsible for the contract renewal process for assistant principals. An assistant principal's contract can be renewed at or below the assistant principal's current remuneration range but not at a higher remuneration range.

The principal's course of action may be influenced by a number of factors including changes:

- in the workforce plan
- in the structure of the school's staffing profile
- to the school strategic
- in the work value of the position

Any concerns about the performance of an assistant principal would normally be known and should have been addressed by the principal well in advance of contract renewal considerations.

## **Purpose**

To ensure that Assistant Principals and Principals have adequate time and knowledge of school factors to discuss and arrive at an agreement regarding Assistant Principal Contract renewal.

## **Broad Guidelines**

- **The College will adhere with Human Resources:  
Contract Renewal  
Assistant Principals & Tenure Renewal  
Leading Teachers Guidelines**

In determining whether an assistant principal's contract is to be renewed the following process will apply:

- Not less than six months prior to the expiration of the assistant principal's existing contract of employment (unless otherwise agreed), the principal will meet face-to-face with the assistant principal to confer with the view to reaching agreement as to whether the assistant principal shall be re-appointed for a further period.
- The outcome of this meeting will be:
  - The contract of employment will be renewed for a specified period of time of up to five years, or
  - The principal advises that the position no longer exists. This situation would occur where the principal determines not to have the position or the role of the position is substantially altered and the position will be advertised, or
  - The principal advises that issues of concern exist which may affect contract renewal and that the assistant principal has the opportunity to respond to these issues. In this case the advice provided by the principal to the assistant principal shall be in writing and will outline the issues which are of concern. The assistant principal will have an agreed period to respond in writing to the issues raised by the principal. The principal will, in deciding whether to renew a contract, consider the issues raised and any response of the assistant principal to these issues, or
  - The principal and the assistant principal cannot agree on renewal and the position will be advertised.
- In accordance with the contract of employment the principal and the assistant principal will, no later than four months (or such other time as agreed) prior to the expiration of the contract, inform each other of their decision. Where there is no substantive principal or a principal is not in charge of the school the Regional Director will make appropriate arrangements for the contract renewal process for the assistant principal.

## ASSISTANT PRINCIPAL CONTRACT RENEWAL POLICY (*cont.*)

Where an assistant principal's contract of employment is not renewed and the person does not enter into a further contract of employment, he or she will be employed as follows:

- if the remuneration of the assistant principal was above remuneration range 2, as an assistant principal and paid within remuneration range 2 for a period of three years; or
- if the remuneration of the assistant principal was at remuneration range 1 or range 2, as a leading teacher for a period of three years.

Where an assistant principal's contract of employment is not renewed, that employee must be accommodated within the Student Resource Package of the employee's substantive school.

Administrative procedures and proformas are available on HRWeb at:

<http://www.education.vic.gov.au/hrweb/careers/Pages/emplcont.aspx>.

An assistant principal who is dissatisfied with a renewal decision may seek a review of the renewal decision through the Merit Protection Boards in accordance with the appropriate Ministerial Orders. The only grounds for review of a non-renewal decision are that the renewal process was procedurally deficient or that the decision is demonstrably inconsistent with the evidence presented. The Merit Protection Board will either:

- disallow the grievance and confirm the renewal decision; or
- uphold the grievance and direct that the procedural deficiency in the renewal process be corrected; or
- uphold the grievance and direct that the decision be reconsidered.

### **Evaluation:**

***This Policy to be reviewed when the new Victorian Government Schools Agreement is ratified.***

***Reviewed: March 2015***

***Date of next review: 2018 or as directed by DET***

# ASTHMA POLICY

## Rationale

Asthma is one of the most common causes of absenteeism in schools and the most common cause of hospitalisation of young people. One in seven adolescent children has asthma. Doncaster Secondary College recognises that this condition can be serious and life threatening so it is crucial that staff are well equipped to deal with instances of asthma.

## Aim

Asthma is treatable and preventable and with the right encouragement, support and education the students at Doncaster Secondary College can lead full and normal lives – this is our aim.

## Broad Guidelines

Doncaster Secondary College will cater for students suffering from asthma by:

- Maintain registration with the Asthma Foundation as an Asthma Friendly School;
- Training staff in how to deal with mild to severe attacks and calling an ambulance to assist when required;
- Having asthma medication readily available to students both at the Health Centre and in first aid kits located around the College and taken on excursions and to sporting activities;
- Ensuring that students suffering asthma have asthma action plans which are updated annually;
- Ensuring that asthma action plans and medication are available for first aiders attending College camps;
- Ensuring protocols are in place for students suffering asthma including:
  - students being permitted to leave class at once when the need arises for treatment;
  - students being able to carry asthma medication with them at all times;
  - students being encouraged to use medication via a spacer to assist with fast and more effective delivery of reliever medication; and
  - students being encouraged to use reliever medication before sport to prevent attacks.
- Offering asthma education within the health curriculum;
- Offering asthma education to parents via the College Newsletter; and
- Displaying first aid poster around the College.

## Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: March 2015***

***Date of next review: 2018***



# BULLY PREVENTION POLICY

## Rationale

Doncaster Secondary College recognises that all people should be able to work, learn, interact and socialise in an environment which is free from harassment. All people have a right to be free from harassment under the **Commonwealth Sex Discrimination Act 1984** and the **Victorian Equal Opportunity Act 2010**. The College Rules state that students are expected to treat each other with respect. Doncaster Secondary College recognises that it must endeavour to provide a safe and supportive environment where each child's emotional and physical wellbeing is nurtured and where children are treated as individuals.

## Definition

### **Bullying**

Bullying is repeated verbal, physical, social or psychological aggressive behavior by a person or group directed towards another person or group causes harm, distress or fear. It can include:

- physical bullying, e.g., pushing, tripping, hitting a person or damaging, removing and hiding another's possessions;
- written/verbal bullying, e.g., teasing, putdowns, name calling, abusive language;
- gesture bullying, e.g., body language, intimidating 'looks', obscene gestures;
- extortion bullying, e.g., demands for money, possessions;
- exclusion bullying, e.g., leaving someone out of activities on purpose;
- telephone bullying, e.g., telephone threats, hang-ups;
- cyber or electronic bullying, e.g., threats or harassment via social media;
- threats of violence

## Purpose

In keeping with Doncaster Secondary College's responsibilities and the belief that the College should provide a safe and supportive environment in which individuals respect each other, the College aims to:

- provide a school environment which is free from harassment;
- eliminate, as far as possible, harassment; and
- empower and provide resolution for individuals who have been harassed.

# BULLY PREVENTION POLICY (*cont.*)

## Guidelines

The College will:

- seek to provide a safe environment for students, teachers and visitors;
- seek to provide a supportive environment which encourages positive relationships between students, their peers and teachers, and in which individuals are able to take appropriate action in relation to harassment;
- seek to ensure that students, staff and community are fully aware of the Bully Prevention Policy and have access to informative materials relating to bullying;
- implement the Bully Prevention Policy and Student Code of Conduct in a fair and consistent manner;
- encourage reporting of and respond promptly to all reports of bullying;
- expect that staff model appropriate behaviour on a consistent basis; and
- implement strategies to counter bullying, including:
  - continued provision of a supportive student welfare and management structure comprising Sub-school and Level Coordinators, College Chaplain and a Student Wellbeing Leader;
  - incorporation of material on harassment / bullying in the curriculum, e.g., Health Education, choice of novels;
  - provision of counselling for students involved in bullying;
  - ensuring that students understand the nature of bullying, how to respond to it and that bullying is not acceptable behaviour, through the inclusion in the student planner of information concerning bullying and through information provided by Level Coordinators at student assemblies and in counselling;
  - establishment of consistent classroom management plans;
  - the provision of special programs conducted by External Agencies, the Student Wellbeing Leader and College Chaplain;
  - involvement of students, e.g., SRC Representatives, in developing strategies to prevent harassment;
  - involvement of families, as appropriate, in dealing with individual cases of bullying;
  - provision of advice to the College community via the Newsletter, Parent portal or at information evenings on how parents can support their children;
  - conducting surveys to investigate and monitor bullying;
  - monitoring College grounds; and
  - providing staff resources in relation to bullying.

## BULLY PREVENTION POLICY (*cont.*)

### Procedures Relating to Incidents

- The bullied / harassed person or the person who witnesses or who becomes aware of the bullying/harassment should contact one of the following people: Classroom teacher, Level Co-ordinator, Student Welfare Leader, College Chaplain, Assistant Principal or Principal.
- The incident will be investigated promptly, thoroughly and with discretion in a timely manner.
- The person who has been bullied / harassed will be supported through counselling and offered assistance to develop strategies to manage the situation.
- Students who have bullied / harassed will be required to modify their behaviour and will be provided with counselling to assist in this process. Graded sanctions will apply and incidents of a serious nature may be immediately responded to following Student Engagement Policy guidelines.
- The parents of students involved in cases of serious bullying/harassment will be notified about the situation and their assistance sought in seeking a solution to the problem.
- All complaints regarding harassment involving staff will be dealt with according to the **Department of Education's Guidelines for Managing Complaints 2016**.

### Evaluation:

*College Council will review this policy every three years or as directed by DET.*

**Date reviewed:        October 2016**

**Date of next review: 2019**

# CAMPS, TOURS, EXCURSIONS & EXTRA CURRICULAR ACTIVITIES POLICY

## Rationale

Camps, Tours and Excursions are seen as an integral part of the school curriculum as they enable students to explore, extend and enrich their learning and their social skills development, in a non-school setting. These activities complement, and are an important aspect of the educational programs offered at the school. An excursion which takes place in a single day is defined as any activity beyond the school grounds.

## Purpose

- To reinforce, complement and extend the learning opportunities beyond the classroom.
- To develop an understanding that learning is not limited to school, and that valuable and powerful learning takes place in the real world.
- To provide a safe, secure learning experience for students in a venue external to the school.
- To further develop social skills such as cooperation, tolerance, communication, individual and group interaction.
- To further develop problem solving and life survival skills.
- To extend understanding of students' physical and cultural environment.

## Broad Guideline

All requests for events as defined above must be submitted to the Compass Planning Groups (CPG) in accordance with the College Guidelines. Once approved by the CPG, all camps, tours, high risk excursions or day excursion by sea or air require College Council approval. The organising staff member must liaise with, and submit all necessary approval paperwork to College Council, via the Camps Coordinator/Assistant Principal in a timely manner.

The Planning Group will ensure that all excursions, transport arrangements, emergency procedures and staffing comply with DET guidelines.

Refer to: [www.education.vic.gov.au/school/principals/safety/pages/outdoor.aspx](http://www.education.vic.gov.au/school/principals/safety/pages/outdoor.aspx)

Once the excursion has been approved, the online 'Notification of School Activity' at: [www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp](http://www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp) will be completed three weeks prior to the excursion departure date.

College Council is responsible for the approval of:

- Overnight excursions;
- Camps;
- Interstate visits; (subject to final DET approval for staff attending)
- International visits; (subject to final DET approval for staff attending)
- Excursions requiring sea or air travel, weekends or during school holiday period;
- Adventure activities; and
- Extra-Curricular Activities, eg: Presentation Ball, Valedictory Assembly

The CPG is responsible for the approval of all single-day excursions other than those that must be approved by College Council, as mentioned above.

A range of factors are taken into consideration by the Planning Committee and/or College Council, including:

- The contribution of the activity to the school curriculum;
- The adequacy of the planning, preparation and organisation in relation to the school policy and the guidelines and advice provided by DET;
- Information provided by community groups and organisations that specialise in the activity proposed;
- Appropriateness of the venue and timing of activity;
- The provisions made for the safety and wellbeing of students and staff;
- The experience and competence of staff relevant to the activities being undertaken;
- The following guidance documents will also be referred to **OHS Risk Register** and the **DSC Generic Risk Register**.

# CAMPS, TOURS, EXCURSIONS & EXTRA CURRICULAR ACTIVITIES POLICY *(cont.)*

- The adequacy of the student supervision;
- The high risk nature of some activities;
- Emergency procedures and safety measures; eg: those in bushfire prone areas
- Staff-student ratios; and
- Student experience.

Prior to the event, parent/carers are to be made aware that DET does not provide student accident cover and that they need to make their own arrangements for cover.

## Expectations

- The Department's requirements and guidelines relating to preparation and safety will be observed in the conduct of all excursions, camps and tours.
- The Principal or their nominee will ensure that full records are maintained regarding the camp/excursion.
- The Principal or their nominee will ensure that adequate pre-excursion planning and preparation, including the preparation of students, takes place.
- Satisfactory arrangements will be made to provide continuous instruction for the students remaining at the school during the absence of staff accompanying an excursion.
- The Department of Education and Training (DET) will not be involved in any expense associated with the conduct of excursions. The school may choose to subsidise some excursions or some student's expenses.
- Prior to conducting a camp or excursion, the approval of the Planning Committee (and College Council where applicable) is required. College Council must approve overnight or adventure activities.

All DET requirements and guidelines that apply to the conduct of excursions are also applicable to all overseas and interstate (domestic) camps/tours.

## Arrangements for payments

All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an excursion, are invited to discuss alternative arrangements with the Principal or Business Manager. Decisions relating to alternative payment arrangements will be made by the Principal or Business Manager in consultation with the appropriate staff, on an individual basis.

All families will be given sufficient time to make payments for excursions. Parents will be provided with permission forms and excursion information clearly stating payment finalisation dates. Children whose payment has not been finalised by published timeline will not be allowed to attend unless alternative payment arrangements have been previously organised with the Principal or Business Manager.

## Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: June 2017***

***Date of next review: 2020***

# CAREERS AND WORK EDUCATION POLICY

## **Rationale**

Career Development is the process of managing life, learning and work. Work places are rapidly changing and pathways to employment are significantly different than they were in the past. Appropriate and adequate preparation for transition to work (via study or by direct entry) is of critical importance. Students need to be equipped to manage their own Career Development as they navigate their way through education and training, into employment and fulfilling working lives. Self-awareness activities and assessments assist students to recognise and consider their personal skills, interests and abilities when making Career plans and choices.

## **Purpose**

- To help students gain an insight into themselves as individuals.
- To help students understand and accurately identify appropriate career destinations.
- To help students develop their career management skills so they are well prepared to progress into their desired career pathway.
- To ensure that students are aware of pre-requisites and the implications of decisions they make in respect to course and subject selection.

## **Broad Guidelines**

- A comprehensive program of Work Education incorporating course and career advice and participation in a Work Experience Program will be offered. *Doncaster Secondary College will address the requirement outlined in the Ministerial Order 382 (as amended January 2017) – [Work Experience Arrangement Form], the Ministerial Order 55 (as amended January 2017) – [Structured Workplace Learning Arrangement Form] and the Ministerial Order 870 – [Child Safe Standards].*
- Students undertaking part in the Work Experience or Structured Workplace learning placements will be monitored and supported through direct contact with employers, guidelines and counselling by the College.
- Direct classroom teaching in the specific areas of course selection will be provided.
- There would also be some integration of career options/electives within the broader curriculum.
- Individual counselling will be available, utilising a range of resources and tools to support career exploration and development.

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed            October 2016***

***Date of next review: 2019***

# CASH HANDLING POLICY

## **Rationale and Purpose**

Effective financial management provides the school with enhanced educational opportunity.

To provide a financially well managed school that minimises risk when handling cash.

## **Guidelines**

### **Office Collection:**

- All monies will be receipted by the student payment office. No cash to be kept or receipted by students, non-office staff or volunteers.
- All money to be receipted through CASES21. Official receipt provided immediately for all monies received.
- Prior to banking reconcile total receipts for the day with total of cash, credit card transaction and cheques to be banked. In addition, settlement on the EFTPOS terminals should be performed at the same time as the batch is updated.

### **Collection for events out of Office Hours:**

- There are a range of events held out of school hours where cash may be collected, such as for student theatrical or musical performances;
- Staff or students supervised by a staff member may collect cash;
- The names of those receiving the cash will be recorded by the Accounts Receivable person;
- The cash will be kept in a lockable cash box;
- The nominated staff member will deposit the money in the Business Mangers office immediately following the event; and
- The cash will be receipted by 2 office staff within 1 business day.

### **Collection of cash by students:**

Students may collect cash for special events such as out of uniform day or themed events.  
(eg. Valentine's Day)

- Collection of cash for students will where practical be under staff supervision.
- In instances where students are collecting cash when there is no staff member available, for instance during a lunch period, there must be a least two nominated students collecting the cash
- A record will be kept of the names of the students making the cash collection.
- The cash will be kept in a supplied container.
- There will, where practical, be a record of the monies received. The record at a minimum should include the number of items traded and where possible, the name of the purchaser.
- After the collection, the money will be brought to the office by at least two students whose names have been recorded.

## CASH HANDLING POLICY (*cont.*)

### Banking:

- Cash will be prepared for banking using CASES21 and reconciling with total money received and the total amounts recorded through CASES 21.
- The depositor will sign a bank deposit slip as applicable.
- Bank reconciliations will be performed on a regular basis in accord with DET guidelines.
- All cash is to be kept either in the secure cash drawer or the safe during the day. At the end of each day, any cash not banked must be secured in the safe. Access to the safe room is to be restricted.
- There will be a chain of custody records kept when cash is moved. Sign off from one point to another must include name/signature.
- Duties should be segregated where possible following DET guidelines.
- The school will not cash personal cheques.
- Any discrepancies should be reported to Business Manager for immediate investigation.
- Any discrepancies that cannot be accounted for should be immediately reported to the Principal.
- All cases of suspected or actual theft of money, fraud, misappropriation or corruptions are to be reported to Executive Director, Audit and Risk Division, DET [fraud.control@edumail.vic.gov.au](mailto:fraud.control@edumail.vic.gov.au)

### **Evaluation:**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: March 2017***  
***Date of next review: March 2020***



# CHILD PROTECTION / MANDATORY REPORTING POLICY

## **Rationale and Purpose**

Schools have a key responsibility in the prevention and reporting of child abuse and neglect under the Children, Youth and Families Act 2005 CYFA (Vic.). Child abuse is an act by parents or caregivers that endangers a child or young person's physical or emotional health and development. Child abuse can be a single incident but usually takes place over time. Child abuse includes physical abuse, sexual abuse, emotional abuse or neglect. In Victoria, under the Children, Youth and Families Act 2005 (Vic.) a child or young person is a person under seventeen years of age. In addition to the mandatory reporting obligation, teachers have a duty of care responsibility to protect students from harm that is reasonably foreseeable. It should be noted that everyone has a moral responsibility to report all types of known or possible child abuse.

Under sections 28 and 31 of the Children, Youth and Families Act 2005 (Vic.), any person may make a report to the Department of Human Services or to family services such as Child FIRST and Child Protection. Section 182 of the Act lists those professionals who are obliged to notify protective services if they form a belief, based on reasonable grounds, that a child has suffered, or is likely to suffer significant harm as a result of physical injury or sexual abuse, or if the child's guardians have not protected or are unlikely to protect the child from harm of that type.

## **Broad Guideline**

- Professionals who are legally required to report child physical and sexual abuse include:
  - registered principals and teachers (including pre-service and visiting teachers)
  - registered medical practitioners and psychiatrists
  - registered nurses including school nurse

Non-professional i.e. – all adults are legally required to report sexual abuse under changes in Victorian law. It is an offence for any adult not to disclose child sexual offence by an adult against a child aged under 16 to the police. In the school context this requires all staff to report not just teaching staff, nurses and psychiatrists.

All mandated notifiers are able to share information, without legal or professional consequences, with family services such as Child FIRST and Child Protection to help protected vulnerable children.

- Principals and teachers can share information and make a referral to Child FIRST when they have significant concern for a child's wellbeing, but do not believe that the child needs protection.
- If a reasonable belief is formed that a child is in need of protection, then the teacher or principal that formed the belief must make a report to Child Protection.  
Additionally, Child FIRST and Child Protection will consult with the staff member when they are deciding how best to respond to a referral or a report they have received.  
The legislation allows the sharing of relevant information with family services about a vulnerable child without concern about legal or professional consequences, provided that the

## CHILD PROTECTION / MANDATORY REPORTING POLICY (*cont.*)

- Any mandated professional who believes in good faith that a child is in need of protection must make a report to Child Protection without delay. Seeking assistance or advice should not delay the reporting process. The report should be filed on the same day as the belief is formed.
- If an assessment is made that the child is not at immediate risk or harm, a referral to Child FIRST can be made.
- A report must be made to the Department of Human Services each time an instance of abuse occurs based on reasonable grounds for your belief.
- There is no requirement to prove that the child has been abused to notify the Department of Human Services.
- School staff do not require the permission of parents, carers or guardians to make a report to Child Protection, nor are they required to tell parents, carers or guardians that they have done so. Consent should not be sought if it is believed that it will put the individual making the report or the child at risk.
- It is an individual responsibility to report belief – it is not the responsibility of the organisation or of a supervisor.
- If the Principal does not share the belief of the individual, that a child or young person is in need of protection, the individual must still notify The Department of Health and Human Services of
- their belief. However, it is recommended that the Principal be informed that a report has been made.
- If a group of mandated professionals share the belief, based on reasonable grounds, that a child or young person is in need of protection from physical or sexual abuse, then only one mandated person needs to make the report. However, each individual must be satisfied that the report is made promptly and that all the reasonable grounds are included in the notification.
- Individuals are not legally required to notify Child FIRST or Child Protection if they form a reasonable belief that a child is in need of protection in their private life or when working in a capacity that is not directly related to the professional affiliation under which they are mandated, however such reports can be made voluntarily.
- Details of a mandatory report should remain confidential.
- Children can only be reported under the age of 17 years.

# CHILD PROTECTION / MANDATORY REPORTING POLICY (*cont.*)

Under the Children, Youth and Families Act 2005 (Vic.), the identity of the notifier remains confidential unless:

- they choose to inform the child and/or the child's parents or guardians of the notification themselves.
- they consent in writing to their identity as the notifier being disclosed by family services.
- the court decides that it needs the information provided in the report in order to ensure the safety and wellbeing of the child.
- the court decides that it is satisfied that in the interests of justice evidence be given.

For courts to order disclosure of a notifier's identity, there is a requirement that exceptional circumstances exist.

Non mandated people who believes on reasonable grounds, that a child is in need of protection, should report their concerns to the Principal immediately.

Non mandated staff include:

- Registered Psychologists
- Social workers, Speech Pathologists, Aides
- Non-teaching staff including administration, canteen staff, cleaners.

**See also:**

[http://www.dhs.vic.gov.au/data/assets/pdf\\_file/0003/582591/flowchart-mandatory-reporting-27-5-10.pdf](http://www.dhs.vic.gov.au/data/assets/pdf_file/0003/582591/flowchart-mandatory-reporting-27-5-10.pdf) for practical advice on the steps to be taken when making a mandatory report.

## **Consequences for not complying**

If a mandated reporter fails to notify of their belief on reasonable grounds, it is considered to be an offence under the Children, Youth and Families Act 2005 (Vic.) and can lead to criminal prosecution.

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: June 2017***

***Date of next review: 2020***

# CLOSE CIRCUIT TV POLICY

## **Rationale**

The purpose of the CCTV system at Doncaster Secondary College is to provide staff, students, and visitors with a safe environment in which they can work and learn.

The provision and use of Closed-Circuit Television (CCTV) supports the maintenance of this secure environment by ensuring an appropriate level of surveillance of the grounds and facilities. It also provides enhanced capability to protect Doncaster Secondary College assets against vandalism and theft. The visual presence of CCTV cameras provides a strong deterrence against inappropriate behaviour, and will often serve to reassure students that they are protected whilst within the College.

## **Purpose**

The purpose of this Policy is to regulate the management, operation and use of the closed circuit television (CCTV) system at Doncaster Secondary College. This policy outlines the way the CCTV system will operate to providing security, whilst ensuring that the privacy of individuals is protected in accordance with the Doncaster Secondary College "Privacy Policy" (available at [www.doncastersc.vic.edu.au](http://www.doncastersc.vic.edu.au)) and applicable legislation.

## **Broad Guidelines**

### **School Approach and Use**

Closed-Circuit Television operates through the use of dedicated cameras to transmit a video image to a specific set of monitors and secondary devices. Access to the images shown on these monitors is available to authorized persons from Doncaster Secondary College staff who uses the material for one of the following security purposes:

1. To prevent, deter and detect contravention of the Code of Conduct;
2. The provision of visual coverage for the management of emergencies.

Access to the CCTV recorded footage is limited to authorised staff, authorised Police and Security Personnel with a legitimate reason to view and/or otherwise use the captured footage, including the provision of evidence in support of prosecution of criminal or illegal behaviour.

The Principal Class Team, Leading Teachers, Level Coordinators and the Facilities Manager are authorised to view any footage. These people have the discretion to call in another member of staff to view footage for the purpose of identification of persons captured in the images.

Any private use of this system or material produced, or use inconsistent with the purpose and procedures outlined within this policy will be considered misconduct, and disciplinary action will be taken.

Appropriate signage must be in place to notify all persons entering Doncaster Secondary College that CCTV cameras are in use, and accordingly, that they may be filmed during their visit. The wording of this signage is to be as follows:

### **WARNING**

#### **24 Hour Surveillance Monitoring These Premises**

Information on your rights under privacy legislation and Doncaster Secondary College's privacy policy may be accessed at the following URL: <http://www.doncastersc.vic.edu.au>

## **CLOSE CIRCUIT TV POLICY (cont.)**

In general, installation of CCTV cameras in Doncaster Secondary College will be limited to places such as the entrances to the school, corridors, locker areas, computer labs and areas prone to vandalism. In accordance with applicable legislation, cameras will not be used to capture or view private activities unless clear and obvious signage is placed within the area in which the activities take place. Cameras will not be installed in private areas such as toilets, change rooms, staff rooms or to monitor student or staff performance. Hidden or covert cameras are also prohibited.

The planning and design has endeavoured to ensure that the scheme will give maximum effectiveness and efficiency, but it is not possible to guarantee that the system will cover or detect every single incident taking place in the areas of coverage.

### **Management Responsibility**

The Doncaster Secondary College Facilities Manager has the responsibility for the ongoing management of the CCTV system. The Facilities Manager is charged with:

1. Controlling the operation of the CCTV system to ensure that it is within the requirements of Government legislation and Doncaster Secondary School policies;
2. Providing advice on the location of and utility of cameras and storage mediums;  
and
3. Supporting the maintenance and upgrade of the cameras where necessary.

A regular review program will also be undertaken to ensure that existing cameras are situated in the most appropriate locations, and are correctly installed so as to ensure the most effective coverage.

This review will also assess the effectiveness of the coverage provided by the network, and make recommendations to the College Principal and College Council for any further improvement of its capabilities.

### **Operating Staff Rules**

All persons involved in the operation of the CCTV system are expected to exercise care to ensure appropriate viewing of cameras and to prevent improper disclosure of the recorded material. Principal Class members, Leading Teachers and Student Managers' are authorized by this policy to access footage via a request to the Facilities Manager. In the case of Leading Teachers and Student Managers, the request must be made via a member of the Principal Class. Records of all viewings will be documented using the "Recording of Viewing of CCTV footage. (Appendix A).

All staff will be briefed on the requirements of this Policy, along with details of Doncaster Secondary College Privacy Policy, and advised that disciplinary procedures will apply in the event of any inappropriate actions.

### **Storage of Footage**

Electronic media is kept for 7 - 28 days. If no request has been made to view or access footage during this 28 day period, the electronic media is over written.

# CLOSE CIRCUIT TV POLICY (*cont.*)

## **Access to and Disclosure of Images to Third Parties**

All employees should be aware of the restrictions set out in this Policy in relation to access to, and disclosure of, recorded images.

1. Access to recorded images will be restricted to those persons who need to have access in order to achieve the purpose(s) of using the CCTV equipment.
2. All access to the medium on which the images are recorded should be documented according to appendix A.
3. Disclosure of the recorded images to third parties will be limited to the following classes of persons/agencies:
  - Law enforcement agencies, where the images recorded would assist in a specific enquiry;
  - Law enforcement agencies where the images would assist a specific criminal enquiry; and
  - Relevant legal representatives.
  - Recorded images will not be made publically available

**Department policy states that if a parent or student or former student requests information and documentation, it may be released if:**

- the document/information was given to the school by the student
- the document/information was previously given to the student
- the document is publicly available

Source: <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/requestinfo.aspx>

All other documents may be requested through the Freedom of Information process, which determines whether the document or parts of the document may be released or redacted using the relevant exemptions under the Freedom of Information Act 1982 (Vic).

An FOI request can be made by contacting the Manager of Freedom of Information and Privacy at:  
Department of Education and Training  
GPO Box 4367 MELBOURNE VIC 3001  
Telephone: 9637 2670 or 9637 3134  
Fax: 9637 2730  
Email: [foi@edumail.vic.gov.au](mailto:foi@edumail.vic.gov.au)

Details about the FOI process can be found here:  
<http://www.education.vic.gov.au/school/principals/spag/governance/Pages/foi.aspx>

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

**Reviewed: March 2015**  
**Date of next review: 2018**

# CLOSE CIRCUIT TV POLICY (cont.)

## APPENDIX A

### CCTV – Doncaster Secondary College

#### RECORDING OF VIEWING BY AUTHORISED SCHOOL STAFF

Date and Time Image Viewed:

Date:..... Time:.....

Name of Person/s Viewing the Image:

Name:..... Title/ Position of Responsibility:-

.....	.....
.....	.....
.....	.....
.....	.....

Reason for the viewing:

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Summary of footage viewed:

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Follow up action:

.....  
.....  
.....  
.....  
.....

Signature of staff member viewing footage: .....

Authorised school staff member: .....

# CRITICAL INCIDENT PLAN POLICY

## **Rationale and Purpose**

Doncaster Secondary College recognises that critical incidents can occur at school anytime. These include but may not be limited to:

- the sudden death of a student or staff member
- the suicide of a student or staff member
- witnessing murder, death or severe injury or disaster at the school
- significant vandalism of school property
- terminal illness of a member of the school community
- natural disaster
- unusual or unfavourable media attention

The school recognises that these incidents can evoke strong emotions, stress and have the potential to overwhelm members of the school community and their ability to cope and function during or after the incident has occurred. The Critical Incident Policy addresses six phases in which management and leadership should ensure the incident is adequately addressed and that the physical, social and emotional state of groups and individuals are acknowledged.

## **Implementation**

The school will have a critical incident management team that comprises of:

- Principal
- Assistant Principal
- Leadership Team Members
- School Council President
- Other nominated staff (at the discretion of the Principal).

## **Phase 1 – Identification**

- Identification of potential and actual critical incidents will help individuals and groups begin the process of readjustment and acceptance;
- The management team will assess individual critical incidents on their merits and put in place procedures to support all key stakeholders.

## **Phase 2 – Critical Incident Management**

- Using a timeline as determined by the Critical Incident Management Team, the following steps need to be completed as appropriate:
  - Obtain factual information;
  - Activate Critical Incident Management Team;
  - Full staff briefing to inform all staff;
  - Office staff provided with a written statement;
  - Make contact with families of those at risk;
  - Identify at risk students, staff and parents and refer to the Principal, Assistant Principal, Well-being staff and if necessary organise external counselling support;
  - Students informed in class groups, ideally at the same time. Teachers to be given clear, factual written information to ensure consistency. Students will be offered support. Check for absentees and the Principal or delegate to notify these students when next at school;
  - Parents will be informed via a newsfeed of the facts, school's response and the facilities for parents for support;



## **CRITICAL INCIDENT PLAN POLICY (*cont.*)**

- The Department of Education and Training (DET) will be informed through the Emergency and Security Management Unit (03) 9589 6266;
- Any statements and contact with media MUST be directed through the Principal or Assistant Principals. No staff member is to speak to the media.
- Debrief with staff daily and keep them informed. A member of the Principal Team will contact the DET Media Unit for advice.

### **Phase 3 – Counselling Team**

- Students, staff and parents will have varying degrees of responses to a critical incident that may require ongoing and regular support at school and at home.
- It is the responsibility of the Leadership Team and the Critical Incident Team to put in place counselling and appropriate intervention. Student Welfare Leader, Chaplain, School Psychologist and any additional guidance and social workers may be provided for short term or ongoing support.

### **Phase 4 – Re-Establishment of Staff and Students**

- A sense of normality needs to be established at the school. Although there has been a significant critical incident, regular patterns of management and school life need to be resumed. These can be presented through reinforcing school rules and norms, logical consequences for inappropriate behaviour, newsletter carrying positive aspects of school life and parents encouraged to contact the school.

### **Phase 5 – Debriefing**

- Bringing closure to the critical incident involves a formal debrief with parents as appropriate and staff. This may take the form of:
  - Formal meeting with professional input
  - Question time to address any unanswered questions
  - Staff and parent session to seek additional information
  - Organisation of a ritual of closure

### **Phase 6 – Critical Incident Review**

- The Leadership Team, Critical Incident Management Team and any other relevant personnel will review the management and processes that have taken place and make adjustments where necessary for future actions.

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: November 2017***

***Date of next review: 2020***

# CURRICULUM RESOURCES POLICY

## **Rationale**

To encourage students to develop skills to access the full range of educational resources. Access to and the ability to use information is an integral part of the educational process.

Curriculum resources and school management are responsible for developing the physical environment and the facilities necessary to support the College's wide range of information needs.

## **Purposes**

- Provide resources to encourage the development of text, visual and numerical literacy.
- Provide resources to meet the curriculum needs and goals of the College.
- Provide students with the opportunity to develop information skills.
- Provide students with opportunities for personal growth and development through the provision of a wide range of resources.
- Provide staff with resources necessary to develop information-literate students.
- To work with staff in co-operatively planning and teaching units of work.
- Provide the services and the technology necessary to gain maximum access to information.
- Provide functional facilities and an environment to support the College's wide range of information needs.
- Promote the provision of these services to the College community and to evaluate and change as necessary to meet curriculum and College needs.
- Provide links with external information sources through networking and databases. Attendance at network meetings and professional development will be encouraged.

## **Broad Guidelines**

- The Curriculum Resource Centre staff will be familiar with the College curriculum and provide resources to implement it.
- Existing resources will be evaluated and a program implemented for maintaining the relevance of the collection.
- The fiction collection will be assessed and supplemented with a view to increasing student use of literature.

# CURRICULUM RESOURCES POLICY (*cont.*)

## **Broad Guidelines (*cont.*)**

- The collection will be continually evaluated to maintain curriculum relevance. Up to 10% of outdated materials will be replaced annually.
- The Curriculum Resource Centre staff in conjunction with the faculty areas will encourage the identification and implementation of information skills across the curriculum.
- An orientation program will be provided for all new students and staff.
- Instruction will be given to all students in information skills. This will consist of formal class instruction, small groups and individual instruction.
- A wide range of resources will be provided to enable students to work at their own level.
- Resources will be provided to reflect the leisure interests of the College community and to encourage the life-long pursuit of reading and learning.
- The Curriculum Resource Centre will encourage input from staff on resourcing in faculty areas.
- The Curriculum Resource Centre will resource the curriculum so that teaching and learning is enhanced.
- The Curriculum Resource Centre will maintain up-to-date technology.
- New developments in technology will be monitored and introduced if they are seen to meet College goals and to be beneficial to staff and students' programs.
- The Curriculum Resource Centre will provide facilities and environment to complement the needs of the College community.
- The Curriculum Resource Centre will promote its services via displays, information bulletins and formal and informal instruction.
- The Curriculum Resource Centre will monitor programs so that library services to the school community are effective and efficient.
- The Curriculum Resource Centre will maintain links with external information sources through networking and data bases.
- Attendance at network meetings will be encouraged.
- Attendance at professional development courses will be encouraged.

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: March 2017***

***Date of next review: 2020***

# **DANGEROUS GOODS POLICY**

## **Rationale**

The primary object of this policy is to promote the health and safety of students, staff, community and property in relation to the storage, handling and use of dangerous goods at the College in accordance with current Dangerous Goods (Storage & Handling) Regulations.

## **Definitions**

Dangerous goods are classified on the basis of immediate physical or chemical risk. The hazard presented may be because of properties such as flammability, toxicity or chemical reactivity. All dangerous goods should be identifiable by a coloured diamond symbol indicating the dangerous Goods class and primary hazard type.

At the College dangerous goods may be found in areas such as Science, Technology, Art, Food Technology, Cleaner's Cupboard, First Aid, Grounds Maintenance & Workshops.

## **Guidelines**

In compliance with the Dangerous Goods, Storage and Handling Regulations 2012, the College will implement the procedures below:

- Identify all Dangerous Goods stored on the premises;
- Maintain a Register of Dangerous Goods in conjunction with a Hazardous Substances Register;
- Obtain and follow instructions provided by Material Safety Data Sheets for all Dangerous Goods and keep them in an accessible location with the register;
- Ensure appropriate labels are on all Dangerous Goods containers, including decanted products;
- Implement Hazchem signage as required;
- Identify hazards associated with storage and handling processes;
- Conduct and document risk assessments on these processes;
- Implement risk control methods required for safe handling and storage of Dangerous Goods, namely:
  - Elimination
  - Substitution
  - Isolation
  - Engineering controls
  - Administrative
  - Personal protective equipment;
- Ensure the following are provided in relation to the use of Dangerous Goods:
  - Appropriate storage facilities;
  - Personal protective equipment;
  - Correct disposal practices;
  - Appropriate spill containment, clean-up equipment, lighting and ventilation; and
  - A supply of suitable fire protection equipment which is regularly maintained.
- Provide access to training in the hazards of Dangerous Goods, the control measures, emergency plans and procedures, the use of fire extinguishers and the use / maintenance of personal protective equipment;
- Keep records of training and demonstrated competency;
- Provide information, instruction and training to visitors to the premises, including contractors as required;
- Keep written records of any incidents associated with the storage and handling of Dangerous Goods and make reports to relevant regulatory and DET bodies as required; and
- Monitor and review the effectiveness of risk control procedures.

## **Evaluation:**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: March 2017***

***Date of next review: 2020***

# DRIVER STUDENT - POLICY GUIDELINES

## Rationale

The College is aware that a number of senior students intend to drive to school either occasionally or on a regular basis. Young drivers are one of the most vulnerable road user groups because of their inexperience, their on-going development of driving skills and because of patterns of risk-taking behaviour related to their youth. Research shows that travelling with young teenage passengers constitutes an increased risk for young drivers. It is important, therefore, that all members of the College community are aware of the College policy relating to students driving to school so that it can exercise its duty of care and enhance student safety.

## Purpose

The purpose of this policy is to enhance student safety by carefully monitoring students who drive to school and by establishing systems to ensure that students driving and travelling as passengers in cars do so with parental knowledge and approval and within DET guidelines.

## Guidelines

1. It is expected that students will drive to and from school in a safe and responsible manner and adhere to the road rules. Additionally, students should ensure that they do not cause a nuisance to neighbours when parking in surrounding streets.
2. Students who are licensed to drive may drive themselves to College however, they must have **Registration Form A** signed by their parent / guardian. The original registration form must be lodged with the appropriate Level Coordinator and a copy be available on demand. The Level Coordinator will maintain a database of student drivers.
3. A student who wishes to travel to and from College in a car driven by another student must have **Registration Form B** signed by their parent / guardian. The original registration form must be lodged with the appropriate Level Coordinator and a copy be available on demand. The Level Coordinator will maintain a database of student drivers.
4. Students who wish to carry a student passenger in their vehicle must ensure that the passenger completes **Registration Form B** available at the Senior School office. Students must comply with P1 licence restrictions regarding limiting peer passengers. International Students who hold an International Licence must also comply with P1 licence restrictions.
5. Students are not permitted under any circumstances to transport other students in private vehicles in connection with any school program or function, whether held during normal school hours or at other times. (*Schools Policy and Advisory Guide*)
6. Students must not park within the College grounds.
7. Students are not permitted to be out of the College grounds during the normal course of the day and, therefore, must not be in cars at lunchtimes, recess or during spare periods.
8. If these requirements are disregarded, parents will be notified and appropriate consequences in accordance with the Student Code of Conduct will apply.
9. If the College becomes aware that a student has broken road rules or has driven in an unsafe or irresponsible manner, police and parents will be notified. For example: a student carrying more than 1 peer passenger.
10. To ensure that drivers, passengers and parents are aware of the College policy and requirements in relation to student drivers, the policy and requirements will be publicised in the College Newsletter, College Planner, at year level meetings and in individual letters to parents.

## Evaluation:

**College Council will review this policy every three years or as directed by DET.**

**Date reviewed: March 2015**

**Date of next review: 2018**

# DRIVER STUDENT - POLICY GUIDELINES (cont.)

## DONCASTER SECONDARY COLLEGE FORM A – STUDENT CAR REGISTRATION DRIVER ONLY

The College policy relating to students driving to and from College requires students to adhere to the guidelines below:

### Guidelines

1. It is expected that students will drive to and from school in a safe and responsible manner and adhere to the road rules. Additionally, students should ensure that they do not cause a nuisance to neighbours when parking in surrounding streets.
2. Students who are licensed to drive may drive themselves to College however, they must have **Registration Form A** signed by their parent / guardian. The original registration form must be lodged with the appropriate Level Coordinator and a copy be available on demand.
3. Students who wish to travel to and from College in cars driven by other students must have **Registration Form B** signed by their parent / guardian. The original registration form must be lodged with the appropriate Level Coordinator and a copy be available on demand.
4. Students who wish to carry a student passenger in their vehicle must ensure that the passenger completes **Registration Form B** available at the Senior School office. **Under a P1 licence only one peer passenger is allowed in the vehicle.**
5. Students are not permitted under any circumstances to drive any students in private vehicles in connection with any school program or function, whether held during normal school hours or at other times. (*Schools Policy and Advisory Guide*)
6. Students must not park within the College grounds.
7. Students are not permitted to be out of the College grounds during the normal course of the day and, therefore, must not be in cars at lunchtimes, recess or during spare periods.
8. If these requirements are disregarded, parents will be notified and appropriate consequences in accordance with the Student Code of Conduct will apply.
9. If the College becomes aware that a student has broken road rules or has driven in an unsafe or irresponsible manner, police and parents will be notified.

**The following details must be completed and Form A returned to your Level Coordinator.**

Name of Student Driver	_____	Form	_____
Vehicle Registration Number	_____	Make	_____
Type	_____	Colour	_____
Signature of Student	_____	Date	_____

### **Parent Declaration**

I, \_\_\_\_\_, give permission for my son/daughter named above to drive to and from the College.

Parent /Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# DRIVER STUDENT - POLICY GUIDELINES (*cont.*)

## DONCASTER SECONDARY COLLEGE FORM B – STUDENT CAR REGISTRATION PASSENGER ONLY

The College policy relating to students driving to and from College requires students to adhere to the guidelines below:

### Guidelines

1. It is expected that students will drive to and from school in a safe and responsible manner and adhere to the road rules. Additionally, students should ensure that they do not cause a nuisance to neighbours when parking in surrounding streets.
2. Students who are licensed to drive may drive themselves to College, however, they must have registration *Form A* signed by their parent / guardian. The original registration form must be lodged with the appropriate Level Coordinator and a copy be made available on demand.
3. While the College does not encourage students to travel in cars with another student, a student who needs to travel to and from College in cars driven by other students must have **Registration Form B** signed by their parent / guardian. The original registration form must be lodged with the appropriate Level Coordinator and a copy be made available on demand. **Please note P1 class drivers may only have one peer passenger.**
4. Students who wish to carry student passengers in their vehicle must ensure that each passenger completes Registration *Form B* available at the Senior School office.
5. Students are not permitted under any circumstances to drive other students in private vehicles in connection with any school program or function, whether held during normal school hours or at other times. (*Schools Policy and Advisory Guide*)
6. Students must not park within the College grounds.
7. Students are not permitted to be out of the College grounds during the normal course of the Day and, therefore, must not be in cars at lunchtimes, recess or during spare periods.
8. If these requirements are disregarded, parents will be notified and appropriate consequences in accordance with the Student Code of Conduct will apply.
9. If the College becomes aware that a student has broken road rules or has driven in an unsafe or irresponsible manner, police and parents will be notified.

**The following details must be completed and Form B returned to your Level Coordinator.**

Name of Student Passenger \_\_\_\_\_ Form \_\_\_\_\_

Name of Student Driver \_\_\_\_\_ Form \_\_\_\_\_

Vehicle Registration Number \_\_\_\_\_ Make \_\_\_\_\_

Type \_\_\_\_\_ Colour \_\_\_\_\_

Signature of Passenger \_\_\_\_\_ Date \_\_\_\_\_

### **Parent Declaration**

I, \_\_\_\_\_, give permission for my son/daughter named above to be driven to / from College by the above mentioned driver.

Parent /Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# DRUG EDUCATION POLICY

## **Rationale**

Research indicates a proportion of secondary school students' use or have experimented with a range of drugs, such as alcohol, tobacco, marijuana, synthetic drugs and inhalants, pain relievers and stimulants. Schools are well placed to provide drug education to students to assist them to deal effectively with the challenges posed by drug use. This Drug Education Policy is part of Doncaster Secondary College's Individual School Drug Education Strategy and adheres to the principles and practices contained in the DET Preventing Drug Related Harm resource guide.

## **Definition**

Harm Minimisation - an approach to drug education which acknowledges that many young people will use drugs e.g. tobacco, alcohol, marijuana and pharmaceuticals at some stage in their lives and seeks to provide students with the necessary knowledge and skills so that they can make informed decisions about drug use and so minimise any harmful effects associated with it.

## **Purpose**

As part of Doncaster Secondary College's belief that the College should assist students in developing the necessary skills and knowledge to make informed and safe decisions about drug use, thus helping to reduce substance abuse, the College will:

- provide drug education based on a harm minimisation approach as part of the Health Education program in Years 7/8 and 10; and
- provide student welfare and educational structures which are supportive of students and which promote their physical, social and emotional well-being.

## **Implementation**

The College will:

- incorporate drug education based on the principles of harm minimisation as part of the core health education programs in Years 7/8 and 10;
- provide students with opportunities to become involved in a range of extra-curricular programs designed to develop their life skills, self-esteem and resilience;
- provide staff with professional development as required in relation to their delivery of drug education within the classroom and their ability to identify 'at risk' students;
- provide funding and time release to support the professional development of staff and the acquisition of teaching resources;
- provides welfare structures within the school which are supportive of students through the provision of counselling, the identification and support of students with drug-related problems, and the articulation of behaviour expected of students and the sanctions for dealing with inappropriate behaviour;



## DRUG EDUCATION POLICY (*cont.*)

- provides an environment which encourages positive relationships between students, their peers and teachers and in which individuals are able to approach a member of staff to seek support or advice;
- provide welfare programs which support students outside the classroom, eg: support, buddy system, anger management, bullying and social skills programs;
- publicise the College Medication Policy via the College Newsletter and College Website;
- follows DET procedures in relation to the management of drug-related risks to students;
- identifies and utilises community resources which can be implemented to support drug education and drug-related welfare in the College;
- provides opportunities for members of the school community to take part in programs to enhance parenting skills, their understanding of the role of drugs in modern society and the approach to drug education adopted by the College.

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: March 2015***

***Date of next review: 2018***

# EFTPOS POLICY

Schools are able to accept and provide alternative payment methods to cash or cheque by utilising Electronic Funds Transfer Point of Sale (EFTPOS) facilities. EFTPOS provides schools with the ability to accept non-cash electronic payments by way of credit and debit card transactions.

Use of EFTPOS allows schools to increase the options and convenience provided to parents/debtors, as well as improves security by reducing the amount of cash handled and kept on school premises.

The Principal will be responsible for ensuring that staff operating the merchant facility is made fully aware of security requirements, and that all data obtained through processing EFTPOS transactions remains safe from fraud. Staff authorised to process transactions are the Accounts Receivable Staff, and the Business Manager.

The introduction of EFTPOS as a means of collecting funds will require schools to acquire and retain customer information. Schools must do so in accordance with Schedule 1 of the Victorian Information Privacy Act 2000. Doncaster Secondary College is approved by the CBA bank as an authorised mail/phone merchant.

The internal controls that are followed in relation to EFTPOS at Doncaster Secondary College include:

- The Business Manager is the authorising officer for approval of phone and refund transactions.
- There is one terminal installed which is located at the Accounts Receivable desk.
- Documentation is kept by the school confirming all transactions such as merchant copies of EFTPOS receipts, voided receipts, refunds, daily EFTPOS reconciliation reports, authorisation details, relevant CASES21 reports.
- The appropriate segregation of duties is applied to ensure and maintain the security, accuracy and legitimacy of transactions.
- Reconciliation of EFTPOS statement received from the school's financial institution with CASES21 transaction records is done monthly.
- Reconciliation of EFTPOS settlement statements with CASES21 transaction is done daily.
- Transactions on credit cards can be accepted via telephone, online, post or at the point of sale.
- Transactions on debit cards require the cardholder to be present at the point of sale.
- Identification of the cardholder will be established for phone transactions by:
  - Cardholders name;
  - Card number, expiry date;
  - Transaction date;
  - Query number on back;
  - Student name and ID number;
  - Name of staff member processing the transaction;
  - Invoice details

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: March 2017***

***Date of next review: March 2020***

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY – EAL

## **Rationale and Purpose**

The effective teaching and learning of EAL students is dependent on the delivery of specialised EAL language support and the provision of support through all teaching domains. The goals for students learning English as an Additional Language are the same as those for mainstream English but the pathways to these goals are different. EAL students need targeted English language teaching and support to enable them to eventually meet mainstream English standards. EAL learners need to understand and express their understanding using English in all curriculum areas. It is important, therefore, that teaching programs in all domain areas are supportive of the needs of students still learning English.

## **Definitions**

EAL students:

- come from a language background other than English;
- speak a language other than English at home;
- have been enrolled in an Australian school for less than 5 years; and
- attract Student Resource Package [SRP] funding based on length of time in an Australian school and their stage of schooling. To be eligible for a funded place in an EAL program the student must meet the appropriate visa, residency or citizenship requirements and be recognised as a minor who has arrived in Australia within 6 months prior to the commencement of the program.

See DET Newly Arrived Students document

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealnewstudent.aspx#link26>

## **Multicultural Aides**

Multicultural Education Aides assist with communication between the school and parents of EAL and non EAL students from language backgrounds other than English. They also assist these students in the classroom or on a one-to-one basis.

## **Implementation**

To support the needs of EAL students:

- A specialist EAL program will be developed for students which reflect their needs at key points along their EAL pathway. The Year 7 to 12 programs will be based on the EAL Companion to the AusVELS and the EAL Developmental Continuum P to 10. This program will be developed following the guidance provided in the DET publication titled 'The EAL Handbook' 2016.
- <http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/eslhandbook.pdf>
- EAL classes will be created at each Year Level on a needs basis. The preference will be for EAL class sizes to be kept below the College average where reasonable and within resourcing constraints.
- Students will only be withdrawn from mainstream English.
- EAL will be incorporated into the standard timetable.
- The College will employ suitably qualified staff to deliver the EAL program.
- A transition and orientation program will be developed to meet the special requirements of EAL students.

## ENGLISH AS AN ADDITIONAL LANGUAGE POLICY – EAL (cont.)

- Extra support will be provided by multi-cultural aides.
- EAL students will have an educational assessment on arrival to Doncaster Secondary College to determine their learning needs.
- In Senior School, beginning Intensive Language students will enrol in a special program to develop their language skills, cultural familiarity and understanding of the Australian educational system.
- In implementing the intensive program the College will follow the advice outlined in the DET publication ‘Intensive English Language Program Guide’. The program will be regularly reviewed.
- From time to time, professional development programs will be delivered to staff to enable them to meet the special learning needs of EAL students. This will ensure that all teachers are aware of the learning needs of the EAL cohort.
- Strategies will be developed to communicate and engage with the parents or guardians of EAL students and to meet the welfare needs of these students.
- Interpreters will be used as required when working with parents or guardians.
- Learning programs in all learning areas will be formulated and implemented with the language learning needs of all students in mind and with an emphasis on building student language acquisition across all modes: speaking, listening, reading, viewing and writing.
- Domains and subject teachers will adopt a range of strategies, which in essence, are focused on good teaching practices for all students. Examples of such practices include:
  - developing consistent approaches to teaching and learning in literacy and building increased awareness of existing language knowledge and understanding that pupils bring to lessons;
  - using speaking and listening strategies to develop subject learning;
  - planning for teaching and learning of subject-specific vocabulary;
  - developing active reading strategies to increase pupils’ ability to read for a purpose and engage with a variety of texts;
  - The College will liaise with DET and private provider Language Centres as required; and
  - Reporting of progress will be by the standard mechanisms used for the general student population.

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: March 2017***  
***Date of next review: 2020***

# EQUAL OPPORTUNITY POLICY

## Rationale

In keeping with the Victorian Equal Opportunity Act 1995, Doncaster Secondary College recognises the right of individuals within its community to fairness - to equality of opportunity and an environment free from discrimination in relation to education, employment, the provision and receipt of goods and services and sport. Policies and practices adopted by the College will support these principles. Please note that this policy complements the College Sexual Harassment Policy.

## Definition

**Discrimination**, under the Act, may be direct or indirect.

**Direct discrimination** is treating a person with a protected attribute less favourably than a person who does not have that attribute.

**Indirect discrimination** occurs when an unreasonable requirement, condition or practice which may appear to be neutral, in fact has a disproportionately negative impact on people with a particular attribute.

**Protected attributes:** age, disability, industrial activity, lawful sexual activity/sexual orientation, marital, parental or carer status, physical features, political belief or activity, pregnancy, sex, religious belief or activity, race or personal association with a person who is identified by reference to any of the above attributes.

## Purpose

In keeping with Doncaster Secondary College's responsibilities under the above Act and the belief that the College should provide an environment which is fair in its provision of opportunities and which is free from discrimination, the College aims to:

- promote the right of each individual to equality of opportunity;
- eliminate discrimination; and
- provide avenues of redress for those individuals who feel they may have been treated unfairly or discriminated against.

## Guidelines

The policies and practices of Doncaster Secondary College should ensure:

### **General**

- that members of the College community are encouraged to develop their understanding of equal opportunity policies; and
- that attitudes, language and behaviour which contribute to discrimination are actively discouraged.

# EQUAL OPPORTUNITY POLICY *(cont.)*

## Students

- that the curriculum, curriculum materials and teaching and learning strategies encourage participation by students of all abilities, both sexes, students with disabilities and students from differing social and cultural backgrounds;
- that the Student Code of Conduct is applied consistently and fairly;
- that all students have fair access to College resources, including equipment, teacher time, space, excursions and camps;
- that all students are encouraged to investigate a wide range of career possibilities, including non-traditional careers; and
- that students are able to register concerns in relation to discrimination and have their concerns addressed fairly and promptly.

## Staff

- that staff are aware of the duality of roles they perform – their position of responsibility as teachers and as role models for students;
- that in every aspect of personnel management, staff will be treated fairly;
- that in relation to recruitment, selection, appointment, transfer and promotion, the principles of merit and equity will apply; and
- that staff have access to a fair and efficient grievance review process in relation to disciplinary, personnel and administrative actions.

## Implementation

The College will:

### General

- appoint a member of staff to oversee the development, implementation and review of Equal Opportunity policies and practices at the College;
- incorporate in the Student Code of Conduct, Student Rules and Charter Codes of Practice guidelines in relation to equal opportunity and discrimination;
- provide opportunities for staff to receive professional development in relation to equal opportunity and merit and equity; and
- provide staff and the College community with information, resources and reports to raise awareness of Equal Opportunity issues.

# EQUAL OPPORTUNITY POLICY (*cont.*)

## Students

- include in the duty statements of KLA Leaders/Faculty Co-ordinators responsibility for the implementation of the Equal Opportunity Policy in their areas;
- ensure that students through counselling/rules/curriculum programs are informed about the illegality of discriminating against others;
- provide counselling and/or apply sanctions outlined in the Student Code of Conduct when students engage in discrimination against others;
- monitor student participation in College activities through annual reporting and address any areas of concern;
- provide an extensive work education program which encourages students to explore a variety of avenues for future study and employment;
- provide students with the opportunity to express their viewpoint about their education and school life through the elected Student Representative Council and a student leadership program.
- address promptly, fairly and confidentially any concerns expressed by students in relation to perceived discrimination.

## Staff

- follow DET, Equal Opportunity and Merit and Equity Guidelines in relation to all aspects of personnel management;
- brief new members of staff about equal opportunity;
- establish a fair and efficient grievance review process in relation to disciplinary, personnel and administrative actions, which is in accordance with the guidelines outlined in 'Complaints Procedures' (January 2015 DET);
- ensure that staff are aware of the avenues for advice and procedures for complaint in relation to equal opportunity issues;
- provide all staff with the opportunity to provide input in College decision making; and
- provide all staff with the opportunity to discuss staff welfare issues on a regular basis.

## Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: March 2015***

***Date of next review: 2018***

# ES (EDUCATION SUPPORT) STAFF TIME IN LIEU & ATTENDANCE POLICY

## **Rationale**

ES staff members may be required to undertake work in addition to their ordinary hours of employment, where such work is unavoidable and reasonable notice is given. In such circumstances, the ES staff member shall be granted time in lieu equivalent to the additional time worked, **provided that** prior approval has been granted for the additional time worked by the Principal/Business Manager.

Time in lieu shall be negotiated between the employee and Business Manager so as not to affect the effective operation of the College, taking into consideration the wishes of the ES staff member, and preferably be completed by the 30<sup>th</sup> June in the following year.

Where possible, Time in lieu will be used against Student Free Days if ES staff member is not required to attend Professional Learning or other relevant College activities.

## **Broad Guidelines**

**The Time in Lieu Policy for School under the guidelines of the ES Agreement is as follows:**

1. Any ES staff member who is asked to work after their normal working hours may apply for time in lieu.
2. Time in lieu will be granted for duty at camps, extended excursions, open nights, parent/teacher interviews, and information nights.
3. Camps - to support individual student – claimable hours shall be 12 hours per day, less the normal working hours for that period of time.
4. Time in lieu must be approved by the Supervisor and the Business Manager prior to the event, (except in exceptional circumstances).
5. Time in lieu application forms must be completed, signed by the Supervisor and given to the Business Manager for approval.
6. When approval has been given, the applicant will be notified by the Business Manager.

## **ES Leave**

Under the 2013 agreement, ES employees have an entitlement to 50 days of paid leave each year (20 days annual leave and 30 days additional paid leave).

Former 52/52 employees leave arrangements continue as they were under the previous agreement. Former 48/52 employees can be required to attend for duty for up to 6 days of the 50 day leave period and must be paid the leave purchase allowance for any work during this time.

School years vary in length each year due to public holidays and school term dates. Once an employee's leave entitlement is exhausted, ES employees are "on duty".



## ES (EDUCATION SUPPORT) STAFF TIME IN LIEU & ATTENDANCE POLICY (*cont.*)

Schools have the capacity to require an education support class employee to attend for duty during one or two school vacation periods for up to 6 days (45.6 hours for a full-time employee) to undertake normal duties or professional development.

An employee who attends for duty during the additional leave period will be paid a leave purchase allowance of 72.47% of his or her normal hourly rate in addition to the employee's normal rate of pay.

The start date for ES will be determined and communicated to ES by the end of October in the previous year.

Applications for prior approval for "working Time in Lieu" or requests for "Time in Lieu" to be taken are to be made via the appropriate proforma.

Please see:

- **ES Time In Lieu Approval Form** – when you wish to gain prior approval for working time in lieu; and
- **Request for Time in Lieu to be taken Form** – when you want to take some time in lieu.

**Please Note:** Time in Lieu must be taken by 30<sup>th</sup> June the following year.  
If on contract, staff member will be paid out.

### **Evaluation**

***This policy will be reviewed every three years or when teaching service agreement changes.***

***Reviewed: October 2016***

***Date of next review: As soon as practical after the new agreement is ratified***

## **Rationale**

Doncaster Secondary College is an accredited eSmart school. We are committed to providing a safe and respectful environment for students and staff.

The following policies sit under the broad banner of eSmart and together they outline our beliefs and actions around the provision of a safe, respectful and responsible environment.

## ***eSmart policy incorporates the following documents:***

- Bully prevention
- ICT Acceptable Use Policy – Students
- ICT Acceptable Use Policy – Staff
- Professional Learning Policy
- Mobile phone and electronic devices Policy
- Prevention of bullying in the workplace
- Personal possessions of student guidelines
- Offensive material and themes Policy
- Student engagement Policy (see Publications for Staff / Operations / Policies)
- Privacy Policy (Student Photos)
- VRQA Child Safe Standards – see Student Engagement Policy

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed:       October 2016***

***Date of next review: 2019***

# EXCURSIONS / INCURSIONS POLICY

## Rationale

An excursion is defined as a school activity that takes place outside the College grounds. Excursions include part day, all day and overnight excursions, school camps and interstate visits by students of the College. Incursions take place within the College grounds.

Excursions / Incursions are an important part of the curriculum program at Doncaster Secondary College. They must have educational value, should provide valuable experiences by broadening and enriching classroom activities, and should support the educational philosophy of the College.

## Purpose

Excursions / Incursion provide opportunities for practical applications or observations arising from classroom theory and foster interest in student studies.

## Implementation

The following guidelines must be followed in conducting excursions:

1. Excursions / Incursions must be approved by the Principal and receive Council approval, where required.
2. Staff involved in the organisation of any excursion / incursion will follow all College and DET requirements and procedures and should ensure that disruption to the normal operation of the College is minimal.
3. Parental permission must be obtained prior to a student's participation in an excursion / incursion. Details giving time, date, venue, cost and purpose of the excursion / incursion, as well as other relevant information, must be conveyed to parents in time for them to make a decision about their child's participation. All families will be given at least two weeks to make payments and/or organise a payment plan for any excursion / incursion. Parents will be provided with permission forms and excursion / incursion information clearly stating the deadline for payment. (Also refer to the Excursion/Incursion Payment and Consent Policy) **If parental permission and payment is not received prior to payment closing date, the student will not participate in the excursion/incursion.** Students not attending will be expected to participate in alternative educational activities at the College.
4. The Principal has the right to refuse participation of any student whose documented behaviour could lead to disruption of the objectives of the excursion / incursion or undermine the health and safety of the participants.
5. All excursions/incursions are expected to be evaluated in terms of their education benefits.

## Evaluation

**College Council will review this policy every three years or as directed by DET.**

**Date reviewed: November 2017**

**Date of next review: 2020**

# EXCURSION / INCURSION / CAMPS PAYMENT CONSENT POLICY

## **Rational**

To ensure the effective financial and organisational management and planning of Excursions / Incursions and Camps.

Excursions / Incursions and Camps are seen as an integral part of the college curriculum as they enable students to explore, extend and enrich their learning and their social skills development, in a non-school setting. These activities complement, and are an important aspect of, the educational programs offered at the College.

An excursion which takes place in a single day is defined as any activity beyond the College grounds. Incursion takes place within the College grounds.

## **Purpose**

To ensure consent and payment is received well prior to the event, so that the following tasks can be finalised in a timely manner:

1. Staff / Student ratio correct;
2. Numbers and payment are finalised and confirmed with the venue;
3. Correct amount of buses / transport ordered;
4. Medical details checked and any equipment required assembled;
5. Work arranged for the students not attending;
6. Casual Relief Teachers hired to replace teachers attending the excursion; and
7. First Aid Information: If a student is anaphylactic, the student must bring their Epipen from home on the day of the excursion.

## **Implementation**

The following guidelines must be followed in finalising payments for excursions:

1. Excursions must follow the relevant approval process where required.
2. Parental permission must be obtained prior to a student's participation in an excursion. Time, date venue cost and purpose of the excursion, as well as other relevant information, must be conveyed to parents in time for them to make a decision about their child's participation. All families will be given sufficient time to make payments for excursions. Parents will be provided with permission forms and excursion information clearly stating payment finalisation dates.

## EXCURSION / INCURSION / CAMPS PAYMENT CONSENT POLICY (cont.)

3. Students whose payment or Payment Plan has not been finalised by the due date, **will not be able attend**. The reasoning behind this is noted under Purpose.
4. Events will appear on Compass 2 weeks prior to the date of the event.
5. Parents will be provided with the notice of an event via Compass and reminded via email.
6. Students will be reminded in class leading up to the event.

### **Payment Plans for those facing financial difficulties**

All efforts will be made not to exclude students due to financial reasons. Parents experiencing financial difficulty who wish for their child to attend an excursion, are invited to discuss developing a Payment Plan with the Business Manager as soon as possible. Decisions relating to this Payment Plan will be made by the Business Manager in consultation with the Principal, as required.

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: November 2017***

***Date of next review: 2020***

# EXTERNAL PROVIDERS POLICY

## **Purpose**

To provide breadth of curriculum and to meet the needs of students the College may enter into a partnership with external providers. Examples of such arrangements include: delivery of the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), or other external providers offering programs with a focus on targeted education.

External providers may include:

- TAFE providers.
- Private Registered Training Organisations (RTOs).
- Registered schools, including both government and non-government, including RTOs.
- Learn Local providers that are also RTOs.
- Other non-school providers delivering the VCE and the VCAL.
- Targeted short duration program providers e.g. road safety training.

## **Broad Guidelines**

- In relation to specific targeted programs which may be of a controversial nature it is important that the program offers learning that is meaningful to students and the community taking into account cultural influences and setting.
- Targeted short term providers must provide programs which complement and remain school and teacher driven within the context of the Victorian Essential Learning Standards.
- The selection of any external provider should include an examination of the providers' policy, ensuring it is aligned to fit with government policy, school policy and the needs of the school.
- Providers must meet all OHS standards and provide a Risk Register.
- The school will have a contract or Memorandum of Understanding with each organisation providing education and training services on its behalf. These contracts/MOU will include reference to arrangements such as: refund, confidentiality and privacy, dispute resolution, termination, severability and costs and Working With Children requirements.
- For International students where any part of the VCE or VCAL is being delivered by a registered third party provider copies of the relevant signed contract or agreement will be provided to the International Education Division.
- Purchase all of a full senior secondary curriculum will only be made for the purpose of a re-engagement program.
- The purchase process will be consistent with the School Policy and Advisory Guide (SPAG) and the Student Resource Package (SRP) Guide. See also:

## EXTERNAL PROVIDERS POLICY (*cont.*)

[School Policy and Advisory Guide - Partnerships](#)

[School Policy and Advisory Guide - Purchasing](#)

[School Financial Guidelines](#)

[Student Resource Package Guide - Vocational Education and Training in Schools \(VETiS\) \(Reference 56\)](#)

- Department contracts and agreements must be used when purchasing senior secondary courses and vocational education and training from external providers. The contracts and agreements outline the role of the school and of the external provider in meeting each party's responsibilities and accountabilities. Examples of education and training services purchased from external providers include the delivery of VETiS programs and the non-VET elements of the VCE and the VCAL.
- VETiS program arrangements must have a valid, signed contract or agreement developed by the Department with the RTO for the delivery of VETiS programs. The contracts and agreements developed by the Department are listed below:

[Standard VETiS Purchasing Contract \(docx - 840.24kb\)](#) – This contract is required where a school is not an RTO, or the school is an RTO but does not have the VET qualification and/or units of competency on their scope of registration, and seeks to offer a particular VET qualification and/or units of competency to their students directly through an external RTO.

[Standard VETiS Auspicing Contract \(docx - 828.98kb\)](#) – This contract is required where the school is in a position to deliver some or all of the VET qualification and/or units of competency to their students using their own staff and facilities, however the school is not an RTO, or the school is an RTO but does not have the VET qualification and/or units of competency listed on their scope of registration.

[School to School VETiS Purchasing Agreement \(docx - 845.41kb\)](#) (formerly referred to as memorandum of understanding) – This agreement is required where a government school enters into an arrangement to purchase a VET qualification and/or units of competency from another government school, where the host school is also an RTO. This agreement is only valid when a government school purchases from another government school.

[School to School VETiS Access Agreement \(docx - 795.07kb\)](#) (formerly referred to as memorandum of understanding) – This agreement is required where a government school enters into an arrangement to purchase a VET qualification and/or units of competency from another government school and in these arrangements the host school is auspicing delivery from an RTO. This agreement is only valid when a government school purchases from another government school.

[Purchasing Guidelines for the Delivery of VETiS \(docx - 2.43mb\)](#) – This document provides a comprehensive guide on the range of standard contracts and agreements that schools are required to use when entering into arrangements with RTOs for the delivery of VETiS. Schools should use these guidelines to understand their accountabilities and obligations when seeking to engage RTOs. The guidelines also provide helpful suggestions on how schools should address issues of quality and value for money, duty of care arrangements for students, and the key planning issues that need to be considered when negotiating contractual agreements.

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: June 2017***

***Date of next review: 2020***

# EXTRA CURRICULAR / CO-CURRICULAR ACTIVITY STUDENT FINANCIAL ASSISTANCE POLICY

## **Rationale**

Doncaster Secondary College Council receives a number of requests for financial assistance from students who are participating in activities: intrastate, interstate or overseas. These students may either be representing the College or participating privately. The College considers it important to support students in their extra-curricular / co-curricular activity and sporting endeavours for their participation contributes significantly to their personal development, as well as allowing talented students to act as role models for their peers. The College has benefited directly from the contribution of such students through their participation in College extra-curricular / co-curricular activities and through community recognition of their successes. College Council will consider supporting students in their endeavours by providing an appropriate level of financial assistance.

## **Definition**

There are four categories of financial assistance available to students:

### **Category 1**

Assistance to an individual student who is participating in an extra-curricular / co-curricular activity as a College representative.

### **Category 2**

Assistance to a student in an extra-curricular / co-curricular activity offered at the College, but in which the student is participating privately.

### **Category 3**

Assistance to a student who is participating in an extra-curricular / co-curricular activity which is not offered at the College.

### **Category 4**

Assistance to a College team or a group of students participating in an extra-curricular / co-curricular activity.

## **Purpose**

At Doncaster Secondary College, all students are active participants in a learning culture which promotes academic excellence and personal growth through a diversity of experiences. Members of the Doncaster Secondary College community value and develop a sense of self-worth and an awareness of their own abilities. The College provides curriculum programs and co-curricular activities which promote academic excellence, cater for student interests and career aspirations, and prepare students for the responsibilities of adulthood. Therefore, in line with College values, students are actively encouraged to participate in a range of co-curricular programs, including sport, music, drama and academic competitions, to enhance their opportunities for the development of personal excellence and responsibility. Students' efforts and achievements receive positive reinforcement.



# EXTRA CURRICULAR / CO-CURRICULAR ACTIVITY STUDENT FINANCIAL ASSISTANCE POLICY (cont.)

This policy reflects College values and assists students in achieving personal excellence.

## Implementation

1. Assistance will only be granted to students whose College Contribution has been paid in full for the current year.

Students cannot participate until parent contributions including Parent Services fees (except Building Fund Donation, College Library Fund, College Chaplain and Working Bee Contributions) have been paid in full or until an agreement in writing has been made and activated by Doncaster Secondary College to pay the fees by instalments. In instances where team / group members have not paid fee assistance will be based on a prorata calculation.

2. Recipients of financial assistance will be requested to submit a report to Council concerning their participation in the activity.
3. Second and subsequent requests for assistance from students or teams / groups will be considered.
4. The student(s) seeking assistance should submit a written request to the Principal, outlining details of the extracurricular event and his/her involvement.
5. After examining the merits of each application and having decided to sponsor the student(s), the Principal may award up to the following amounts or present the request to College Council.
6. The College Council decision is final.

### **Category 1&2 College Representation in an Individual Extra Curricular / Co-Curricular Activity Competition in an activity offered at Doncaster Secondary College**

Intrastate \$180  
Interstate \$360  
International \$600

### **Category 3 Involvement in an Extra Curricular / Co-Curricular Activities not offered at Doncaster Secondary College**

Intrastate \$90  
Interstate \$180  
International \$300

### **Category 4 College Teams / Groups or Extra Co-Curricular Groups**

The assistance will be provided for the team / group rather than for individuals. The amount of assistance will take into account the number of students involved and will be determined following an examination of the team or group's requirements by College Council.

## Evaluation

***College Council will review this policy every three years.***

***Reviewed: May 2015***  
***Date of next review: 2018***

# FIRST AID POLICY

## **Rationale**

Doncaster Secondary College acknowledges its responsibility for and is committed to providing quality first aid for staff, students and visitors to the College. The College is a complex environment catering for large numbers of students and staff who may be involved in accidents of various kinds and who may at times become ill.

## **Definition**

First aid is the emergency care of the sick or injured. The benefits of first aid in the school environment are:

- lives can be saved;
- prompt attention to illness or injury;
- permanent disability may be prevented; and
- safety and safety awareness can be improved

## **Purpose**

- to administer first aid in a competent and timely manner
- to communicate students' significant health problems to parents
- to provide supplies and facilities to cater for the administering of first aid

## **Broad Guidelines**

Doncaster Secondary College will provide first aid by:

- appointing a full time nurse or two nurses on equivalent to fulltime time fractions to tend to incidents as they arise;
- providing the opportunity for staff to be trained in level 2 first aid;
- maintaining a Health Centre suitably equipped with basic first aid materials which will be suitably stored;
- ensuring that first aid kits are available for camps, excursions and sporting activities from the Health Centre and are also accessible in the Performance Centre, Science and Food Technology Rooms;
- ensuring that first aid trained staff attend all school camps and that comprehensive information about student medical conditions and medication is compiled for staff attending the camp and that such information is also available at the College, together with emergency contact details;
- training all staff in the use of the epipen, emergency procedures for asthma and any other identified specific condition and its treatment as required;
- ensuring staff are familiar with Health Centre protocols;
- ensuring that staff are trained in how to deal with blood spills. Spill kits are located in the Health Centre;
- maintaining a comprehensive database of all injuries and illnesses that occur each day;
- informing the College Administration of any identified hazards which have caused accidents;
- implementing a policy that all students who are injured or ill report to the Health Centre in the first instance so that the Nurses can assess the injury or illness and take necessary action;

## FIRST AID POLICY (*cont.*)

- contacting parents as soon as practical of students who have suffered any head injury or injury considered to be greater than 'minor' so that appropriate medical treatment can be obtained;
- contacting parents of ill students to take them home and requiring the parents to sign the student out in a register kept at the Health Centre;
- calling an ambulance in the event of an emergency;
- the Health Centre or an authorised staff member will dispense medication, including headache tablets, only to students who have written permission and supply from a parent or guardian;
- ensuring that student records relating to medical conditions, including asthma management plans, and emergency contact numbers are current;
- completing DET & Workcover Accident / Injury documentation for all cases where:
  - a student is collected from school by a parent/guardian as a result of injury
  - treatment is administered by a doctor/hospital/ambulance officer
  - the injury is considered to be greater than 'minor'

### Evaluation

*This policy will be reviewed every three years, with recommended changes being presented to College Council.*

**Reviewed: March 2015**

**Date of next review: 2018**

# FLEXIBLE WORK OPTIONS POLICY

## **Rationale:**

Flexible work and work-life balance issues are in high profile in the community and demand for flexible work in the Australian workforce is increasing significantly. The trend is driven by labour market, social, demographic and legislative changes. It is a trend which is growing as the representation of women, parents, carers, and older workers increases.

Flexible working arrangements can help employees balance the changing demands of work and personal life and can benefit the employer by contributing to improved performance and productivity. Flexible work opportunities may also assist to attract and retain people with valuable skills and is an important contributor to the optimal participation of diverse groups in the workforce such as older workers, employees with disabilities and those with family and caring responsibilities. In multi-generational workforces, differing life cycle demands may result in any staff member requesting flexible work arrangements.

The Department recognises the importance of flexible work options and family friendly work practices in maintaining a diverse, adaptive and high performing workforce able to meet current and future needs.

The legislative context regarding flexible work options can be found in Fair Work Act (2009 Commonwealth), National Employment Standards (NES), Victorian Equal Opportunity Act 2010.

## **Purpose**

Workplace flexibility which supports the needs of the individual *and* the workplace enhances human capital and is important in relation to:

- Attracting and retaining highly skilled and competent employees
- Increasing levels of employee engagement
- Tapping new and diverse sources of talent
- Supporting work-life balance
- Contributing to employee health and well-being
- Developing an innovative and agile workforce
- Reducing absenteeism
- Offering broad subject choice and role models to students
- Allowing schools to compete favourably for talent as skills shortages grow.

## **Guidelines – Criteria:**

All individual requests for flexible work arrangements and the responses to them should meet the following criteria:

- be in writing
- outline the personal circumstances under which the request is made
- detail the arrangement the employee is seeking; and
- describe how the arrangement will work within the work area.

The principal's response to a request for flexible work arrangements should:

- be in writing
- the Principal will seek advice and consult with the Local Consultative Committee (LCC)
- be provided no later than 21 days following the submission of the request. In circumstances which prevent this occurring seek the agreement of the employee.

## **FLEXIBLE WORK OPTIONS POLICY (cont.)**

- Note any modifications to the original request following discussions
- Where the application is not approved provide the 'business' reasons for the rejection of the request which will be within the context of meeting sustainable levels of flexibility. If there is evidence that the proportion of employees working in flexible arrangements is resulting in operational needs not being met, the principal may modify or decline further requests and/or review existing arrangements. To assess the optimum ratio of full-time to part-time staff to achieve sustainable student outcomes, or any saturation or tipping point which might hinder progress, the principal will: monitor the impact of flexible work arrangements on the school's performance, curriculum and management requirements and monitor the external supply of suitable staff and assess what role flexibility could play in improving the school's ability to attract suitable staff. Consideration must also be given to the effect of the time fraction change on other employees.

### **Guidelines – Implementation:**

- The days on which part time staff will be expected to work and the number of days that they attend should be determined through negotiation between a representative of the Principal team.
- A teacher may negotiate to work their preferred allotment, where they may attend an extra day over the usual amount e.g., a teacher who is 0.6 could work over 4 days.
- Part-time Staff are not required to attend if the Parent Teacher Staff (PTS) interviews fall on their normal day off. Part-time staff in this situation who wish to attend may be granted time-in-lieu in consultation with the Principal class.
- In relation to attendance regarding professional responsibilities such as meetings, Professional Learning (PL) activities, camps and PTS interviews to attend if the Parent Teacher Staff (PTS) interviews: it needs to be recognised that there are no additional resources given to schools because they provide work places for part time staff. The SRP does not include monies for the funding of 'time in lieu'.
- Part time staff are not expected to attend professional learning activities that are conducted on student free days that they are not working. Part-time staff who wish to attend when PL days fall on their day off will be granted time in lieu in December in consultation with the Principal Class.
- Part time staff are expected as professionals to make themselves available for all PTS days assuming they fall on a day they have duties. Part time staff will attend PTS days for the normal designated hours that is 7.6 hours. As an equity and educational issue, the calendar should be developed so these days fall where the majority of staff are in attendance for normal school duties.
- Shared allotments are a basis for meeting the requests of staff to work part time. Preference will be given to job sharing where two staff are prepared to share a full time allotment. The onus will be on the teachers involved to present to the principal an arrangement that will not disadvantage the students to be taught by them.
- If a staff member is medically unfit for work five days per week, the staff member may be eligible to work reduced number of days for as long as the medical condition prevails. This pathway depends on the staff member having personal leave credits available and the doctor continuing to certify the staff member is only fit for duty on a reduced number of days per week.

### **References:**

DET, [Flexible work in Victorian Government Schools](#), 16 June 2011

Victorian Government Schools Agreement, 2008

Fair Work Ombudsman: Work and Family

Victorian Human Rights Commission: Employers Home Page

Workforce Victoria, Ways2Work website

State Service Authority, [Making Flexible Work a Success: A Guide to Promoting Work/Life Balance in the Victorian Public Service](#)

### **Evaluation**

**College Council will review this policy every three years or as directed by DET.**

**Date reviewed: March 2017**

**Date of next review: 2020**

# GIFTS, BENEFITS AND HOSPITALITY POLICY

## Intent

The giving and receiving of gifts and hospitality are commonplace in everyday life. Gifts may be offered to say thanks for good service, a special achievement, or to celebrate an important event. Hospitality may be provided to welcome guests, facilitate relationships or to celebrate achievements. Why does the Department of Education and Training (DET) require a Policy on gifts, benefits and hospitality?

The community expects high standards of integrity and impartiality from Victorian public sector employees and school councillors. These individuals must not accept or make offers of gifts, benefits or hospitality that influence, or give the impression to influence, any decision unfairly. Whenever Department employees, school council employees or school councillors accept or offer gifts and hospitality they must always act fairly and objectively and maintain public trust by being honest, open and transparent.

This Policy will guide all individuals as to what they need to do when considering whether to accept or offer, gifts, benefits and hospitality. It is underpinned by the integrity and impartiality values and principles specified in the *Public Administration Act 2004*, the *Code of Conduct for Victorian Public Sector Employees* and the *School Council Code of Conduct*.

This Policy has been updated to reflect the minimum requirements and accountabilities as outlined in the revised *State Services Authority Gifts Benefits and Hospitality Policy Framework* April 2012.

## Application

This Policy applies to all Departmental employees (including Teaching Service), contractor staff, all school council employees and all school councillors.

This Policy should be used as a guide by all portfolio public bodies outside the Department's entity, including the Merit Protection Boards, the Victorian Curriculum and Assessment Authority, the Victorian Institute of Teaching, the Victorian Registration Qualifications Authority and Technical and Further Education Institutes.

The Policy also includes gifts, benefits or hospitality given to an employee's or a school councillor's immediate family if the donor can be linked back to the employee's or school councillor's duties and responsibilities. The Policy does not apply to gifts received in a private context.

## Definition of terms

**Gifts** are the free or heavily discounted items, intangible benefits or hospitality exceeding common courtesy that are offered to employees or school councillors in association with their duties and responsibilities. Gifts may also include those provided by organisations to a visiting delegation from another jurisdiction. They may be enduring, such as a work of art, or consumables, such as a box of chocolates. They can range in value from nominal to significant and be given for different reasons.

**Benefits** are the privileged treatment, privileged access, favours or other advantage offered to an individual. They include invitations to sporting, cultural or social events, access to discounts and loyalty programs and promises of a new job. While their value may sometimes be difficult to quantify in dollars, they may be highly valued by the intended recipient and therefore used to influence behaviour.

## GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)

**Hospitality** is the friendly reception and treatment of guests. It is hospitable to offer light refreshments in the course of a business meeting or as part of a conference program. Hospitality can range from offers of light refreshments at a business meeting to restaurant meals and sponsored travel and accommodation. It may also be provided by public sector organisations in three situations:

- 'Official State hospitality' is that hosted directly by an elected official and not a public sector organisation. This may include some diplomatic, consular and ceremonial activities, state contributions to the Australian system of honours and awards and the conduct of community cabinets. This type of hospitality is exempt from this Policy framework.
- 'Official hospitality' refers to the hosting of diplomatic and foreign government officials, community representatives and/or people from the private and academic sectors by public sector organisations, and state-sponsored events. The persons attending these events are usually from organisations other than those within the Victorian public sector although public sector employees may attend to accompany a Departmental Secretary or executive and/or Minister and liaise with attendees.
- 'General hospitality' is usually that provided by public sector organisations, often in the workplace and often involving fellow public sector employees. General hospitality can be provided for a range of purposes, from providing sustenance at a lengthy meeting through to celebrating achievements. Modest hospitality includes light refreshments such as tea or coffee offered as a courtesy, and light meals such as sandwiches served at a business meeting held over meal times. It also extends to more generous forms of hospitality such as catered meals at functions, meals at restaurants, and may include the provision of alcohol. Depending on the nature of the hosting organisation's business, sometimes recipients of general hospitality may be stakeholders external to the Department or school, or business partners.

**Host** is the person, office holder or organisation which authorises, organises and pays for an event. Responsibilities of a public sector host include initiating the event and approving decisions, for example in relation to cost, selecting invitees, ensuring the event runs smoothly and meets its objectives, and facilitating relationships between invitees.

**Reportable gifts** are those that must be recorded, typically on a gift declaration form and/or gift register. At a minimum, reportable gifts include accepted gifts, benefits and hospitality that exceed a nominal value. They could also include gift offers of any value, whether they are accepted or not. The gifts may have been offered to an employee directly, or extended to them as a guest of their partner or other close relation.

**Nominal value** refers to the value of the gift offer. It is used to determine whether an offer, if accepted, is a reportable gift and therefore recorded on the gift register. Irrespective of the value, a gift offer that could create a reasonable perception that an employee or school councillor could be influenced must be refused.

**Non-school-based employees** refers to all employees who are not physically located on a school site and who do not report to a school principal or school council. This also incorporates contractor staff engaged through the Staffing Services (temporary labour) Panel.

**School-based employees** refers to all employees who are physically located on a school site and who report to a school principal or school council.

# GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)

## Minimum requirements and accountabilities

**Minimum requirements** apply to all Departmental employees (including Teaching Service), school council employees and school councillors.

**Minimum accountabilities** apply to the Department's executive officers, executive class and principal class employees in the Teaching Service (excluding assistant principals).

The **minimum requirements for individuals** for accepting gifts, benefits and hospitality are that they:

- do not solicit gifts, benefits or hospitality;
- refuse all offers of gifts, benefits or hospitality that could be reasonably perceived as undermining the integrity and impartiality of their organisation or themselves;
- refuse all offers of gifts, benefits or hospitality from people or organisations about which they are likely to make decisions, i.e. tender processes, procurement, licensing or regulation, etc.
- refuse all offers of money or items easily converted to money, such as shares; and
- refuse bribes and report bribery attempts to their manager/principal.
- seek advice from their manager/principal or other appropriate delegate if unsure about how to respond to an offer of a gift, benefit or hospitality of more than nominal value.

The **minimum requirements for individuals** when providing gifts, benefits or hospitality are that they:

- ensure that any gift or hospitality is provided for a business purpose in that it furthers the conduct of official business or other legitimate organisational goals, or promotes and supports government policy objectives and priorities;
- ensure that any costs are proportionate to the benefits obtained for the State, and would be considered reasonable in terms of community expectations; and
- ensure that when hospitality is provided, individuals demonstrate professionalism in their conduct and uphold their obligation to extend a duty of care to other participants.

The **minimum accountabilities** for the Department's executive officers, executive class and principal class employees in the Teaching Service (excluding assistant principals) are that they:

- establish and regularly review policies and processes to respond to offers of gifts, benefits and hospitality, including multiple offers from the same source;
- establish and regularly review policies and processes to provide guidance on the provision of gifts or hospitality, both internally to staff and externally to business partners and other stakeholders;
- promulgate and establish awareness and compliance with gifts, benefits, and hospitality policies with all employees and school councillors;
- reinforce to all employees and school councillors that a breach of gifts, benefits and hospitality procedures could constitute a breach of binding codes of conduct and result in possible disciplinary action;
- ensure records are kept of accepted gifts, benefits and hospitality of more than nominal value and that such records are subject to regular scrutiny, including review by the Department's Audit Committee; and
- ensure that hospitality expenditure is recorded and reported in accordance with whole of government financial management, accountability and reporting requirements.



# GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)

## Accepting gifts, benefits and hospitality

Individuals must exercise particular care in accepting gifts, benefits or hospitality if:

- the donor person, company or organisation is involved in a tender process with the Department or school, or the donor person or organisation is the subject of, or affected by, a decision within the Department or school's discretionary power or significant influence;
- the person, company or organisation is in a contractual relationship with the Victorian Government or school council; or
- the employee or school councillor has been offered gifts of any kind from the same donor more than once in the last year.

Employees or school councillors may accept benefits and hospitality, such as invitations to official functions or events of reasonable value, as long as they are related to the business of the Department or school, and provided that they do not involve a conflict of interest or create a perception that the employee or school councillor will be unduly influenced by accepting the benefit or hospitality. In all cases the benefit or hospitality should be proportionate to the occasion.

**Benefits and hospitality in relation to for-profit organisations sponsoring conferences or industry tours should generally be declined, unless reasons why there is no conflict of interest or apparent conflict of interest or improper influence can be demonstrated. However, if attendance at the conference or industry tour is in the public interest, then the Department or school should consider paying for the travel and accommodation.**

Gifts of seemingly excessive value should not be accepted. The only exception to this is when failure to accept the gift, benefit or hospitality is likely to cause embarrassment or insult to the donor.

Gifts of any value must never be accepted if:

- the donor or reasonable observer would perceive that acceptance would create an obligation to the donor, particularly if the value of the gift is disproportionate to the circumstances in which it is offered.
- the gift is likely to influence an employee or school councillor in the course of their duties or where acceptance could cause a conflict of interest.
- the organisation's primary purpose is to lobby Ministers, Members of Parliament or agencies.
- the gift is an offer of money or anything readily convertible into money (e.g. shares), or
- the organisation or individual has a connection with a tender process or a decision over which the Department or the school could be perceived to have influence.

Employees and school councillors should remember that the consequences of creating a **perception** that the Department's or school's impartiality can be compromised may be as damaging as an actual compromise.

For further information regarding conflict of interest, please refer to the Department's [Probity Guidelines July 2014](#)

# GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)

## Take the GIFT test

The GIFT test is a good reminder of what to think about when deciding whether to accept or decline a gift, benefit or hospitality. Take the GIFT test and when in doubt ask your manager or school principal.

<b>G</b>	<b>Giver</b>	<b>Who is providing the gift, benefit or hospitality and what is their relationship to me?</b> Does my role require me to select contractors, award grants or determine policies? Could the person or organisation benefit from a decision I make?
<b>I</b>	<b>Influence</b>	<b>Are they seeking to influence my decisions or actions?</b> Has the gift, benefit or hospitality been offered to me publicly or privately? Is it a courtesy, a token of appreciation or highly valuable? Does its timing coincide with a decision I am about to make?
<b>F</b>	<b>Favour</b>	<b>Are they seeking a favour in return for the gift, benefit or hospitality?</b> Has the gift, benefit or hospitality been offered honestly? Has the person or organisation made several offers over the last 12 months? Would accepting it create an obligation to return a favour?
<b>T</b>	<b>Trust</b>	<b>Would accepting the gift, benefit or hospitality diminish public trust?</b> How would I feel if the gift, benefit or hospitality became public knowledge? What would my colleagues, family, friends or associates think?

**Another useful test is to consider if it would be embarrassing or difficult to publicly explain or justify the acceptance of a gift. If this is the case, or if there is any doubt, then the gift should be politely declined.**

## Keeping gifts

Employees and school councillors may keep token gifts (under \$100) such as a box of chocolates, for the work they have done.

In limited circumstances, employees and school councillors may be able to keep a gift worth \$100 or more, but less than \$500, **subject to the documented approval** of their Deputy Secretary or school council. The Secretary, Deputy Secretary or school principal may also consider offering the employee or school councillor the option of purchasing the gift at market value.

Gifts worth \$500 or more must be surrendered to the State or school **under all circumstances**. Employees and school councillors may purchase a gift worth more than \$500 from the State or school, with the Secretary's or school council's written approval, provided that no other public entity (e.g. Museums Victoria) has expressed interest in retaining the gift. For further details see Attachment A – Valuation and Disposal of Gifts.

Official gifts, namely gifts intended for the Department, school or the Victorian Government rather than the individual recipient(s), remain the property of the Department, school or State.

## **GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)**

### **Transferring gifts to the Department or school ownership**

When an employee or school councillor is representing the Department or school at an event, and the Department or school has paid for their time, labour or accommodation to attend the event, any benefits accruing from this event belong to the Department or school. The employee or school councillor is then required to record any benefit accordingly, dependent upon the nominal value.

In the case of an international delegation offering ceremonial gifts on behalf of their country to an individual, school or the Department, these gifts (dependent on the nominal value) are to be recorded on the gift register and become the property of the Department or school.

### **Recording the acceptance and/or keeping of a gift or hospitality**

Acceptance of token gifts or reasonable hospitality does not need to be formally registered. Similarly, hospitality provided by other government departments or governments does not need to be recorded.

### **Non-school-based employees**

For non-school-based employees, including Teaching Service employees in non-school locations, acceptance and offers of a gift worth more than \$100 (nominal value) **must** be formally registered on the Department's gift register administered by Procurement Division. This includes gifts accepted on behalf of, or passed on to, a third party. To complete a Gift Declaration Form please click [Gifts, Benefits & Hospitality](#) and scroll to Tools and Documents.

The following information is to be recorded on the declaration form:

- recipient's name
- donor's name and organisation
- location of the gift
- description, reason of gift and estimated value
- date, time and place of offer
- first time, previous offers, cumulative value of gifts within last 12 months by individual
- decision taken on the gift
- Deputy Secretary's (or Secretary's) signature.

Once the declaration form is completed, it is then sent to the Executive Director, Procurement Division, who will record the details on the Department's Gifts Register. Significant gifts will also be recorded on the Department's asset register.

The Gifts Register is monitored by the Executive Director, Procurement Division and provided to the Secretary and Department's Audit Committee, on request.

The Asset Register is monitored and reviewed by the Secretary and the Department's Audit Committee.

# GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)

## **School-based employees and school councillors**

For school-based employees and school councillors, acceptance and offers of a gift worth more than \$100 (nominal value) **must** be formally registered on the school's gift register. Where a school gift register does not exist, principals are required to institute one and record the following information for each gift. To complete a Gift Declaration Form please click [Gifts, Benefits & Hospitality](#) and scroll to Tools and Documents.

- recipient's name
- donor's name and organisation
- location of the gift
- description, reason of gift and estimated value
- date, time and place of offer
- first time, previous offers, cumulative value of gifts within last 12 months by individual
- decision taken on the gift
- principal's or school council president's signature.

The gift register is monitored by the principal and annually reviewed by the school council.

## **Declining a gift, benefit or hospitality**

Some employees and school councillors perform roles that call for greater scrutiny. Employees of the Department's Procurement Governance Committee, or those involved in procurement processes, must not accept gifts from contractors, particularly not when a tender has been advertised. Those who award grants must not accept gifts from applicants, and policy makers must not accept gifts from lobbyists.

***Alternatives to sponsored travel and accommodation*** – individuals may receive offers of sponsored travel and accommodation to attend a conference. Such offers should generally be declined because of the potential for conflict of interest. However, if attendance is considered to be in the public interest, then the Department or school could pay for the travel and accommodation instead. If there is no public benefit to accepting a gift, benefit or hospitality, then it should be declined. This is particularly the case when acceptance could be perceived as an endorsement of the organisation or product.

***Repeat gifts or attempted bribery*** – if an individual considers they have been offered a bribe or inducement, the offer must be reported to the Secretary, school principal or their delegate immediately

## **Providing gifts and hospitality**

Hospitality or the giving of gifts is often provided to welcome guests, facilitate the development of relationships to further public sector business outcomes and celebrate achievements.

# GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)

## **Gifts and hospitality provided to external guests**

Authorised officers may consider providing hospitality for the purposes of:

- receiving guests (for example a visiting delegation from another jurisdiction, or hosting a meeting held over lunch time);
- facilitating relationships between third party organisations that are in the interests of the State (for example, an event where community sector organisations can meet business organisations to establish partnerships);
- celebrating the opening of an event, exhibition, or the establishment of a new public body; or launching an initiative (for example, the launching of a new community awareness campaign).

In considering whether to provide a gift or hospitality, the authorising officer should seek to uphold, and where possible, enhance the reputation of the public sector, including the school. The following questions will assist with this consideration:

- will the provision of hospitality foster the conduct of Departmental or school-based business?
- will the provision of hospitality help to promote or support the government's policy objectives?
- in providing hospitality, can we be sure that the reputations of both the public sector/school and the external guests are upheld?
- will the gift being considered provide a benefit to the State? NOTE: Any gift should normally be symbolic, rather than financial, in value.

All purchases need to be made in accordance with the Department's [\*Purchasing Policy and Guidelines \(corporate\)\*](#).

## **Office functions**

When official functions are being held, the number of Departmental officers attending functions should be restructured to those who are able to provide an input to the event. In general:

- for larger functions (greater than 12 participants) then the proportion of invited external guests should be greater than the number of Departmental representatives;
- for smaller functions (12 participants or less), the number of Departmental participants should be at least in balance with external invitees.

The Departmental Secretary, the school principal or an authorised officer may host an official function, including at the host's private residence. The partner or spouse of an officer may be included where this is appropriate; however other members of an officer's family should not normally be included on the guest list.

# **GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)**

## **Catered functions for staff**

For a range of reasons, catered activities may be occasionally provided for employees. These may include:

- as part of a larger staff-related event, for example a training course, workshop, planning day seminar or conference; and
- to recognise an organisational or individual staff achievement (for example the successful completion of a project or the retirement of a long-standing member of staff).

The appropriate senior authorising officer must determine if any catered function for staff would be considered reasonable and must take into consideration community expectations in relation to expenditure by public officials.

## **Working meals in a business meeting**

Working meals involve participation of persons outside the organisation.

The provision of working meals should normally occur:

- at an ordinary Departmental or school-based meeting location
- on non-regular occurrences, except where particular meetings are planned to continue without break for the convenience of Departmental or school-based timetables.

## **Working meals may be accepted when**

- there are organisational efficiencies in continuing the meeting through the normal meal break; or
- there is no reasonable alternative date and time to conduct the meeting except through a normal meal period.

Any hospitality including the venue chosen for the meal should be in accordance with the significance of the purpose of the meeting and the status of the persons/participants.

Effort should be undertaken to avoid meetings between 12.00noon and 2.00pm, unless absolutely necessary.

An employee is not permitted to claim a reimbursement or allowance for meals or beverages where the meal/entertainment has been provided as part of hospitality.

## **Providing gifts to staff**

On occasions, the Department or school may wish to recognise significant staff achievements and provide token gifts as part of:

- a reward and recognition event; and
- celebrating length of service milestones and/or retirements.

A token, such as a card and/or flowers, may also be sent to family members to acknowledge an employees' contribution to the workplace in the event of their death. Doing so can also assist their colleagues with their bereavement.

## GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)

To uphold the principles of accountability and transparency, all schools are required to seek approval from the school council when issuing gifts to staff (regardless of value) which is funded by public monies.

Gifts given in celebrations of events such as birthdays, marriages or the birth of children should not be funded using public monies.

All purchases need to be made in accordance with the Department's [Purchasing Card Policy and Guidelines \(corporate\)](#).

### **Gifts and fringe benefits tax**

Fringe benefits tax (FBT) is a tax payable by an employer in respect of fringe benefits provided to an employee or their associate (e.g. employee's spouse or children) by:

- an employer; or
- an associate of an employer (an associate of the Department includes government schools, TAFEs, another government department or statutory authority, such as VCAA, or VRQA),
- a third party (ie organisation/entity external to the Department, for example a private company).

The FBT legislation provides that certain benefits that are less than \$300 in value and infrequently provided may qualify as a 'minor benefit', which is exempt from FBT. However, the minor benefit exemption does not extend to gifts of an entertainment nature. Consequently, all entertainment gifts will be subject to FBT regardless of their value.

Entertainment is specifically defined in tax legislation as entertainment by the way of:

- food
- drink
- recreation
- accommodation or travel associated with the provision of food, drink or recreation.

Therefore, all gifts that are of an entertainment nature and/or any other gifts of \$300 or more in value, accepted by an individual from an employer, associate of an employer, or third party are subject to FBT.

The Department or school must keep records showing the taxable value of certain fringe benefits provided to its employees. If the total taxable value of reportable fringe benefits (RFBs) provided to an employee in an FBT year (1 April to 31 March) is more than \$2,000, the Department or school must record the grossed-up taxable value of those benefits on the employee's payment summary for the corresponding income tax year (1 July to 30 June).

For more information about RFBs, employees should refer to the Australian Taxation Office's (ATO) publication on the ATO website using the following link:

[Reportable Fringe Benefits - Facts For Employees](#)

Any FBT liability in respect of school-based employees will be met by the Department, and the cost of FBT will be passed on to the school. The school council may be responsible for any FBT liability in respect of gifts given to staff employed by it.

# **GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)**

## **Overarching considerations**

### **Determining the type of hospitality to be provided:**

When deciding on the type of hospitality to provide, a balanced judgement should be made between the costs incurred and the potential benefits accrued to the State of Victoria; and whether the proposed hospitality is in line with community expectations.

If an event or meeting is significant enough in duration, and extends over usual meal times, it is generally considered a courtesy to provide modest hospitality such as tea, coffee or a light meal. This type of hospitality usually has a low cost per head, is in line with community expectations, and may be required by employees' employment provisions.

Wherever possible, a sufficient break in proceedings should be encouraged to enable participants to seek their own refreshments if available within the vicinity. Where possible, internal meetings attended by employees should not be scheduled to conflict with meal times.

The following questions may be useful as a guide to help staff decide the type of hospitality to be provided.

- What is the main purpose of the event for which hospitality will be provided? Who will participate? eg. the organisation's own employees, other public sector or public service staff, or external business partners? Would failure to provide hospitality be detrimental to business or stakeholder relationships?
- What is known about the prevailing culture and business practices of external participants?
- What is known about previous experiences of, and expectations around hospitality provided by public sector organisations?
- Will the costs of the hospitality provided be proportionate to, and less than, the potential benefits?
- Is it necessary to hold the event or meeting over a meal time or at a time of day when hospitality might be expected?
- Is it unreasonable or impractical to schedule a break in proceedings to enable participants to leave and seek more substantial refreshments of their own volition?

## **Containing costs**

The parameters suggested below can assist with cost containment:

- Where possible, events should be held at a time of day least likely to attract expectations of, or a need for, hospitality.
- Any event should not exceed two hours in duration.
- Public sector venues should be selected in preference to private venues. External venues should only be used if required, and where value for money can be demonstrated. Perceptions are also important; sometimes a modestly priced venue can be perceived as excessive, if for example it promotes an image of luxury.
- Catering should be proportionate to the number of attendees.
- The size of the event and number of attendees should be aligned with intended outcomes.
- Catering should be procured at competitive rates and avoid inclusion of more expensive menu options.



# GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)

## Provision of alcohol

The supply of alcohol at any event can lead to increased risks, including the risk of anti-social behaviour and risks to the reputation of both individuals and the organisation alike.

Before considering the supply of alcohol at an event, the authorised officer must note their obligations under the Occupational Health and Safety Act 2004, the Liquor Control Reform Act 1998 and the Code of Conduct. Importantly, employees must not be impaired by alcohol whilst in the workplace.

The following parameters may be useful as a guide:

- Any event where alcohol is served should be held at a time which minimises the risk of employees returning to work impaired by alcohol. For example, if normal office hours are worked, the event should be held in the late afternoon or early evening.
- Any event should not exceed two hours in duration.
- No more than two standard drinks per person should be provided.
- The provision of alcohol should be incidental to the overall level of hospitality provided.
- The provision and use of alcohol using government funds is strictly within this Policy.
- The storage and control of any alcohol should be closely monitored.

The provision of alcohol at staff-related functions funded from an organisation's budget carries with it higher risks in terms of public perception, especially in relation to perceptions of waste and excess, including the risk of anti-social behaviour and risks to the reputation of both individuals and the organisation alike. Consideration must be given, prior to approval, to avoid any such perceptions, to contain costs, and to promote adherence to the Code of Conduct.

The Code of Conduct requires that employees behave in a manner that does not bring the public sector into disrepute. They are required to avoid the misuse of alcohol when at work or engaged in work-related activities. Importantly, employees must not be impaired by alcohol whilst in the workplace.

Alcohol would not normally be served at functions or official meetings, which are attended solely by Departmental or school-based staff. This requirement however may be waived at the discretion of the school principal, a Deputy Secretary or Secretary.

If intending to supply alcohol at an event which will include Departmental or school staff representation, then approval is required from the Secretary, or Deputy Secretary or principal, prior to the event occurring. Securing this prior approval remains the responsibility of the appropriate authorised officer – the '*DET Hospitality Approval Form*' can be found within the '*DET Hospitality Approval Guidelines*' document, available via Financial Services Division.

## GIFTS, BENEFITS AND HOSPITALITY POLICY (*cont.*)

### **Take the HOST test**

The HOST test is a good reminder of what to think about when deciding whether to provide hospitality or gifts to staff or stakeholders. Take the HOST test and when in doubt ask your manager or school principal.

<b>H</b>	<b>Hospitality</b>	<b>To whom is the gift or hospitality being provided?</b> Will recipients be external business partners, or employees of the host organisation?
<b>O</b>	<b>Objectives</b>	<b>For what purpose will hospitality be provided?</b> Is the hospitality being provided to further the conduct of official business? Will it promote and support government policy objectives and priorities? Will it contribute to staff wellbeing and workplace satisfaction?
<b>S</b>	<b>Spend</b>	<b>Will public funds be spent?</b> What type of hospitality will be provided? Will it be modest or expensive, and will alcohol be provided? Will the costs incurred be proportionate to and less than the benefits obtained?
<b>T</b>	<b>Trust</b>	<b>Will public trust be enhanced or diminished?</b> Could you publicly explain the rationale for providing the gift or hospitality? Will the event be conducted in a manner which upholds the reputation of the public sector? Have records in relation to the gift or hospitality been kept in accordance with reporting and recording procedures?

### **Recording and reporting the provision of hospitality**

Public sector organisations have reporting and recording obligations which help to ensure transparency and accountability. These include record keeping obligations under the *Public Records Act 1973*, and obligations arising from the *Financial Management Act 1994* to ensure that public funds are appropriately authorised and incurred in accordance with business needs, and captured in the financial records. The public also has a right to access documents relating to the provision of hospitality under the *Freedom of Information Act 1982*.

**NOTE:** The Department's *'Hospitality Approval Guidelines'* provides further detail on the processes relating to hospitality approvals, non-allowable hospitality expenses and other matters to be considered i.e. Fringe Benefits, Tipping, etc.

Consequences of breaching the Policy

A breach of this Policy may constitute a breach of:

- Victorian Public Sector Code of Conduct
- *Public Administration Act 2004* in relation to misconduct
- Directors' Code of Conduct under the *Public Administration Act 2004*
- Ministerial Order 199
- School Council Code of Conduct.

In some circumstances, accepting a gift or benefit may constitute a breach of sections 175–179 of the *Crimes Act 1958*. This is an indictable offence that attracts a maximum penalty of ten years imprisonment.

Division 9A of the *Crimes Act 1958* also provides that common law bribery attracts a maximum penalty of ten years imprisonment.

### **Further assistance**

For further advice or assistance:

- non-school based employees (corporate) may email [service.agreement.policy@edumail.vic.gov.au](mailto:service.agreement.policy@edumail.vic.gov.au)
- school based employees may email [community.stakeholders@edumail.vic.gov.au](mailto:community.stakeholders@edumail.vic.gov.au)

## Attachment A

### VALUATION AND DISPOSAL OF GIFTS

Any disputes as to the value of a gift must be resolved by independent valuation.

#### Valuation

The value of a gift is assessed according to the wholesale price in the country of origin.

Valuations are to be obtained by valuers competent to value in the field. The Department or school will pay any costs of valuation.

#### Disposal

Gifts that are Departmental or school property may be:

- transferred in title to Victorian Government departments and agencies and repositories of collections, including museums, galleries, libraries, archives and special-interest collections, education or community institutions
- donated to a nominated non-profit organisation or charity, at the discretion of the recipient and the Department
- purchased by the recipient (if no Victorian Government entity has made a prior claim)
- disposed of in an appropriate manner by the Department or school.

Gifts must be retained for one year before they are subject to the disposal process. The Secretary (non-school-based staff) or school council (school-based staff and school councillors) must approve any exception to this rule. All disposals of gifts require the approval of the Secretary (non-school-based staff) or school council (school-based staff and school councillors). The purchase of gifts worth more than \$500 by the Secretary requires the approval of the Chair of the Audit Committee.

Public entities, such as the National Gallery of Victoria, State Library of Victoria and Museums Victoria, retain a right of first claim over any gifts to be disposed of that are deemed to be of historical or cultural significance.

Disposal of gifts must be in the public interest and pay due respect to the wishes and expectations of the donor. Disposal of gifts to individuals, other than by way of purchase by the original recipient, is not permitted. Disposal of gifts to private-sector organisations should be avoided. All disposals must be arm's length transactions and be properly documented for audit.

In the case of disposal of **Department gifts**, the Executive Director, Procurement Division, may initiate a disposal request at any time after the conclusion of the one-year retention period. A gift disposal recommendation form must be completed and forwarded to the Premier or Secretary, accompanied by a briefing on any ethical or accountability issues relating to the disposal. Once approved, the Executive Director, Procurement Division, may (if requested) donate the gift on the Premier's or Secretary's behalf.

In the case of disposal of **school gifts**, the school council may initiate a disposal request at any time after the conclusion of the one-year retention period. A gift disposal recommendation form must be completed and forwarded to the Premier or Secretary, accompanied by a briefing on any ethical or accountability issues relating to the disposal. Once approved, the school council may (if requested) donate the gift on the Premier's or Secretary's behalf.

The following details of disposal must be entered in the gift register:

- description of the gift
- date of disposal
- recipient of disposal
- original donor
- reason for disposal.

#### Evaluation

**College Council will review this policy every three years or as directed by DET.**

**Date reviewed: June 2016**

**Date of next review: 2019**

## Attachment B

### GIFT DECLARATION FORM

*To be completed by the recipient of the reportable gift within 14 days of the offer*

Date offered:	<input type="text" value=" / /"/>
Offered to:	.....
Title/Role:	.....
Division/Unit/School:	<b>DONCASTER SECONDARY COLLEGE</b>
Offered by:	.....
Title/Role:	.....
Organisation:	.....
	.....
Reason offered:	.....
	.....
Description of gift:	.....
Location of gift:	.....
Estimated value:	.....
First time offer <input type="checkbox"/>	Previous offer(s) within last 12 months by this individual <input type="checkbox"/>
Cumulative value of gifts offered by this individual within the last 12 months: .....	
Decision regarding gift:	
Declined <input type="checkbox"/>	Retained <input type="checkbox"/> Transferred to Department ownership <input type="checkbox"/>
Transferred to school ownership <input type="checkbox"/>	
Signature of recipient: .....	
Date: ..... /..... /.....	

#### Noted by authorised delegate:

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

***(On Completion - Please send to Business Manager)***

#### Gift register updated:

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

***(Business Manager)***

# HAZARDOUS SUBSTANCES POLICY

## Rationale

The primary object of this policy is to protect the health and safety of students, staff and community who are exposed to chemicals or substances that are hazardous in accordance with the OHS (Hazardous Substances) Regulations 1999.

## Definitions

Hazardous substances are substances that have the potential to harm human health. The health effects may be immediate or long-term. A hazardous substance can be identified from information on the manufacturer or importer's labels and Material Safety Data Sheets. Hazardous substances may be solids, liquids or gases. They may be pure substances or mixtures. They often generate vapours, fumes, dust and mists when used in the workplace.

## Implementation

In compliance with the OHS (Hazardous Substances) Regulations 1999, the College will implement the procedures below:

- Identify all hazardous substances in all areas of the school;
- Maintain a Register of Hazardous Substances in conjunction with a Dangerous Goods Register;
- Obtain and follow instructions provided by Material Safety Data Sheets for all identified and suspected Hazardous Substances and keep them in an accessible location with the register;
- Ensure appropriate labels are on all hazardous substances containers, including decanted products;
- Conduct and document risk assessments on each hazardous substance and / or process in which they are used;
- Control the risk using the hierarchy of control:
  - elimination
  - substitution
  - isolation
  - engineering controls
  - administrative
  - personal protective equipment.
- Determine whether atmospheric monitoring or health surveillance is required;
- Provide funding to ensure the following are provided in relation to the use of hazardous substances:
  - appropriate storage facilities;
  - personal protective equipment;
  - correct disposal practices;
  - appropriate spill containment, clean-up equipment, lighting and ventilation; and
  - a supply of suitable fire protection equipment which is regularly maintained.
- Ensure staff and supervisors have received sufficient information, instruction and training to handle these substances competently;
- Evaluate competency of staff through the DET online assessment portal. Records of training will be Kept centrally by DET through the online training system;
- Keep written records of any incidents associated with the storage and handling of hazardous substances and make reports to relevant regulatory and DET bodies as required; and
- Monitor and review the effectiveness of risk control procedures.

## Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: August 2017***

***Date of next review: 2020***

# HEAD INJURY POLICY

## **Rationale**

Any knock to the head can potentially be serious and can be a life threatening condition.

## **Broad Guidelines**

When a student presents at the Health Centre with a head injury, the following guidelines will be implemented:

- The student will be kept for observation in the Health Centre for 30 minutes.
- The student will be observed for the following:
  - orientation to time, place and person
  - headache (increase of painful headache)
  - loss of memory, particularly of the event
  - blurred vision
  - pupils becoming unequal in size
  - vomiting
  - drowsiness
  - altered response to commands or touch
  - blood or clear fluid escaping from nose or ears.
- An Incident Report will be completed.
- Parents / Guardians will be notified as soon as possible.
- Pain relief will not be given as it 'masks' the signs of the condition.
- If the student is sent home, the person collecting the student will be provided with a Health Centre Concussion Report outlining the signs and symptoms of concussion and to see a doctor if concerned.
- If after speaking to the parent/guardian of a student who has sustained a head injury and they give consent for the student to return to class, the student will be provided with a Health Centre Report and a Concussion Report, both of which will be photocopied and stored with the Incident Report.
- If the student returns to class, he/she must return to the Health Centre or the nurse will be called if required if any changes to their condition occur or they are concerned about how they feel. They will be assessed before going home.
- If the student's condition deteriorates, an ambulance will be called by dialling 000. It will be stated that the student has a head injury and that his or her condition is deteriorating.
- Any student who has lost consciousness must be assessed by a doctor or the parent/guardian is encouraged to have the child assessed as soon as possible.

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: March 2015***

***Date of next review: 2018***

# **HOMEWORK / HOMESTUDY POLICY**

## **Rationale**

Regular homework as given by the teachers and home-study are important for the consolidation of learning. It provides the student with opportunities to consolidate and extend on the knowledge and skills learnt in class, as well as enabling the student to develop independent study habits which are necessary for both future study and work expectations.

## **Purposes**

- To complete, reinforce and extend classroom learning activities.
- To develop responsibility for completing set tasks.
- To improve particular skills through extended practice time.
- To develop organisation and time management skills.
- To provide parents with an opportunity to be involved with their child's education.

## **Guidelines:**

- Teachers set homework regularly and review each student's progress.
- The amount of homework will vary according to student learning needs, year level and subject. To assist students in achieving a suitable balance between homework and recreational activities, the following pattern of homework/study is suggested as a minimum:
  - Years 7 & 8                      5 – 6 hours per week
  - Years 9 & 10                    8 – 10 hours per week
  - Years 11 & 12    1            5 hours plus per week
- Types of homework / homestudy include:
  - completion of work unfinished during class-time;
  - completing notes and other work missed during absences;
  - revision of class work and preparation of tests; and
  - Tasks, projects and assignments set by teachers to be completed at home.
- Each student will use a College planner to record homework tasks and due dates.
- Effective homework and home study are best achieved when organised and completed as part of a time management routine.
- Effective homework / homestudy requires a suitable environment, one that is quiet with minimal disturbances.
- Parents are encouraged to review the use of the College planner weekly and access Compass to check and discuss homework with their child on a regular basis.
- Homework must be submitted by the due date.

Resources: Implementation Guide.

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed:        August 2017***

***Date of next review: 2020***

# ICT ACCEPTABLE USAGE POLICY – STAFF

## 1. Rationale

**1.1** The use of DET ICT resources carries with it responsibilities. Users must at all times remember that when using DET ICT resources, they are using ICT resources provided to them for business purposes.

**1.2** The provision of DET ICT resources by DET is to improve and enhance learning and teaching, and conduct of the business and functions of DET. Using information technology, accessing information, and communicating electronically can be cost-effective, timely and efficient. It is essential that use of this valuable resource be managed to ensure that it is used in an appropriate manner.

**1.3** The process by which DET seeks to manage staff use of DET ICT resources is through the development and implementation of this Policy. The Policy must be followed whenever using DET ICT resources.

## 2. Purpose

**2.1** The purpose of this Policy is to ensure that all use of Department of Education and Training (DET) Information, Communications and Technology (ICT) resources is legal, ethical and consistent with the aims, values and objectives of DET and its responsibilities to the students in its care. DET is an institution charged with the safety and education of children. It also has occupational health and safety obligations to employees and students and must comply with State and Federal anti-discrimination and sexual harassment laws. It is thus of paramount importance that its ICT resources are used appropriately and professionally at all times.

**2.2** DET ICT resources must be properly and efficiently used. DET ICT resources are not to be used for inappropriate activities for example, pornography, fraud, defamation, breach of copyright, unlawful discrimination or vilification, harassment, including sexual harassment, stalking, privacy violations and illegal activity, including illegal peer-to-peer file sharing.

## 3. Definitions and Scope

**3.1** In this Policy –

**(i)** an ‘Authorised Person’ means the Secretary, a Deputy Secretary, a Regional Director, an Assistant Regional Director, a Principal, General Manager Information Technology Division, Assistant General Manager, Information Technology Division, Manager, Risk Management (Information Technology Division), Manager Conduct & Ethics Branch, Officer, Conduct & Ethics Branch, or a person authorised by the Secretary of the Department of Education & Early Childhood Development;

**(ii)** ‘Copyright’ does not include moral rights under the Copyright Act 1968 (Cth);

**(iii)** ‘DET’ means the State of Victoria – Department of Education and Training;

**(iv)** ‘DET ICT resources’ includes but is not limited to all DET networks, systems, software and hardware including DET Local Area Networks (LANs), Wide Area Networks (WANs), Wireless Local Area Networks (WLANs), Intranet, Extranet, Ultranet, DET email systems, computer systems, software, servers, desktop computers, printers, scanners, portable computers, leased notebook computers, mobile phones, portable storage devices including digital cameras and USB memory sticks, hand held devices (for example, personal digital assistants or ‘PDAs’) and other ICT storage devices;



## ICT ACCEPTABLE USAGE POLICY – STAFF (*cont.*)

- (v) 'Electronic Communications' means email, instant messaging and any other material sent electronically;
- (vi) 'DET email systems' means eduMail and any other school-based email system established for the purposes of school-related communications. DET email systems are part of DET ICT resources;
- (vii) 'Guidelines for Classification of Films and Computer Games' means the Guidelines for Classification of Films and Computer Games made under sub-section 12 of the Classification (Publications, Films and Computer Games) Act 1995 (Cth);
- (viii) 'Malware' is an abbreviation of 'malicious software' and means software programs designed to cause damage and other unwanted actions on a computer system. Common examples include computer viruses, worms, spyware and trojans;
- (ix) 'Peer-to-peer file sharing' means the sharing of files between systems on a P2P network. The 'peers' of a P2P network are computer systems connected to each other by the Internet. Files can be shared directly between computer systems on the network without the requirement of a central server. An example of illegal P2P file sharing is the sharing of copyrighted files without the authorisation of the copyright owner, for example copyrighted film and music files;
- (x) 'Personal use' means all non-work related use, and includes internet usage and private emails;
- (xi) 'Users' of DET ICT resources includes all employees, ie persons employed by the Secretary of DET under Part 2.4 of the Education and Training Reform Act 2006 (Vic), all persons employed by the Secretary of DET under the Public Administration Act 2004 (Vic), the Secretary of DET appointed under section 12 or 19 of the Public Administration Act 2004 (Vic), Ministerial officers and Ministers, working within DET, and all persons employed by school councils under Part 2.3 of the Education and Training Reform Act 2006 (Vic). It also includes all contractors and volunteers engaged by: DET, school councils, schools, regional offices or district offices who use DET ICT resources.

**3.2** This Policy applies to all users of DET ICT resources regardless of work location and applies to all aspects of use of all DET ICT resources, for example:

Publishing and browsing on the internet;

- Downloading or accessing files from the internet or other electronic sources;
- Email;
- Electronic bulletins/notice boards;
- Electronic discussion/news groups;
- Weblogs ("blogs");
- Social networking;
- File transfer;
- File storage;
- File sharing;
- Video conferencing;
- Streaming media;
- Instant messaging;
- Online discussion groups and „chat“ facilities;
- Subscriptions to list servers, mailing lists or other like services;
- Copying, saving or distributing files;
- Viewing material electronically; and
- Printing material.

**3.3** Any reference in this Policy to an Act, Regulation, Guidelines, Code of Conduct or other document includes a reference to the Act, Regulation, Guidelines, Code of Conduct or other document as amended from time to time.

### **4. Responsibility**

**4.1** DET is responsible for ensuring that the persons to whom this Policy applies are aware of this Policy. This may include, but is not limited to:

- (a) providing access to a copy of the Policy, for example, on the DET website;
- (b) reminders of the need for compliance with the Policy; and
- (c) providing updates or developments of the Policy.

**4.2** It is the responsibility of all users to abide by this Policy.

### **5. Non-Compliance**

**5.1** Depending on the nature of the inappropriate use of DET ICT resources, non-compliance with this Policy may constitute:

- (i) a breach of employment obligations;
- (ii) serious misconduct;
- (iii) sexual harassment;
- (iv) unlawful discrimination;
- (v) a criminal offence (see clause 11);
- (vi) a threat to the security of DET ICT resources;
- (vii) an infringement of the privacy of staff and other persons; or
- (viii) exposure to legal liability.

**5.2** Non-compliance with this Policy will be regarded as a serious matter and appropriate action, including termination of employment, may be taken.

**5.3** Where there is a reasonable belief that illegal activity may have occurred DET may report the suspected illegal activity to the police.

## 6. Business Purposes and Other Use

### 6.1 Use of DET ICT resources must –

- (a) be for DET purposes only, or where authorised or required by law, or with the express permission of an Authorised Person; and
- (b) be used like other business resources and comply with any codes of conduct, ministerial orders or legislative requirements which apply to the user, for example, the Code of Conduct for the Victorian Public Sector, the Education and Training Reform Act 2006 (Vic) and the Public Administration Act 2004 (Vic).

**6.2** Notwithstanding clause 6.1(a), users of DET ICT resources may use DET ICT resources for personal use provided the use is not excessive and does not breach this Policy. Users must not engage in excessive personal use of DET ICT resources during working hours (refer to Clause 20, Category 4, for guidance). Users must not engage in excessive personal use of DET email systems or the internet using DET networks outside working hours. A breach of either of these constitutes a failure to abide by this Policy. In using DET ICT resources for personal use, users should be aware that the provisions that apply to access and monitoring of DET ICT resources apply to personal use as well.

### 6.3 Subject to limited personal use in accordance with clauses 6.2 and 20 –

- (i) subscribing to mailing lists and other like services using DET ICT resources must be for DET purposes or professional development reasons only; and
- (ii) social networking, on-line conferences, discussion groups or other similar services or tools using DET ICT resources must be relevant and used only for DET purposes or professional development activities. When using such tools, all DET ICT users must conduct themselves professionally and appropriately.

**6.4** Provided that use is not unlawful, offensive or otherwise improper, users are allowed reasonable access to electronic communications using DET ICT resources to facilitate communication between employees and their representatives, which may include a union, on matters pertaining to the employer/employee relationship.

**6.5** Large data downloads or transmissions should be minimised to ensure the performance of DET ICT resources for other users is not adversely affected. Where a user has caused DET to incur costs for excessive downloading of non-work related material in breach of this Policy, DET may seek reimbursement or compensation from the user for all or part of these costs.

## 7. Department Property

**7.1** Electronic communications created, sent or received using DET email systems are the property of DET, and may be accessed by an Authorised Person in the case of an investigation, including in relation to investigations following a complaint or investigations into misconduct. Electronic communications may also be subject to discovery in litigation and criminal investigations. All information produced on computer, including emails, may be accessible under the Freedom of Information Act 1982 (Vic). Please note that email messages may be retrieved from back-up systems and organisations, their employees and the authors of electronic communications have been held liable for messages that have been sent.

## **8. Access and Monitoring**

**8.1** DET ICT resources may be accessed or monitored by Authorised Persons at any time without notice to the user. This includes, but is not limited to, use of DET email systems and other electronic documents and records. However, Authorised Persons must have a valid reason for accessing or monitoring use of DET ICT resources in accordance with clause 8.3.

**8.2** Before accessing or monitoring DET email systems an Authorised Person is required to contact the Manager, Risk Management (Information Technology Division) to inform him/her of the proposed access. A written log recording relevant details will be maintained by the DET Information Technology Division – Risk Management Team.

**8.3** Authorised Persons may access or monitor the records of DET ICT resources for operational, maintenance, compliance, auditing, legal, security or investigative purposes. For example, electronic communications, sent, received or forwarded using DET ICT resources, may be accessed and logs of websites visited using DET ICT resources may be generated, examined and monitored.

**8.4** Authorised Persons may require the assistance of a systems administrator to gain access to records held within DET ICT resources such as electronic documents, communications or website logs of users. In such cases, the systems administrator will not be in breach of this Policy simply by reason of following the instructions of an Authorised Person.

**8.5** If, at any time, a systems administrator discovers any inappropriate use of DET ICT resources, they must report their concerns to an Authorised Person.

**8.6** Use of DET ICT resources constitutes consent to access and monitoring in accordance with this Policy.

**8.7** If at any time there is a reasonable belief that DET ICT resources are being used in breach of this Policy, the principal or line manager of the person who is suspected of using DET ICT resources inappropriately may suspend a person's use of DET ICT resources and may require that the equipment being used by the person be secured by the principal or line manager while the suspected breach is being investigated.

**8.8** Nothing in this Policy prevents the DET Information Technology Division or DET agents from monitoring DET ICT resources in order to support the functioning and performance of DET's information systems.

## **9. Defamation**

**9.1** DET ICT resources must not be used to send material that defames an individual, organisation, association, company or business. The consequences of a defamatory comment may be severe and give rise to personal and/or DET liability. Electronic communications may be easily copied, forwarded, saved, intercepted or archived. The audience of an electronic message may be unexpected and widespread.

## 10. Copyright Infringement

**10.1** The copyright material of third parties (for example, software, database files, documentation, cartoons, articles, graphic files, music files, video files, text and down loaded information) must not be used without authorisation to do so. The ability to forward and distribute electronic messages and attachments and to share files greatly increases the risk of copyright infringement. Copying material to a hard disk or removable disk, printing or distributing or sharing copyright material by electronic means, may give rise to personal and/or DET liability, despite the belief that the use of such material was permitted.

**10.2** DET supports the rights of copyright owners and does not and will not tolerate reckless or deliberate copyright infringement.

**10.3** All users of DET ICT resources should ensure they are familiar with the following publications issued by DET:

- (a) DET Intellectual Property Policy and Principles;
- (b) DET Intellectual Property and Copyright Guidelines; and
- (c) Copyright Guidelines for Victorian Government Schools.

## 11. Illegal Use and Material

**11.1** DET ICT resources must not be used in any manner contrary to law or likely to contravene the law. Any suspected offender will be referred to the police or other relevant authority and their employment may be terminated.

**11.2** Certain inappropriate, unauthorised and non work-related use of DET ICT resources may constitute a criminal offence under the Crimes Act 1958 (Vic), for example, computer ‘hacking’ and the distribution of computer viruses.

**11.3** Illegal or unlawful use includes but is not limited to use of certain types of pornography (eg child pornography) under the Crimes Act 1958 (Vic), offences under the Classification (Publications, Films and Computer Games) (Enforcement) Act 1995 (Vic), defamatory material, material that could constitute racial or religious vilification, unlawfully discriminatory material, stalking, blackmail and threats under the Crimes Act 1958 (Vic), use which breaches copyright laws, fraudulent activity, computer crimes and other computer offences under the Cyber Crime Act 2001 (Cth) or Crimes Act 1958 (Vic) (as amended by the Crimes (Property Damage and Computer Offences) Act 2003 (Vic)), or any other relevant legislation.

**11.4** In particular, DET is an institution charged with the safety and education of children. Child pornography represents the antithesis of DET’s responsibilities to children. Any suspected offender will be referred to the police and their employment will be terminated if the allegations are substantiated.

## 12. Offensive or Inappropriate Material

**12.1** Use of DET ICT resources must be appropriate to a workplace environment. This includes but is not limited to the content of all electronic communications, whether sent internally or externally.

**12.2** DET ICT resources must not be used for material that is pornographic, harassing, hateful, racist, sexist, abusive, obscene, discriminatory, offensive or threatening. This includes sexually-oriented messages or images and messages that could constitute sexual harassment.

**12.3** All users of DET ICT resources should be familiar with DET anti-discrimination, equal opportunity and harassment policies.

**12.4** Users of DET ICT resources who receive unsolicited offensive or inappropriate material electronically should delete it immediately. Offensive or inappropriate material received from people known to the receiver should be deleted immediately and the sender of the material should be asked to refrain from sending such material again. Such material must not be forwarded internally or externally or saved onto DET ICT resources except where the material is required for the purposes of investigating a breach of this policy.

## 13. Confidentiality and Privacy

**13.1** Electronic communication is not a secure means of communication. While every attempt is made to ensure the security of DET ICT resources, users must be aware that this security is not guaranteed, particularly when communicated to an external party. The sender should consider the confidentiality of the material they intend to send when choosing the appropriate means of communication.

**13.2** In relation to communications relating to the disclosure of improper conduct either as part of an audit or as contemplated by the Whistle-blowers Protection Act 2001 (Vic), it is advised that personal, not DET, email accounts or other means of communication are used to report this information to maintain confidentiality.

**13.3** DET will handle any personal information collected through the use of DET ICT resources in accordance with the Information Privacy Act 2000 (Vic).

**13.4** DET will not disclose the content of electronic communications created, sent or received using DET ICT resources to third parties outside of DET unless that disclosure is required for the purposes of a DET investigation, a police investigation or for other legal, investigative, audit or compliance reasons or in other circumstances where that disclosure does not contravene the Information Privacy Act 2000 (Vic).

## 14. Malware

**14.1** Electronic and web communications are potential delivery systems for computer malware. All data, programs and files which are downloaded electronically or attached to messages should be scanned by an anti-virus program before being launched, opened or accessed.

**14.2** Malware has the potential to seriously damage DET ICT resources. Do not open any attachments or click on any links embedded in an email unless you have confidence in the identity of the sender.

## 15. Attribution

**15.1** There is always a risk of false attribution of breaches of this Policy. It is possible that communications may be modified to reflect a false message, sender or recipient. In these instances an individual may be unaware that he or she is communicating with an impostor or receiving fraudulent information. If a user has a concern with the contents of a message received or the identity of the publisher of the electronic information, action should be taken to verify their identity by other means. If a user believes an electronic communication has been intercepted or modified, the line manager or principal should be informed.

**15.2** Users are accountable for all use of DET ICT resources that have been made available to them or leased to them for work purposes and all use of DET ICT resources performed with their UserID. Users must maintain full supervision and physical control of DET ICT resources, including notebook computers, at all times. UserIDs and passwords must be kept secure and confidential. Users must not allow or facilitate unauthorised access to DET ICT resources through the disclosure or sharing of passwords or other information designed for security purposes.

**15.3** Active sessions are to be terminated when access is no longer required and computers secured by password when not in use.

## 16. Mass Distribution and ‘SPAM’

**16.1** The use of DET ICT resources for sending „junk mail“, for-profit messages, or chain letters is strictly prohibited.

**16.2** Mass electronic communications should only be sent in accordance with normal DET procedures.

**16.3** The use of electronic communications for sending unsolicited commercial electronic messages (‘Spam’) is strictly prohibited and may constitute a breach of the Spam Act 2003 (Cth).

## 17. Records Management

**17.1** Electronic communications are public records and subject to the provisions of the Public Records Act 1973 (Vic).

**17.2** DET record management practices for management of email messages must comply with DET policies and guidelines on recordkeeping and management of electronic communications as amended from time to time.

**17.3** Email messages that are routine or of a short term facilitative nature should be deleted when reference ceases, as distinct from ongoing business records such as policy or operational records.

**17.4** Retention of messages fills up large amounts of storage space on the network and can slow down performance. As few messages as possible should be maintained in a user’s mail box. Messages for archive should be kept in separate archive files stored on the user’s network home or shared drive.

## 18. Disclaimer

**18.1** All emails sent externally from DET's eduMail service will automatically have a disclaimer attached to them.

**18.2** The disclaimer must not be altered or interfered with in any way. The use of the disclaimer may not necessarily prevent DET or the sender of the email from being held liable for its contents.

**18.3** School email systems must also append the same disclaimer to messages sent externally from the school's email service.

## 19. Complaints

**19.1** If you wish to make a complaint or report about inappropriate use of DET ICT resources raise it with your principal or line manager, or, if your principal or line manager is the cause of your complaint, raise it with their manager.

**19.2** DET may investigate complaints arising from the use of DET ICT resources or complaints arising from the application of this policy in accordance with DET Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance.

## 20. Breaches of this Policy

**20.1** Breaches of this Policy may be categorised using the following categories. The categories do not cover all breaches of this Policy, for example the categories do not specifically refer to breaches of copyright. Matters not covered by the following categories will be dealt with on an individual basis and on the relevant facts.

### **Category 1: Illegal**

This category covers the following:

**a.** Child pornography – offences relating to child pornography are covered by the Crimes Act 1958 (Vic) and the Classification (Publications, Films and Computer Games) (Enforcement) Act 1995 (Vic). Child pornography is defined in section 67A of the Crimes Act 1958 (Vic) as:

***'a film, photograph, publication or computer game that describes or depicts a person who is, or appears to be, a minor engaging in sexual activity or depicted in an indecent sexual manner or context.'***

**b.** Objectionable material – offences relating to the exhibition, sale and other illegal acts relating to 'objectionable films' and 'objectionable publications' are covered by the Classification (Publications, Films and Computer Games) (Enforcement) Act 1995 (Vic). Such material has or would attract a classification of X18+ (restricted) or RC (refused classification) under the Guidelines for Classification of Films and Computer Games 2005 or National Classification Code scheduled to the Classification (Publications, Films and Computer Games) Act 1995 (Cth).

**c.** Any other material or activity which involves or is in furtherance of a breach of the criminal law.



# ICT ACCEPTABLE USAGE POLICY – STAFF (*cont.*)

## **Category 2: Extreme**

This category involves non-criminal use of material that has or would attract a classification of RC under the Guidelines for Classification of Films and Computer Games 2005 or National Classification Code scheduled to the Classification (Publications, Films and Computer Games) Act 1995 (Cth). This covers any material that:

- a. depicts, expresses or otherwise deals with matters of sex, drug misuse or addiction, crime, cruelty, violence or revolting or abhorrent phenomena in such a way that they offend against the standards of morality, decency and propriety generally accepted by reasonable adults to the extent that the material should not be classified;
- b. describes or depicts in a way that is likely to cause offence to a reasonable adult, a person who is, or appears to be, a child under 18 (whether or not the person is engaged in sexual activity or not); or
- c. promotes, incites or instructs in matters of crime or violence.

## **Category 3: Critical**

This category involves other types of offensive material. This covers any material that:

- a. Has or would attract a classification of X18+ under Guidelines for Classification of Films and Computer Games 2005 or National Classification Code scheduled to the Classification (Publications, Films and Computer Games) Act 1995 (Cth). The material covered by this classification is only available for hire or sale in the ACT and Northern Territory, and covers sexually explicit material that contains real depictions of actual sexual intercourse and other sexual activity between consenting adults;
- b. Involves racial or religious vilification;
- c. is unlawfully discriminatory;
- d. is defamatory;
- e. Involves sexual harassment; or
- f. Brings or has the potential to bring the employee and/or DET into disrepute.

## **Category 4: Excessive personal use during working hours**

This category covers personal use which satisfies the following 3 criteria -

- a. it occurs during normal working hours (but excluding the employee's lunch or other official breaks); and
- b. it adversely affects, or could reasonably be expected to adversely affect the performance of the employee's duties; and
- c. the use is more than insignificant.

## ICT ACCEPTABLE USAGE POLICY – STAFF (*cont.*)

### **21. Other Policies**

**21.1** This Policy replaces the 'Acceptable Use Policy for DET Information Communications and Technology (ICT) Systems.'

**21.2** This Policy operates in conjunction with DET's 'Terms of Service' for use of the Ultranet.

**21.3** This Policy operates in conjunction with DET's 'Information and Communication Technology Security Policy'.

**21.4** This Policy operates in conjunction with 'Notebook Computers Terms and Conditions Licence Agreement' or any other agreements entered into as part of the Notebook for Teachers and Principals Program.

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date Reviewed:       October 2016***

***Date of Next Review: 2019***

# ICT ACCEPTABLE USAGE POLICY – STUDENTS

## Rationale

In order to enhance student learning, Doncaster Secondary College is committed to the provision and use of appropriate learning technologies throughout the College.

## Purpose

To ensure that students use Information and Communication Technology (ICT), including hardware and software, the Internet and Intranet, in an appropriate and ethical way.

## Guidelines

- ICT at the College should be for educational use only.
- Software must be appropriately licensed for use.
- Material which is unacceptable to the College (includes but is not limited to):
  - sexually explicit or pornographic material;
  - violent, fraudulent or defamatory material;
  - breach of copyright;
  - material which promotes unlawful discrimination or vilification;
  - harassment including sexual harassment;
  - stalking or privacy violations

is not to be knowingly accessed, downloaded or distributed through the College network or other personal carriage services onto College computers, student ICT devices or other digital devices, including 'Bring Your Own Digital Devices'.

- Games and programs from outside the College may not be loaded through College computers or student ICT devices and/or used on the premises unless directed by the teacher.
- ICT must not be used to:
  - bully
  - defame
  - discredit
  - harass

any member of the College community or the broader community. (Refer also to Bullying Policy)

- ICT must not be used to discredit the College.
- Students should not publish material via the internet or intranet about the College or a person without the express permission of the College or the person.
- Every precaution must be taken not to allow computer viruses, trojans, malware, spam, phishing or other similar software which is detrimental to the functioning of the College network to enter the College computer network.
- All sources of material accessed from the internet and email must be cited in the appropriate format, in line with copyright protocols.
- Accessing network pathways and files which are restricted to staff and network administration is prohibited.
- Personal login details are to be kept confidential.
- Appropriate care and consideration should be exercised with all electronic devices.

# ICT ACCEPTABLE USAGE POLICY – STUDENTS *(cont.)*

## **Consequences of Non-Adherence to Policy**

Students who do not adhere to the College General Computer Policy will be considered in breach of the College Student Code of Conduct, which is published in the College Planner and Student Engagement policy. The penalties for breaches of the Student Code of Conduct may include, but are not limited to the following:

- Report to police
- Discussion followed by a warning
- Written or verbal apology
- Deprivation of privileges
- Removal from a group activity
- Being required to complete a task to an attainable standard
- Graffiti removal or yard duty
- Detention outside class time
- Parent contact
- Discipline meetings
- Suspension
- Expulsion

**Suspension** is a serious disciplinary measure and will only be used when other measures have not produced a satisfactory response and in situations where the Principal is satisfied that urgent action is required.

**Permanent expulsion** from the College is the most extreme sanction and will only be used in extreme circumstances. Behaviour which may result in expulsion include: significant violence, the threatening of the welfare and safety of members of the College community, or significant disturbance of the good order of the College program or facility.

Both suspension and expulsion will be managed according to the Student Engagement Policy

**Reporting to external authorities where there is a reasonable belief that illegal activity has occurred, the College may report the suspected illegal activity to the police. Instances of bullying or harassment may be reported to the appropriate body which includes the ‘Office of the Children’s eSafety Commissioner’.**

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date Reviewed:       October 2016***

***Date of Next Review: 2019***

# INCIDENT REPORTING and NOTIFICATION PROCEDURES

## **General Notification**

1. Staff are expected to report any incident to College Administration which threatens or is likely to threaten the safety of staff, students or visitors to the site.
2. Any emergency that threatens life or property will be reported to the appropriate emergency service immediately on 000.
3. Any incident in which the safety of students and staff is at risk, or which poses a threat to property or to the environment, will be reported by the Principal, or delegate, immediately to the Emergency and Security Management Unit on 9589 622. Incidents which will be reported are:
  - serious injuries requiring visiting a GP, transport by ambulance, hospitalisation;
  - fatality, including suicide;
  - assault, threat of assault or offensive behaviour;
  - allegations of sexual misconduct;
  - criminal acts (violence, theft, arson, vandalism, graffiti;
  - firearms, weapons, bomb threats;
  - siege, hostage, disappearance or removal of a student;
  - outbreak or incidence of disease;
  - fires, floods, major disasters or natural event.
4. All fires will be reported, including those which have been extinguished and regardless of their size, to the relevant fire service by contacting 000.
5. Incidents away from school, such as those occurring during camps, excursions or outdoor adventure activities, travel to and from school, non school hours and weekends and holidays, will also be reported.
6. Appropriate documentation will be completed and entered on CASES.

## **Camps and Excursion Notification**

Relevant details about school council approved excursions will be provided to the Emergency and Security Management Unit, at least three weeks prior to the activity, by the delegated staff member using the on-line notification form available on the: Student Activity Locator (SAL) online system and overseas travel will be registered on the DFAT site.

## **Criminal Offence and Insurance Report**

In the case of a loss arising from a criminal offence, the police will be notified and a police crime report obtained. The Business Manager will complete the Department's Criminal and Insurance Report Form and forward this to the Liability Management Branch.

## **WorkCover Notification**

### **Part A**

#### **Notice of Incident – Regulation 7**

In accordance with Department of Education policy and the *Occupational Health and Safety (Incident Notification) Regulations 1997* the Principal, or delegate, will:

1. notify the Emergency and Security Management Branch immediately he/she becomes aware of incidents and injuries which result in any of the outcomes listed below (a-l). The Emergency and Security Management Branch will then notify the Victorian Workcover Authority (VWA).
2. Provide a written record (Worksafe Incident Notification Form, Occupational Health and Safety Act 2004) to the VWA **within 48 hours** of becoming aware of the incident/injury. A copy will also be forwarded to the Emergency and Security Management Branch.

# INCIDENT REPORTING and NOTIFICATION PROCEDURES (cont.)

- a. the death of any person;
- b. the person requiring medical treatment within 48 hours of exposure to a substance;
- c. a person requiring immediate treatment as an in-patient in a hospital; or a person requiring immediate medical treatment for:
  - the amputation of any part of his or her body;
  - a serious head injury
  - a serious eye injury;
  - the separation of his or her skin from underlying tissue (such as degloving or scalping);
  - an electric shock;
  - a spinal injury;
  - the loss of a bodily function;
  - serious lacerations.

## **Definitions**

'Incident': an accident or dangerous occurrence.

'Medical Treatment': treatment by a registered medical practitioner i.e., a doctor.

'In-Patient': actually admitted to hospital; not treatment in a hospital emergency room or outpatient facility.

'Serious': critical or grave.

'Laceration': 'wound with jagged tearing of flesh'.

3. retain a copy of all completed forms in the Register of Injuries for at least 5 years as required by the Accident Compensation Act and archive either physically or electronically.

## **Part B**

### **Notice of Dangerous Occurrence – Regulation 8**

In accordance with Department of Education policy and the *Occupational Health and Safety (Incident Notification) Regulations 1997* the Principal, or delegate, will:

1. notify the Emergency and Security Management Branch immediately he/she becomes aware a dangerous occurrence, i.e. an incident at school which has exposed a person to an immediate risk to their health and safety through one of the incidents listed below. The Emergency and Security Management Branch will then notify the Victorian Workcover Authority (VWA).
2. provide a written record (Worksafe Incident Notification Form, Occupational Health and Safety Act 2004) to the VWA **within 48 hours** of becoming aware of the incident. A copy will also be forwarded to the Emergency and Security Management Branch.
  - a. A collapse, overturning, failure of or damage to any item of plant listed in item 2 of schedule 2 of the Occupational Health and Safety (Plant) Regulations 1995;
  - b. the collapse or failure of an excavation or of any shoring supporting an evacuation;
  - c. the collapse or partial collapse of any part of a building or structure;
  - d. an implosion, explosion or fire;
  - e. the escape, spillage or leakage of any substance including
  - f. dangerous goods as defines in the Dangerous Goods Act 1985;
  - g. the fall or release from a height of any plant, substance or object.

## **Evaluation**

**College Council will review this policy every three years or as directed by DET.**

**Reviewed: March 2015**

**Date of next review: 2018**

# INFECTION CONTROL POLICY – HEALTH CENTRE

## **Rationale**

Infectious waste includes any waste contaminated with blood or body fluids, including linen and sanitary napkins. Such waste must be handled and disposed of in a way that will minimise the risks associated with it.

## **Procedures**

The following procedures will be followed by College staff in dealing with Health Centre linen:

### **1. Uncontaminated Linen**

- a. Staff whose responsibility is to wash and sort linen should wear gloves at all times.
- b. When uncontaminated with body substances, the bed linen and clothing from patients/clients need no special handling.

### **2. Contaminated Linen**

Clothing or linen soiled with body fluids should be washed as follows:

- a. The staff member responsible for washing the item should wear gloves.
- b. Any solid matter should be removed using paper towels and / or cold running water.
- c. The item should be placed in a strong solution of household bleach for thirty minutes (as per manufacturer's instructions).
- d. The item should be laundered in hot water and detergent separately from non-infectious material.
- e. In the case where bleach may damage a fabric, the item should be thoroughly rinsed in cold water to remove infectious material and then washed in hot, soapy water.
- f. Drying and ironing procedures can also assist in decontamination.

**N.B. If articles are stained with blood, they should be put through a cold rinse cycle first, then a full cycle hot wash with detergent. Discard items which cannot be cleaned.**

### **3. Implementation**

- a. The copies of the above procedures will be distributed to and discussed with relevant staff, published in the College Policy booklet and posted in the Health Centre and laundry.
- b. Health Centre staff will assume responsibility for overseeing implementation of the procedures.
- c. Procedures will be reviewed annually to ensure that they are in accordance with current practice and regulations.

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: March 2015***

***Date of next review: 2018***

# INJURY TO STUDENT OCCURRING DURING ACTIVITIES HELD AWAY FROM SCHOOL - PROCEDURES

In the event of a student being injured during an activity held away from the College, such as an excursion, camp or interschool sport, the supervising teacher should:

- Provide first aid assistance as appropriate or in the case of serious injury call an ambulance.
- Contact the College immediately to report any serious injury to either one of the Assistant Principals or the College Nurse who will then inform the Principal.
- A first aid kit must be taken to event, such as sport and away from town excursions. Staff should also ensure that a mobile phone is taken on such activities.
- Injuries requiring first aid must be reported by the supervising teacher to the Health Centre on return to school.
- The decision about who will contact the student's parents will be made when the supervising teacher makes contact with the College. However, in the case of a serious injury requiring an ambulance or the student to be collected from the venue, the supervising teacher should inform the parents directly so that they can attend the hospital or venue as soon as possible.
- It would be expected that the supervising teacher would not be required to travel to the hospital with the student, however, should there be additional staff supervising the remaining students, this choice could be made. Arrangements will be made by the College to collect the teacher from the hospital.
- Should it be deemed necessary, a member of the College staff will travel to the venue to assist in supervising students.
- The supervising teacher should ensure that a detailed and accurate record of the incident is completed, with witnesses listed. On return to school an incident report must be completed and submitted to the Health Centre.
- The Emergency Management Branch will be notified within 24 hours by the Health Centre as required.
- The College Nurse will contact the parents regarding the student's condition within 24 hours.

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: March 2015***

***Date of next review: 2018***



# INTERNATIONAL STUDENT POLICY

## **Rationale**

Participation in the full fee paying International Student Program provides for greater cross cultural experiences for students, as well as the generation of additional funds for College development.

## **Purposes:**

- To enhance the understanding and tolerance of different cultures for all students and staff;
- To provide educational opportunities for International students; and
- To provide opportunities to further develop the College resources and support educational programs.

## **Guidelines**

- The College will sign a Memorandum of Understanding with the Department of Education and follow Ministerial guidelines in implementing an International Student Program at the College. In addition, the College will adhere to legislative framework as outlined in the Education and Training Reform Act 2006 and relevant ministerial orders as well as Commonwealth Legislative framework.
- The College will follow the requirements outlined in the International Student Program in Victorian Government Schools School Resource Kit in the development and implementation of the program.
- Enrolments will be decided by the Principal, Assistant Principal and International Coordinator, in consultation with the relevant Head of School. Consultation with certain specialist subject areas, such as EAL, may also occur.
- Students will be provided with a range of publications. These will outline – rights, rules, obligations, expectations, the process for making complaints and child safety and welfare advice:
  - 1) International Student Handbook
  - 2) Pre-arrival Instructions
  - 3) Parent Student Welcome letter
  - 4) Principals Welcome letter
  - 5) International Students Homestay responsibility document
  - 6) International Student Safety & Welfare Complaints Policy and Procedures – Homestay & School related matters
  - 7) International Student Homestay Policy
  - 8) Homestay information for providers
  - 9) Homestay information for students
- A Welcome Program will be provided to new students. The program will include support such as: airport collection, contact with families to provide relevant information, allocation of a 'buddy', English Language Centre visits, a school tour, assistance with banking, use of transport, familiarisation with College rules and assistance in acquiring the College uniform and text books.

## INTERNATIONAL STUDENT POLICY (*cont.*)

- Welfare needs will generally be catered for by using the same structures as for local students, e.g., Year Level Coordinators, College Nurse and Student Wellbeing Leader. However, the International Student Coordinator will also play a key role in counselling and managing students, in conjunction with Sub School staff and other welfare personnel. Students will be formally interviewed each semester by the International Student Coordinator and welfare reports completed. An Assistant Principal will oversee the implementation of the International Student Program at the College.
- Homestay accommodation will be provided from a list of College approved Homestay hosts. No students should be permitted to move into independent living arrangements. It is the preferred position of the College that all students remain in Homestay accommodation during their time at the College.
- The College will maintain regular communication with English Language Centres, parents, guardians, Homestay hosts, off shore educational agents and DET about the welfare and academic needs and progress of International Students.
- The College will offer Intensive English Language tuition to International students in preparation for VCE. English Language Centres will normally provide Intensive English Language tuition for students in Years 7 to 9.
- The International Student Coordinator will monitor student academic progress and attendance to ensure compliance with visa regulations and College expectations.
- Students will be assessed by English Language Centres and Doncaster Secondary College. Reports will be prepared and translated, as required, and forwarded to parents/guardians.
- International Students will be supported in academic studies by multicultural assistants. This assistance may also be provided out of class-time.
- Disbursements from the International Education Division (IED) will be monitored by and any discrepancies notified to the IED for correction.
- The College will market the program by the production marketing materials, inclusion of information in DET marketing publications and by involvement in local of international marketing trips to visit recruitment agents and to meet parents of International Students.

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: June 2016***

***Date of next review: 2019***

# INTERNATIONAL STUDENT SAFETY & WELFARE COMPLAINTS POLICY & PROCEDURES – HOMESTAY & SCHOOL RELATED MATTERS

## Rationale

Under current legislation, the education provider/school is the entity responsible to the Department of Immigration, Multicultural and Indigenous Affairs for ensuring welfare and accommodation support service for students. A quality Homestay experience is a crucial factor in determining a student's successful orientation, academic and social progress and in monitoring a student's overall well-being. From time to time, situations where conflict arises may occur e.g. between a student, parents, Homestay host, off/on shore educational agent or appointed welfare support person. Such conflict may involve concerns about food, payments, quality of accommodation or house rules. It is, therefore, necessary and a requirement (*International Student Handbook, Section 4.4.2 Welfare and Accommodation Program Policy p46*), that a process be developed for the prevention, monitoring and resolution of these complaints.

## Purpose

The purpose of this policy is to:

- Ensure high quality welfare and accommodation services are provided to international students;
- To ensure processes are in place to minimise issues of concern or conflict arising in relation to accommodation and welfare services provided for international students;
- Provide an efficient, responsive and fair process for students and others (Homestay host, parents, welfare support person) so that issues of concern or conflict can be resolved;
- To ensure processes are in place for monitoring the resolution of the conflict

## Guidelines

### **1. Preventative Measures taken by the College:**

- Where the College has undertaken to provide for Homestay and welfare arrangements for an international student, the International Coordinator will:
  - Interview students periodically regarding their welfare and maintain written record of interviews;
  - Will proactively monitor academic, welfare, behaviour and attendance records in order to gauge if students may be encountering problems
- Students who are aged 18 years or over will be provided with outside of school hour's welfare support commensurate with their age.
- Strategies followed by students:
  - Being safe, and what to do if something doesn't feel right
  - You have the right to be safe and free from abuse at school and in your homestay
  - Doncaster Secondary College must follow 'Child Safe Standards' and laws to protect you from child abuse

# INTERNATIONAL STUDENT SAFETY & WELFARE COMPLAINTS POLICY & PROCEDURES – HOMESTAY & SCHOOL RELATED MATTERS (*cont.*)

## What is child abuse?

Child abuse includes:

- sexual or grooming offences
- physical violence
- serious emotional or psychological harm
- serious neglect

## Who can I talk to about this?

If you are worried about child abuse, for you or someone you know, there are people you can talk to. At school you can speak to any member of the Principal Class Team, Student Welfare Co-ordinator, Chaplain, International Student Co-ordinator, Head of Sub-School, Level Co-ordinator or in fact any staff member in the College or if you wish you may contact the police (000) or one of the organisations listed below.

It's a good idea to talk to an adult you trust about any concerns you have. That might be a parent or relative, a teacher, or someone who works at your school. You may want to talk to more than one person about your concerns.

## Useful links

There are services that you can contact to access more information, and in some cases, to speak to somebody about your concerns.

[National Child Abuse Helpline \(Child Wise\)](#)      <https://kidshelpline.com.au/>      Tel: 1800 55 1800

Provides access to expert advice from trained counsellors and an opportunity to speak up about child abuse.

[Kids Helpline](#)      <https://kidshelpline.com.au/>      Tel: 1800 55 1800

For any time and for any reason – free, private and confidential telephone and online counselling 24 hrs a day 7 days a week.

[Headspace \(National Youth Mental Health Foundation\)](#)      <http://headspace.org.au/>      Tel: 1800 650 890

Headspace can help if you are aged 12 or over and you are going through a tough time. You can talk to someone at Headspace on the phone, online or in person. They also have a lot of information on their website.

[Victorian Centres Against Sexual Assault](#)      <http://www.casa.org.au/survivors-and-friends/>      Tel: 1800 737 732

Victorian Centres Against Sexual Assault provides services to child and adult victims/survivors of sexual assault. The assault may have occurred recently or in the past.

[Create Foundation](#)      <http://create.org.au/>      Tel: 1800 655 105

Creating a better life for children and young people in care.

[Youthlaw](#) <http://youthlaw.asn.au/>      Tel: 9611 2412

# **INTERNATIONAL STUDENT SAFETY & WELFARE COMPLAINTS POLICY & PROCEDURES – HOMESTAY & SCHOOL RELATED MATTERS (*cont.*)**

## **2. Conflict Resolution**

Where a conflict relating to accommodation, welfare arrangements or in relation to College matters for an international student arises, the following procedures will be implemented:

- the International Student Coordinator will keep the Assistant Principal with responsibility for overseeing the International Student Program informed of issues relating to student accommodation and welfare;
- the complainant will be asked to submit a complaint, preferably in writing, to the International Student Coordinator
- the student will be offered ongoing counselling in seeking a resolution to the issue;
- the student's immediate well-being/safety will be of paramount consideration when deciding upon a course of action relating to accommodation. In an at risk situation relating to Homestay accommodation, following consultation with the Principal and parents, the student will be immediately removed from the Homestay and placed in interim accommodation;
- the International Student Coordinator will investigate the matter, which will usually involve contacting and interviewing all parties, and will work with the parties in reaching a resolution;
- an interpreter will be used as required;
- contact will be made with the student's parents and International Student Program Unit, as appropriate
- where matters cannot be resolved through initial discussion between the International Student Coordinator and the parties, the matter will be referred to the relevant Assistant Principal or Principal;
- new accommodation arrangements will be made for the student in the event a satisfactory resolution is not found;
- in relation to college based complaints timetable changes may be implemented and / or other arrangements as required;
- full documentation of discussions and outcomes will be kept in the student's file;
- the International Student Coordinator will, for a reasonable period, continue to closely monitor the student's welfare, following a resolution;
- If the conflict/complaint cannot be resolved within the College the matter will be referred to the region and the International Program Unit

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: June 2016***

***Date of next review: 2019***

# INTERNATIONAL STUDENT HOMESTAY POLICY

## **Rationale**

The aim of these policy guidelines is to ensure that the College meets its obligations as an accredited educational provider on behalf of DET in meeting the welfare needs of International students.

## **Purpose**

- To comply with the obligations which are outlined in the International Education Division 'School Resource Kit' in relation to the welfare and accommodation needs of students.
- To develop a bank of suitable screened Homestays which meet the criteria and expectations outlined under the implementation guidelines.
- To meet all legal obligations as welfare providers.
- To explicitly clarify the rights and obligations of all parties in relation to Homestay provision.
- To provide a 'Child Safe Environment'

## **Guidelines**

- All International students are required to reside in a College endorsed Homestay at all times including the mid-term breaks.
- Students may reside with adult relatives who have been approved by Department of Immigration and Citizenship.
- Students cannot change their own Homestay. All changes will be organised through the International Coordinator. The International Coordinator will give the Homestay provider a minimum of 2 weeks' notice except in exceptional circumstances.
- The Homestay and all adults in the household must each provide a Working with Children Permit.
- The Homestay will be initially visited by the International Student Coordinator to assess the physical suitability of the premises. The Homestay will complete an application form which provides information about the homestay. Following the initial assessment, the Homestay will be inspected twice a year or as required.
- There will be a minimum of 2 welfare interviews a year at which students will be asked questions regarding the suitability of the Homestay.
- The Homestay provider may be required to provide a reference check.
- The College will make all reasonable attempts to match the student with the Homestay.
- The Homestay will be provided with the document 'Information for Homestay Providers and Third Parties' which outlines responsibilities and expectations of students and Homestay providers.
- The Homestay provider and student will be required to sign the 'Homestay Responsibility Agreement' which outlines a range of expectations of students and the provider.
- If the Homestay wishes to terminate the arrangement, there must be a minimum of two weeks' notice. The notice must be given in writing and direct phone contact must be made with the International Student Coordinator.
- The Homestay should be no more than 30 minutes travelling time by public transport.

## INTERNATIONAL STUDENT HOMESTAY POLICY *(cont.)*

- The Homestay provider will provide 3 substantial meals a day as well as reasonable access to snacks.
- Parents may pay the Homestay provider directly or ask the school to hold the money in trust and make the payments. Money held by the College must be deposited to the College office and will be receipted. Under no circumstances should money be given to a staff member to hold.
- A holding fee will be set by the College when students do not reside in the Homestay for an extended period of time, e.g., when going home for the end of year vacation break.
- In exceptional circumstances students may seek permission from their Homestay to stay away overnight. The student must provide full contact details including names of adults and their Working with Children Permit number. Records of stays will be kept by the International Co-ordinator.
- The student may be asked to perform reasonable household chores, e.g., keeping their room tidy and helping with clean up after meals.
- Homestays must give two weeks' notice to the International Co-ordinator if there will be no adult present in the house for any length of time, eg: overnight.
- All additional excess usage expenses relating to the internet are the responsibility of the student and their parents. Expenses in relation to use of telephone are the responsibility of the student and their parent.
- Under no circumstances should contract be entered into on behalf of the student by the Homestay e.g., mobile or internet contracts.
- A Bond of \$500 will be held by the College and will be returned to the student on leaving the College if there is no damage to or loss of property or any other amount owing, such as phone charges or outstanding Homestay fees.
- Disputes between the Homestay provider and student will in the first instance be mediated by the International Coordinator. If this fails to resolve the problem, it will then be referred to the College administration. The complaints process, as outlined in our policies will be followed.
- While the College is the welfare provider, there is an expectation that the Homestay will provide support to the student and report immediately to the International Coordinator any issues relating to health and welfare.
- The homestay provider will ensure the premises are kept in a state of good repair and that wired/battery operated smoke alarms are regularly serviced.

**For further information, see also the document 'Information for Homestay Providers and Third Parties' published by DET.**

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: June 2016***

***Date of next review: 2019***

# INTERNET BANKING POLICY

## **Rationale**

Internet Banking provides the College with the opportunity to undertake various banking functions on-line which realise savings in banking fees and administration costs as well as providing improved service to staff and suppliers.

## **Purpose**

To utilise the benefits of Internet Banking whilst ensuring the College's procedures and internal controls meet the Departments' requirements in accordance with 'Education Training and Reform Regulations 2007'.

## **Guidelines**

- Payments through Internet Banking software must be authorised by the Principal and a member of the College Council nominated to authorise payments.
- The College Business Manager cannot be nominated as an authoriser even if he/she is a member of College Council.
- Internet Banking may be used for payment of Invoices and Local Payroll including Direct Debit, BPay and Pay Anyone transactions.
- Setting up of initial transaction details and any changes will be the responsibility of the Business Manager or Office Manager. An authorised officer will verify accuracy of all details.
- Changes to creditor and payee details will be in writing and authorised by an approving officer.
- All documentation required for electronic payments will be obtained, completed, checked and authorised by approving officers as per Department guidelines.
- Pay Anyone and BPay transactions will be checked and authorised by the Principal and a second authorised signatory. The Business Manager or delegate will be responsible for inputting payment details from CASES 21 processing.
- The 'Pay anyone' facility can be used to pay any College supplier who has their banking details provided on their invoices or who request payment directly into their bank account.

## **Evaluation**

***This policy will be reviewed annually, with recommended changes being presented to College Council.***

***Reviewed: March 2017***

***Date of next review: March 2018***



# INVESTMENT POLICY

## **Rationale**

It is the responsibility of the College Council, as trustee of College funds, to ensure that money is adequately protected by placing it in secure deposits and investments.

## **Purpose**

1. To ensure that the College funds are invested securely in financial institutions (specifically Banks and Credit Unions), which are regulated by the Australian Prudential Regulation Authority (APRA) and are listed by them as an Authorised Deposit – taking Institutions (ADIs). A full list of these financial institutions can be obtained from the APRA website.
2. To ensure that funds are invested in safe securities that attracts the best interest rate available.
3. To ensure that adequate operational flexibility is maintained to provide appropriate cash flow.

## **Guidelines**

1. When monies are to be invested or reinvested, the Principal and the Business Manager should, in consultation with the convener of the Finance Committee, review the cash requirements of the College and decide on the term and placement of the investment.
2. The College must follow DET guidelines if total investments, excluding the official amount, exceed \$2,000,000.00 Funds must be invested with Treasury Corp Victoria.
3. Schools are able to invest in the following types of products with the above institutions:
  - Cash Management Accounts;
  - Term Deposit accounts;
  - Accepted or endorsed bills of exchange; and
  - Negotiable, convertible or transferrable certificates of deposit.
4. All investments, including reinvestments, must be presented to Council for ratification and recorded in the College Council minutes.
5. The College Council will regularly monitor the status of all College Council deposits and investments.
6. All investments are to be recorded in an investment register which should show the following details:
  - Date of lodgement;
  - Name of financial institution;
  - Terms of investment: period, percentage rate and maturity dates;
  - Amount invested; and
  - Account number.

## **Evaluation**

***This policy will be reviewed annually, with recommended changes being presented to College Council.***

***Reviewed: March 2017***

***Date of next review: March 2018***

# LEADING TEACHER TENURE RENEWAL POLICY

## **Rationale**

Principals are responsible for the tenure renewal process for leading teachers.

Leading teacher positions are tenured for periods of up to five years. Successful applicants for leading teacher positions will be employed on an ongoing basis with tenure in the position for the period as advertised. At the completion of the period of tenure, the principal will determine whether the position is to be renewed, abolished or advertised.

The Principal's course of action may be influenced by a number of factors including:

- changes in the workforce plan
- changes in the structure of the school's staffing profile
- changes to the school strategic plan
- a desire to broaden the applicant field
- a desire to increase diversity within the leadership profile
- a change in the work value of the position.

## **Purpose**

To have a transparent policy, capable of review, involve appropriate school level consultation, and include a reasonable time frame to enable a leading teacher to plan his or her career direction.

## **Broad Guidelines**

- **The College will adhere with Human Resources:  
Contract Renewal  
Assistant Principals & Tenure Renewal  
Leading Teachers Guidelines**

The principal is required to undertake action in relation to the tenure of each leading teacher position not less than three months before the expiry date or the tenure. Any concerns about the performance of a leading teacher would normally be known and should have been addressed well in advance of renewal considerations.

Where tenure is renewed the leading teacher should be informed in writing, including the period of renewal.

Where the principal determines not to renew the tenure or is unable to reach agreement on the duration of the tenure, the principal will advise the leading teacher of the decision in writing not less than three months before the expiry date of the tenure and that action will be taken to appoint the leading teacher as a classroom teacher within the school at the maximum salary level.

In exceptional circumstances, where issues emerge within the last three months of the tenure period, the principal will provide the maximum possible notice of non-renewal.

At the conclusion of any tenured period the decision relating to the position should be recorded and placed on the teacher's personnel file with a copy provided to the teacher.

A leading teacher may at any time prior to the conclusion of their leading teacher tenure apply to relinquish his or her leading teacher position. The application should be in writing and include the reasons for the request and the proposed date of effect of the relinquishment. The principal will consider any such application having regard to the leading teacher's reasons for the application and the likely impact on the school's operations.

If the principal approves the leading teacher's application to relinquish, the employee will transfer to a classroom teacher position with effect from the date agreed between the principal and the employee and the tenure renewal procedures above do not apply. The employee's salary on transfer will be determined as if all of the employee's service at or above the classroom teacher level had been at the classroom teacher level consistent with the salary on transfer policy.

## LEADING TEACHER TENURE RENEWAL POLICY (*cont.*)

Unless otherwise agreed by the principal, a request to withdraw a relinquishment will not be accepted after the date of receipt of the notification.

A leading teacher who is dissatisfied with a renewal decision may seek a review of the renewal decision through the Merit Protection Boards in accordance with the appropriate Ministerial Orders. The only grounds for review of a non-renewal decision are that the renewal process was procedurally deficient or that the decision is demonstrably inconsistent with the evidence presented.

The Merit Protection Board will either:

- Disallow the grievance and confirm the renewal decision; or
- Uphold the grievance and direct that the procedural deficiency in the renewal process be corrected; or
- Uphold the grievance and direct that the decision be reconsidered.

Administrative procedures / proforma are available on HRWeb at:

<http://www.education.vic.gov.au/hrweb/careers/Pages/emplcont.aspx>.

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: March 2015***

***Date of next review: 2018***

# LEAVE POLICY

## **Rationale:**

- The Leave Policy is designed to balance the rights and conditions of staff with the obligation to organise the College in the best way to achieve the highest standards of student learning. The replacement of staff on leave to ensure continuity of learning is vital to achieving high standards.
- The Department of Education and Training has devolved leave approval to the College Principal.

## **Purpose:**

- To provide a leave approval policy for all staff which will allow for maximised student learning outcomes.
- To provide procedural information on leave for staff.
- To maintain merit and equity in dealing with leave applications.

## **Guidelines:**

- The Principal has the sole responsibility for granting leave, however, the College Council may be involved due to budgetary considerations.
- The Consultative Committee will provide advice to the Principal regarding granting leave.
- Specific details relating to Long Service Leave and Leave Without Pay, are included in the "School Policy and Advisory Guide" under Human Resources; Employment conditions; Leave; and can be accessed via Eduweb.
- Staff who are granted leave are expected to provide all necessary work documents for replacement personnel, including preparation for reports where appropriate. For teaching staff the documents should include mark books, work programs, as well as details of work covered.
- Staff must access the School Policy and Advisory Guide and EduPay to determine eligibility for leave prior to completing an application.
- Applications for leave must be in writing or on the appropriate leave application form available from the Business Manager.
- Granting of Long Service Leave at Doncaster Secondary College is usually for a period of 31 working days, a full term or multiples of a term.
- In cases of applications for 5 days or less the Principal will make a decision whether to grant the leave. If the Principal decides not to grant leave the matter will be referred back to the Consultative Committee (LCC) for further discussion.
- Leave Without Pay will not usually be granted for any extended period in the first five years of tenure with the Department of Education and Training (DET).
- Leave Without Pay may be granted for up to twelve months only. LWOP which adjoins holiday periods will be subject to arrangements in the relevant Ministerial Order.
- Leave may be approved providing the leave will not adversely affect the delivery of the curriculum at the school and suitable replacement staff members can be employed from within the Student Resource Package.
- Where a person has been granted a year's leave, they would not normally be allocated a Year 12 class during the year of leave.
- To ensure consistency in the delivery of the Year 11 program staff teaching Year 11 should apply for leave less than two weeks or greater than six weeks. This arrangement will allow for the hiring of a single short term contract teacher to maintain consistent delivery over this extended period. Consideration will be also given to the overall numbers of staff and the numbers of staff from a given Domain area granted LSL or LWOP at any one time.

## LEAVE POLICY (cont.)

- To ensure consistency in the delivery of the Year 11 program staff teaching Year 11 should apply for leave less than two weeks or greater than six weeks. This arrangement will allow for the hiring of a single short term contract teacher to maintain consistent delivery over this extended period. Consideration will be also given to the overall numbers of staff and the numbers of staff from a given Domain area granted LSL or LWOP at any one time.
- When there are multiple staff requesting leave for the same period, a range of additional factors beyond curriculum delivery concerns will be taken into consideration, including:
  - Length of time since leave was last granted;
  - Amount of leave already taken;
  - Length of service with DET;
  - Compassionate factors; and
  - Length of Leave request.
- Whilst Long Service Leave is an entitlement, the timing of the leave is discretionary. Where LSL is not granted, the Principal may grant leave at an alternative date in the future in consultation with the staff member.
- Personal tax minimisation strategies are not considered to be grounds to support the granting of leave.
- The Principal may grant leave to applicants who do not meet these conditions in exceptional circumstances.
- Applications for leave should be lodged with the BUSINESS MANAGER no later **than the last working day in August in the year prior to the intended commencement of leave.**
- Late applications will only be considered if they are based on compelling compassionate grounds.
- The Principal will make the decision on leave following appropriate consultation with members of the College Leadership Team who have operational and management responsibility for human resources and the Consultative Committee (CC).
- Where cancellation of leave is requested, the Principal must be notified in writing as soon as possible. **Cancellation prior to commencement of leave or during the leave period** may not be granted unless suitable arrangements can be made that **do not impact on curriculum delivery, minimisation of disruption to classes, timetable arrangements, contractual arrangements or the College financial position.**
- A staff member may seek reconsideration of a leave decision. The reconsideration would be undertaken by the Consultative Committee and will involve consultation with the relevant member of the Principal Class and Timetabler, as well as consideration of any additional information to support the application. A recommendation regarding the reconsideration will then be made to the Principal.
- Decisions in relation to leave should be communicated in writing to the applicant and should be honoured by both parties.

### Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: June 2016***

***Date of next review: 2019***

# MANAGEMENT OF DRUG-RELATED INCIDENTS POLICY

## **Rationale**

Drug-related incidents are a distinct feature of modern life and no school community is immune to their possible occurrence. The College could be called upon to deal with incidents such as student misuse of drugs at school, student disclosures about drug use or the bringing of illegal drugs onto the premises. The College should be prepared to adopt preventative measures to minimise the likelihood of drug-related incidents, as well as measures to deal effectively with such incidents should they occur. This management policy applies to the misuse of all drugs, not just the use of illicit drugs.

## **Purpose**

The purpose of this policy is to ensure the well-being and safety of the students at the College and to ensure that procedures are in place to deal effectively with drug-related incidents.

## **Implementation**

### **1. Prevention of Drug-related Incidents**

- Students will develop knowledge and harm minimisation skills in relation to drug use as part of the ongoing drug-related curriculum program. For example through, Health Education and targeted short term programs.
- The Student Code of Conduct and College rules will be communicated to students through the Student Planner, classroom activities and at Level Assemblies.
- The College policy in relation to prescribed medication and non-prescription drugs will be published in the Student Planner and in the College Newsletter.
- Rubber gloves, tongs and a 'SHARPS' disposal bin will be available in the Health Centre for the handling of needles and syringes should they be found in the College grounds.
- The College will inform the College community via the weekly Newsletter of drug education programs which are conducted for parents.
- The Welfare Student Co-ordinator and College Nurse will have drug education resources available for student and staff information.

Staff involved in the Health Education Program will be provided with opportunities to attend professional development in relation to drug education.

# MANAGEMENT OF DRUG-RELATED INCIDENTS POLICY (*cont.*)

## 2. Dealing with Drug-related Incidents

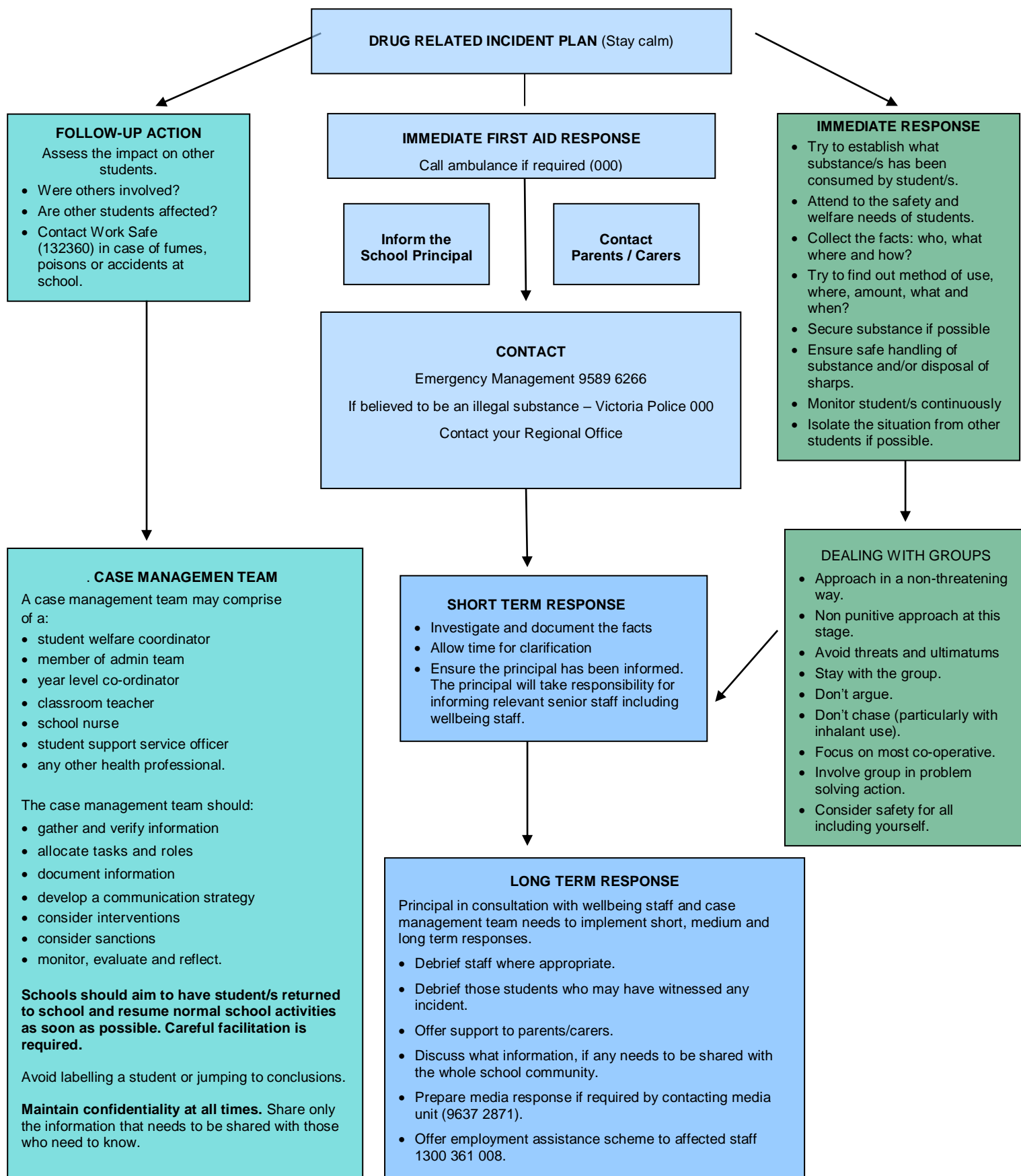
- In exercising their duty of care to students, staff must report all drug-related incidents / disclosures / suspected incidents immediately to the relevant Level Co-ordinator who will refer the matter to the Principal or Assistant Principal.
- Should a student be affected by drugs or be found with illicit drugs in his or her possession, the teacher on the spot should aim to:
  - Isolate the student;
  - Confiscate the drugs;
  - Call for assistance from the Nurse / General Office, if required, and the Level Co-ordinator, and following the incident, provide for the Principal a report of his/her involvement.
  - **See flow chart on the following page for actions to be followed after drug related incident.**
- The student's parents will be notified as soon as practicable.
- As soon as possible, a thorough investigation will take place to ascertain the facts.
- The Principal will notify the police, if required.
- The Principal will ensure that DET policy is followed should a student be interviewed by the police.
- The Student Welfare Co-ordinator will provide counselling support to student(s), as required, and will, in consultation with the student(s) and their parent(s), refer the student(s) to community and medical agencies and services which deal with drug-related issues.
- Discipline procedures in accordance with the Student Code of Conduct will be followed.
- The Principal will ensure that an incident report is written and that the DET Emergency and Security Branch is notified, as required.
- The Principal or regional office personnel will debrief staff and students, as required.
- Any media contact or communication with the College community will be the responsibility of the Principal.

### Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: August 2017***

***Date of next review: 2020***



The following resources provide additional frameworks for schools and support systems for students in relation to drug issues in schools.

- [Keeping in Touch](#): An intervention framework for school staff – Page 5. Developing a procedural framework – Page 7.
- [Retention and Reintegration](#): Cycle of intervention – Page 5. Summary of a young person involved in a drug-related incident - Page 8. Reintegration of students after relapse – Page 11.
- [Preventing drug-related harm – A guide for the Student Welfare Coordinator](#). This resource provides a set of evidence-based guidelines and tools to assist schools and their communities to address truancy and the associated risk of problematic substance use.



# MANUAL HANDLING POLICY

## **Rationale**

Employers have a legal obligation under the Occupational Health and Safety (Manual Handling) Regulations 1999 to minimise employees' exposure to the risk of manual handling injuries.

## **Purpose**

The primary purpose of this policy is to protect Doncaster Secondary College staff and students against musculoskeletal disorders (MSD) caused by manual handling through either eliminating the risk or reducing the risk as far as practicable.

## **Definitions**

1. Manual handling includes lifting or lowering an object, as well as restraining, pulling, carrying, holding, throwing and activities involving sustained (awkward) posture, repetitive actions and use of equipment or tools that have a vibration component.
2. Musculoskeletal disorder means an injury, illness or disease that arises in whole or in part from manual handling in the workplace, whether occurring suddenly or over a prolonged period of time. This does not include an injury, illness or disease which is caused by crushing, entrapment or cut resulting primarily from the mechanical operation of plant.

## **Implementation**

1. Provide necessary training to supervisors, OHS representatives and relevant employees on:
  - how to recognise hazardous manual handling;
  - how to complete risk assessments;
  - how to find effective solutions.
2. Include information regarding manual handling as part of the staff induction program.
3. Ensure that staff consider the manual handling risks in relation to all student activities and that students are aware of the risks associated with manual handling. The latter will be achieved through information and advice provided at level assemblies, at the time of the activity and the Student Bulletin as appropriate.
4. Identify manual handling tasks, conduct risk assessments, develop and implement solutions to control the risk, commencing with those tasks which are the most hazardous and those which are associated with more than one person. The effectiveness of risk controls will be reviewed. Hazard identification, risk assessment and control process will be documented.
5. Ensure that any changes to workplace processes, activities, plant and equipment are assessed for manual handling risks.
6. Ensure that relevant staff are trained in relation to falls prevention and that appropriate ladders are provided to reduce the likelihood of manual handling injuries due to reaching for objects by climbing on inappropriate objects.
7. When a manual handling injury or condition has been reported, investigate and record the cause, (using DET Edusafe online reporting system) of the injury and implement procedures to eliminate or minimise future risk.
8. Maintain resources on manual handling for staff reference.
9. Review policy annually, with recommended amendments to be endorsed by College Council.

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: March 2015***

***Date of next review: 2018***

# MEDICATION POLICY

## **Rationale**

There are students who require medication on a prescribed basis, while other students, at times, may request the use of painkillers such as headache tablets. Firm guidelines in relation to the use of prescription and over-the-counter medications and to their storage at the College should be strictly followed to ensure student safety.

## **Broad Guidelines**

The following guidelines will be adhered to in relation to the use of medication at the College:

Medication will not be administered to any student unless supplied by parent / guardian with written consent. A medication request form must accompany the medication.

Medication must be:

- In the originally dispensed container; and
- Students' name and year level clearly marked on the medication.

When medication is administered to students, a record will be kept on file in the Health Centre.

Verbal Permission:

- In an emergency situation where an ambulance is called, it is best no medication be administered in case some procedures are required on admission to hospital.

## **Medication Security**

- All medication is kept in a secure cabinet.
- Each student will have a folder containing the Medication Request Form, the medication and all details of administration.
- All medication prescribed for a particular student will be retained solely for the use of that student.
- This cabinet is kept in a locked room for the safety of all students.

## MEDICATION POLICY (*cont.*)

### Camp Medication

- Any student requiring medication on camp will require a signed written consent form.
- The parent/guardian must contact the College Nurse prior to the camp to discuss and supply the medication which must be in the originally dispensed and clearly marked packet stating:
  - Name of Student;
  - Year Level;
  - Medication Dose;
  - Time of Administration; and
  - Prescribing Doctor.

This medication, as well as a signed letter stating the above information and the reason for the medication, should be handed to the nurse at least 3 school days prior to going on camp.

- Students needing medication on camp to control illnesses such as diabetes, epilepsy and asthma should have the medication supplied in the same manner stated above, as well as an individual management plan.

Parents are required to provide medication to the school nurse for all life threatening conditions. In cases where parents do not provide such medications the student will be withdrawn from classes and will be provided with work to complete under supervision until the medication is provided to the school nurse. To minimise risks, students will have their recess and lunch breaks at alternate times.

### Evaluation:

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: March 2015***

***Date of next review: 2018***

# MOBILE TELEPHONE AND ELECTRONIC DEVICES POLICY - STUDENT

## **Rationale**

Many students have access to mobile telephones and electronic devices, Access to continuous communication is valued by a significant number of people. Privacy issues also arise due to developing technology. Guidelines regarding the possession, security and use of mobile telephones/electronic devices by students at College aim to prevent interruptions to the efficient running of College activities and to protect the privacy of individuals.

## **Purpose**

- To ensure that the use of mobile telephones and electronic devices not interfere with the effective conduct of classroom activities and examinations.
- To protect the privacy of individuals.
- To ensure that procedures are in place to minimise theft.

## **Guidelines**

### **College Rules:**

1. Mobile telephones and other electronic devices must be turned off and kept out of sight in classrooms unless otherwise instructed by a teacher.
2. Mobile telephones and other electronic devices must not be taken into examination/test rooms either on the person or in a bag. Doncaster Secondary College operates internal and external exams under the Victorian Curriculum and Assessment Authority (VCAA) rules which state that :  
  
“Mobile telephones and other unauthorised electronic communication devices, such as organisers, iPods, MP3 players, electronic dictionaries and computerised pens, stopwatches and watches, which are capable of storing, receiving or transmitting information or electronic signals are not permitted in an examination room under normal written examination conditions. Confiscated mobile telephones and other devices may be held for up to three months.” VCAA website
3. Mobile telephones and other electronic devices must not be taken into toilet facilities or change-rooms.
4. Electronic devices must not be used to photograph or film students, staff or visitors to the College without their express permission.
5. Under teacher direction, mobile telephones and other electronic devices may be used for educational purposes.

# MOBILE TELEPHONE AND ELECTRONIC DEVICES POLICY - STUDENT (cont.)

## College Consequences for Breaches of the Policy

The following penalties will apply for breaches of the above rules:

- Mobile Telephones/Electronic Devices in the Classroom:

The student will be sent to the General Office and the mobile telephone (including the SIM card) / electronic device will be confiscated, turned off, named and secured in the Office safe until collected. The confiscation and return of mobile telephones / electronic devices will be recorded in a register. Devices will be returned in accordance with the College Rules, Expectations and Procedures as outlined in the Student Planner.

The student may also incur a further penalty, e.g., detention, depending on the nature of the incident. Parents will be notified regarding repeat breaches.

- Mobile Telephones/Electronic Devices in Examination/Test Rooms:

The examination supervisor/teacher will contact either the relevant Head of School, Assistant Principal or Principal and the mobile telephone will be confiscated as per point 2 above.

In external Year 12 exams, including the GAT, any the mobile telephone/electronic device brought into the exam room will be confiscated by the supervisor.

The student may also incur a penalty, as outlined in point 2 above. Penalties may include cancellation of the exam result and a fail result for the unit/subject. Parents may be contacted regarding the breach.

Additionally, the College will:

- advise students that contact between parents and students in the event of an illness, emergency must be via the General Office, Level Coordinators, Assistant Principal or the College Nurse;
- not accept responsibility for the loss, theft or damage to mobile telephones/electronic devices at school;
- advise parents that the College does not have insurance to cover loss, theft or damage of any student property;
- advise students/parents via the Student Planner, College Newsletter, assemblies and other forum of the security issues regarding the bringing of mobile telephones, electronic devices and other valuable objects to school; and
- have the right to request access to electronic data where the school deems that the data may be inappropriate.

## Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: March 2015***

***Date of next review: 2018***

# OCCUPATIONAL HEALTH AND SAFETY (OH&S) POLICY

This policy applies to all employees, students, visitors, volunteers and contractors in the Department of Education and Training (DET). This policy builds on Part 4 of the Victorian *Occupational Health and Safety (OHS) Act 2004* which outlines the legal duties of employers to consult.

## **DET OHS Commitment and Principles:**

DET is committed to providing DET workplaces with consultative arrangements that allow employees to contribute to decisions that impact on their health and safety.

DET will communicate matters affecting state-wide OHS information to internal and external stakeholders.

Consultation will not delay the implementation of a policy or procedure to address an immediate health and safety risk.

## **Policy Objectives:**

DET is committed to -

- consulting with employees, so far as reasonably practicable on OHS issues and changes that affect their workplace including:
  - identification of workplace hazards
  - assessment of the risks associated with workplace activities and hazards
  - decisions made to eliminate or control workplace risks
  - review of workplace risk assessments
  - introduction of, or alteration to, procedures for monitoring workplace risks
  - decisions made in relation the adequacy of workplace facilities
  - proposed changes to the work premises, systems of work, plant or substances used at the workplace
  - decisions about changes in job role
  - decisions about consultation procedures, and any legislative requirements.
- providing access to specialist health and safety advice and services to DET employees, where health and safety issues cannot be resolved directly as a result of using the local/established health and safety issue resolution procedure.

## **DET employees, visitors, volunteers and contractors are required to:**

- consult and cooperate with DET on OHS related matters
- openly communicate any instances of hazards or incidents in the workplace
- provide feedback to DET on the effectiveness of established consultation and communication arrangements.

## **Evaluation**

***A review of this policy will be conducted every two years, or as directed by DET, with recommended changes being presented to College Council.***

***Date reviewed: August 2017***

***Date of next review: 2020***

# OCCUPATIONAL HEALTH AND SAFETY CONSULTATION & COMMUNICATION POLICY

This policy applies to all employees, students, visitors, volunteers and contractors in Department of Education and Training (DET) workplaces.

## **DET Occupational Health and Safety (OHS) Commitment and Principles:**

DET values its people and recognises that health and safety is integral to achieving excellent educational and work performance outcomes.

DET is legally and morally committed to providing employees, students, contractors and visitors with a healthy and safe working and learning environment.

DET will so far as is reasonably practicable, take action to improve and promote OHS to prevent workplace injuries and illnesses at all DET workplaces.

## **Policy Objectives:**

DET is committed to:

- consulting with employees and their representatives, so far as reasonably practicable, on OHS decisions and changes that affect their workplace
- reducing OHS risks through a documented process of hazard identification, assessment, implementation and review of controls
- complying with relevant legislation, DET procedures and guidelines relating to OHS
- provision of a clear statement of OHS accountabilities and responsibilities for personnel across the organisation
- strengthening leadership capability and accountability for OHS across DET
- maintaining, monitoring and reviewing the OHS management system to ensure it is consistent with the nature and risk profile of DET operations
- actively supporting the physical and psychological wellbeing of DET employees by providing access to specialist OHS advice and services
- monitoring, reporting and responding to OHS performance outcomes to drive continuous improvement
- allocating adequate resources to maintain healthy, safe and supportive workplaces
- providing appropriate OHS information and training for all DET employees to enable them to perform their roles and responsibilities safely
- reporting and investigating incidents where appropriate and acting to prevent re-occurrence.

## **DET employees, visitors, volunteers and contractors are required to:**

- take reasonable care for their own OHS and act in a manner that does not put others at risk
- actively contribute to identifying, reporting and reducing OHS hazards and risks
- co-operate with DET on OHS matters including following DET procedures and participating in consultation and training.

## **Evaluation**

*A review of this policy will be conducted every two years, or as directed by DET, with recommended changes being presented to College Council.*

**Date reviewed:** August 2017

**Date of next review:** 2020

# OFFENSIVE MATERIALS AND THEMES POLICY

## Rationale

It is Department of Education and Training (DET) policy that students are not to be exposed to offensive or obscene material while in the care of schools. Principals should ensure that:

- the curriculum material and resources used in the school are appropriate for the students' age groups and well-being, including the students' social and moral development; and
- the exploration of issues and ideas related to the curriculum material and resources is relevant to the central purposes of education and is conducted with due respect for the students and their parents. See School Policy and Advisory Guide – Selecting Teaching and learning Resources in School.

## Definition

For the purpose of this Policy:

**“Offensive material or theme”** is any material or theme which:

- offensive or obscene material means material about which there is generally a consensus view that it is unacceptable;
- describes, depicts, expresses or otherwise deals with matters of nudity, sexual activity, sex, drug misuse or addiction, crime, cruelty, violence or revolting or abhorrent phenomena in a manner that a reasonable adult would generally regard as unsuitable for minors of the age of the relevant students;
- describes or depicts a person who is, or looks like, a minor under 16 years engaging in sexual activity or in an indecent sexual manner or context;
- promotes, incites or instructs in matters of crime, violence or unlawful discrimination; or
- uses profane, indecent or obscene language contrary to section 17(1)(d) of the Summary Offences Act 1996.

**“Material or theme”** The teaching and learning resources include any spoken, written or visual text or activity.

For example: text books, novels, films, plays, radio programs, multimedia, digital learning resources (video, audio, text, animations, images), lectures, speeches and performances.

*N.B. Any texts approved by the Victorian Curriculum and Assessment Authority (VCAA) for the VCE can be considered as appropriate for use by VCE students enrolled in the units for which the texts are approved.*

**(Executive Memorandum Number 98/048)**



# OFFENSIVE MATERIALS AND THEMES POLICY (*cont.*)

## Purpose

The purpose of this policy is to ensure that the College acts within DET guidelines in relation to offensive materials and themes and, in so doing, that it exercises duty of care towards students.

## Implementation:

1. When developing curriculum programs and approving materials and themes, as defined above, Domain Leaders and staff will refer to Doncaster Secondary College Offensive Materials and Themes Policy.
2. Staff members will consult with Domain Leaders when selecting materials and themes for study.
3. Domain Leaders, in consultation with staff, will regularly review materials and themes to ensure that they are not offensive to the relevant students in the school or to their parents. Any concerns will be referred to the Principal.
4. Domain Leaders and all staff will be mindful of censorship classifications when selecting resources for study. These classifications are detailed in the Teaching and Learning Resources in School Advisory Guide from DET, located in Publications for Teachers, Operations, Policies.
5. In determining whether students or their parents find materials or themes to be offensive, the staff member/Coordinator/Principal will consider:
  - the words, behaviour or themes in terms of the standards of morality, decency and propriety generally accepted by reasonable adults;
  - the impact of the words, behaviour or themes on persons from different ethnic, religious, social or cultural backgrounds;
  - the context in which the words, behaviour or themes appear;
  - the literary, artistic or educational merit and the general character of the material or theme, including whether it is in a medical, legal or scientific journal or publication; and
  - the impact of the material or theme on the age group of the students, and how parents might react to their children studying the material or theme.
6. Having considered the degree of offensiveness of the material or theme, the following actions will be taken:

If objections to materials on the grounds that they are inappropriate are anticipated, the College must inform the relevant students and their parents of the controversial nature of the resource and inform them that an alternative is available if students or parents hold a genuine and reasonable objection. Parents and students are to be informed that they have a right to object.

Students who are given an alternate study or activity should wherever possible be integrated and provided with support in the classroom program in order to ensure that the student is not isolated from their classmates.

### **1. Non-Offensive Material or Themes:**

If the Staff member/Co-ordinator/Principal considers the materials or themes to be suitable for the relevant students and that a reasonable parent would not find them offensive, the materials or themes will be available for teachers to include in the curriculum.

# OFFENSIVE MATERIALS AND THEMES POLICY (*cont.*)

## 2. Offensive Material or Themes:

The Principal will not approve the use of materials/themes which are likely to be regarded as offensive or obscene by the school community.

## 3. Potentially Offensive Material or Themes:

If the Staff member/Co-ordinator/Principal considers that some of the relevant students or their parents might find the materials or themes to be slightly or mildly offensive:

the materials or themes will be replaced with available alternative non-offensive materials or themes; or

if no alternative materials or themes are available, the Staff member/Coordinator/Principal will:

- reconsider the purpose of introducing students to the materials or themes;
- assess the educational nature of the materials or themes and the manner in which they will be studied;
- determine whether the educational value justifies its use;
- consult, if required, the College Council (or a committee of the Council appointed for the purpose); and
- if the Principal considers the materials or themes should be used, a warning letter will be issued to parents who will be given the opportunity to raise objections.

### Use of rated material:

M rated films or videos should not be shown to students in Years 7 – 9 unless under special circumstances which will be discussed with the Principal/Assistant Principal. If such a film is shown to students in Years 7 – 9, their parents will be issued a warning letter outlining the reasons for the selection of the film, and the classification of the film. In the case of students in Years 10 – 12 being shown an M/MA rated film, the class teacher will discuss with the Domain Leader the advisability of notifying the parents. X or R rated material cannot be used for any year level. Any concerns the class teacher or Domain Leader may have in showing such a film will be referred to the Principal/Assistant Principal.

Any public performance and display staged by the College will be suitable for general exhibition or else a warning letter will be issued that it (or any section of it) may offend or be unsuitable for young children.

Any objections to curriculum activities relating to allegedly offensive materials or themes will be directed to the Principal who will:

- consider the reasons for the objection, its bona fides and whether it is reasonably held;
- refer the matter to College Council if the matter is unable to be resolved through consultation;
- implement the College Council's determination in relation to the matter; and
- ensure that the College will provide alternative materials or themes if the objection is upheld.

### Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: October 2016***

***Date of next review: 2019***

## PARENT PAYMENT POLICY AND IMPLEMENTATION

### Doncaster Secondary College

#### PURPOSE

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

#### RATIONALE

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

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

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

#### WHAT CAN SCHOOLS CHARGE FOR?

The Education and Training Reform Act 2006 provides for instruction in the standard curriculum program to be free to all students in government schools. School councils are responsible for developing and approving school-level parent payment charges and can request payments from parents<sup>1</sup> under three categories only- Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

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

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

#### Voluntary Financial Contributions

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

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

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

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

# PARENT PAYMENT POLICY (cont.)

## PRINCIPLES

- **Educational value:** Student learning, aspirations and wellbeing are paramount when schools determine their parent payments practices
- **Access, equity and inclusion:** All students have access to the standard curriculum program and participation of all students to the full school program is facilitated
- **Affordability:** Cost to parents is kept to a minimum and is affordable for most families at the school
- **Engagement and Support:** Early identification and engagement strategies by the school ensure parents are well informed of the payment options and supports available for those experiencing hardship
- **Respect and Confidentiality:** Parents and students experiencing hardship are treated with respect, dignity, sensitivity and without judgement and the identity and personal information of all parents and students are kept confidential in respect to parent payments
- **Transparency and Accountability:** School parent payment practices are well communicated, clear and transparent and their impact on student programs and families are reviewed by school councils

## COST AND SUPPORT TO PARENTS

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

School principals must ensure that:

- items students consume or take possession of are accurately costed
- payment requests are broadly itemised within the appropriate category
- parents are advised that they have the option of purchasing equivalent Essential Student Learning Items themselves, in consultation with the school
- information on payment options is available, accessible and easily understood to all parents so that they know what to expect and what supports they can access
- parents are provided with early notice of annual payment requests for school fees (i.e. a minimum of six weeks' notice prior to the end of the previous school year). This enables parents to save and budget accordingly.
- parents are provided with reasonable notice of any other payment requests that arise during the school year- ensuring parents have a clear understanding of the full financial contribution being sought
- the status and details of any financial arrangements are kept confidential and only shared with relevant school personnel
- parents experiencing hardship are not pursued for outstanding school fees from one year to the next
- use of debt collectors to obtain outstanding school funds owed to the school from parents is not permitted
- there will be only one reminder notice to parents for voluntary financial contributions per year
- Invoices/statements for unpaid essential or optional items accepted by parents are not generated more than monthly or according to the parent payment arrangement with the school.

## PARENT PAYMENT POLICY (*cont.*)

### SUPPORT FOR FAMILIES

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

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

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

### ENGAGING WITH PARENTS

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

### REVIEW OF POLICY IMPLEMENTATION

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

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

Answers to the most commonly asked questions about school costs for parents see: [Frequently Asked Questions – For Parents](#)

# Understanding Parent Payment Categories

## Schools

### What does the legislation say?

The Education and Training Reform Act (2006) provides for free instruction in the standard curriculum program to all students in government schools. The Act also empowers school councils to charge fees to parents for goods and services provided by the school to a child.

In the Act, a 'Parent' includes a guardian and every person who has parental responsibility for a child including parental responsibility under the Commonwealth Family Law Act 1975 and any person with whom a child normally or regularly resides.

### What do schools pay for as part of 'free instruction'?



Free instruction is the teaching staff, administration and the provision of facilities in connection with the instruction of the standard curriculum program, including reasonable adjustments for students with disabilities.

The standard curriculum for Years F-10 means implementation of the Victorian Curriculum F-10.

The standard curriculum for senior secondary schools means a program that enables a student to be awarded a VCE or VCAL qualification.

### What principles govern parent payment practice?

Educational Value | Access, Equity & Inclusion | Affordability

Engagement & Support | Respect & Confidentiality | Transparency & Accountability

## Parents

### What may parents be asked to pay for?

#### Schools can request payment for Essential Student Learning Items



These are items, activities or services that the school deems **essential** to student learning of the standard curriculum.

Where practical and appropriate, parents may choose to purchase items through the school or provide their own.

These may also be either:

##### Items the student takes temporary or permanent possession of

- e.g.
- textbooks, activity books, exercise books
  - stationery, book bags
  - student ID cards, locks
  - cooking ingredients students will consume
  - materials for final products that students take home (technology projects, build-your-own kits, dioramas)
  - Picture Exchange Communication Systems

##### Activities associated with instruction that all students are expected to attend

i.e. travel, entry fees or accommodation

- e.g.
- excursions
  - incursions
  - school sports
  - work placements

Parents can be asked to pay for items, activities and services in the three Parent Payment Categories:

Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

Schools determine how items, activities and services are classified within these categories based on the learning and teaching program of their school.

#### Schools can request payment for Optional Items

These are items, activities or services that are **optional** and are offered in addition to the standard curriculum.

Students may access these on a user-pays basis.

These may be either:

##### Items the student purchases or hires

- e.g.
- school magazines, class photos
  - functions, formals, graduation dinners
  - materials for extra curricular programs
  - student accident insurance

##### Activities the student purchases

- e.g.
- fees for extra curricular programs or activities, such as instrumental music tuition
  - fees for guest speakers
  - camps, excursions, incursions, sports
  - entry fees for school run performances

##### Items and/or materials that are more expensive than required to meet the standard curriculum

- e.g.
- use of silver in metal work instead of copper
  - supplementary exam revision guides

Support for families experiencing hardship is available at every school and each school has a parent payment contact person. See your school's policy for more information.

For more information on Parent Payments and Personal Devices, visit the DET website at: [www.education.vic.gov.au](http://www.education.vic.gov.au)

Schools can invite  
**Voluntary Financial Contributions**  
for



- e.g.
- Building or Library fund (Tax deductible)
  - Voluntary contributions for a specific purpose, such as equipment, materials, services.
  - General voluntary contributions

# PARENT PAYMENT POLICY (cont.)

## Doncaster Secondary College Parent Payment Policy

### PARENT PAYMENT CHARGES

#### **Rationale and Purpose**

Under the Education and Training Reform Act 2006 the Education Department provides funding for a standard curriculum program, delivery of instruction and other associated costs for running the school. The Act grants College Council the power to charge fees for goods and services to support the delivery of free instruction and to raise funds. The cost of providing the continued services offered to students at the College has proven to be significantly beyond that provided by funds for a standard curriculum. The provision of a comprehensive curriculum that meets the needs, expectations, breadth and educational standards demanded by our community necessitates additional payments.

#### **Guidelines**

There are three payment categories: Essential Education Items, Optional Education Items (user pays) and Voluntary Financial Contributions. This policy clarifies parent and guardians and College obligations and rights regarding these payment categories:

- costs are kept to a minimum;
- payment requests are clearly itemised under the three parent payment categories;  
items that students consume or take possession of are accurately costed;
- no student will be treated differently, denied access or refused instruction to the standard curriculum program for not making a payment of voluntary contribution; and
- access to enrolment at the College or advancement to the next year level will not be withheld as a condition of fee payment.

Parents and guardians may in some instances have the option of purchasing equivalent materials from other sources for Essential Educational Items. If parents and guardians choose to provide equivalent materials, this must be done in consultation with the school, as items need to meet the specifications provided by the school. There may also be certain items that due to their nature may only be provided by the College.

#### **Parent Payment Categories**

##### **Essential Education Items**

These items include:

- materials that the student takes possession of, including text books and student stationary;
- materials for learning and teaching where the student consumes or takes possession of the finished articles (eg: Food, Photography, Art);
- school uniform; and
- activities associated with instruction that all students are expected to attend eg: entrance fees for sports carnivals.

##### **Optional Education Items (user pays materials and services)**

For example, items such as:

- personal student computer printing;
- extra-curricular programs or activities eg: instrumental music, dance classes, camps, excursions and incursions;
- school-based performances, productions and events; and
- school magazines, class photographs.

##### **Voluntary financial contributions**

Parents or guardians are invited to make a donation to the College, eg: Library Fund or Building Fund (Tax deductible), grounds maintenance and welfare support programs.



# PARENT PAYMENT POLICY (cont.)

## PAYMENT ARRANGEMENTS AND METHODS

Parents and guardians will be provided with early notice of payment requests for essential education items, optional extras and voluntary financial contributions. There will be a minimum of six weeks' notice prior to the end of the previous school year.

To further assist parents with payments, payment options have been developed, including:

- Option A Full amount by the beginning of Term 1
- Option B Payment instalments; or
- Option C Other payment arrangements, including individual payment plans.

Alternative payment options are available through the College and parents are encouraged to make an appointment with the school Business Manager to discuss circumstances and available options.

Payments may be requested but not required prior to the commencement of the year in which the materials and services are to be used.

Receipts will be issued immediately upon payment.

Reminders for unpaid essential education items or optional extras will be generated and distributed on a regular basis to parents and guardians, but not more than once a month.

Only the initial invitation for voluntary financial contributions and one reminder notice will be issued per year to parents and guardians.

All records of payments or contributions and any outstanding payments by parents and guardians are kept confidential.

## FAMILY SUPPORT OPTIONS

In order to support families in meeting the costs of their children's education the College operates a second-hand school uniform shop, low cost eBooks and a second-hand book sale.

Eligible families may use the Camps, Sports and Excursions Fund (CSEF) payment for expenses relating to Camps, Sport and/or Excursions.

Eligible families may receive free or discounted uniforms, school shoes, textbooks, graphic calculators and stationery through State Schools Relief.

## CONSIDERATION OF HARDSHIP

For parents and guardians experiencing hardship, please contact the Business Manager via phone, email or in person regarding their financial situation and related difficulties in making payments.

**Note:** The College will employ proactive strategies to engage with parents and guardians who may be experiencing hardship, such as discretely approaching families who may need support and special payment arrangements.

## COMMUNICATION WITH FAMILIES

The policy and the College's implementation will be communicated to all families in hard copy on enrolment and is permanently available on the College website.

Families can contact the Business Manager to raise any issues or make general enquiries about charges.

## MONITORING AND REVIEW OF THE IMPLEMENTATION OF THE POLICY

### Evaluation:

***The policy will be reviewed every three years. College Council will however review the level and purpose of payments annually.***

***Reviewed: March 2017***  
***Date of next review: March 2020***



# PETTY CASH POLICY

## **Rationale**

Effective financial management provides the school with enhanced educational opportunity.

To provide a financially well managed school that minimises risk.

At times, production of order forms and cheques for small purchases is inconvenient or unrealistic. On such occasions, petty cash may be used.

## **Purpose**

To implement a petty cash process that meets the school's needs and is compliant with Departmental requirements.

Petty Cash is used to meet minor payments for purposes other than salary and wages.

## **Implementation:**

- The purpose of petty cash is to meet minor payments for purposes other than salary and wages. The limit on any one payment is \$200;
- The principal, with the permission of the school council, may establish a petty cash advance under the following conditions:
  - The initial advance is to be established by drawing a cheque made payable to the advance holder, that is the member of staff responsible for the custody and control of the cash advance, and opened to 'pay cash';
  - In normal circumstances, a petty cash advance should be sufficient to pay the expected expenditure for a month.
- Each petty cash advance is to be maintained on Cases21. Only the aggregate of the actual (monthly) payments are claimed by way of reimbursement. Therefore, the amount of the advance is accounted for at any time by the production of cash/vouchers totalling the advance;
- Advances are to be adjusted at the end of each school year by the repayment of cash, or cash & vouchers, or vouchers equal to the advance;
- Authorised advances may be re-established at the beginning of the next year;
- A petty cash docket is to be used to show the details for each individual payment;
- All documentation relating to the payment, that is, cash register dockets (for amounts over \$10), supplier's invoices and so on, are to be attached firmly to the petty cash docket and, in turn, it is to be attached to the petty cash schedule that is the advance holder's summary record of transactions. At the time of payment, all dockets and supporting documentation are to be cancelled by writing or stamping the word 'paid' across all documents;
- Where an individual has used a personal credit card to purchase goods for the school, the card holder's copy of the voucher is to be attached behind the petty cash docket when reimbursement is claimed;

## PETTY CASH POLICY *(cont.)*

- A record of petty cash expenditure, using either a book or the petty cash schedule mentioned above, is to be maintained by the advance holder. The record is to show the amount of the advance, the date cash was paid, the signature of the person incurring the expense, a brief description of the expense, the account to be charged and the amount of purchase(s);
- Before petty cash is replenished, reconciliation must occur to ensure that the total of the payments made plus the balance of cash on hand equal the amount of the original advance. Summarise the expenditure incurred to accounts chargeable on reimbursement, prepare the payment voucher to replenish the advance to its fixed amount, that is a cheque is to be drawn for the sum of the total payment made, make the recoupment cheque payable to the advance holder and opened to 'pay cash', with this notation being signed by the cheque signatories;
- A fresh record of the petty cash payment is to be started after each recoupment of advance;
- In accordance with internal control procedures, only one officer is to be the custodian of a petty cash advance and accountable for it. Therefore, no other person is entitled to access the advance;
- Cash on hand is to be kept in a secure location (lockable drawer/safe) at all times. The cash on hand must be fully adjusted and re-banked at the end of each school year. During other vacation periods, where small amounts are held it is not necessary for action to be taken;
- The principal or an officer appointed by the principal should carry out checks (at least two per year) where the officer checks that the petty cash balances without having given the advance holder/custodian prior advice of the check;
- The check should not be at the end of a reimbursement period and is intended to ensure that:
  - the records are up-to-date
  - loans are not being taken from the advance
  - security is being maintained over the advance and vouchers.
- The custodian must be present at all times during the check. The principal is to be advised in writing of the results of the check in a signed and dated report from the checking officer and the advance custodian.

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: August 2016***

***Date of next review: 2019***

# PREVENTION OF BULLYING IN THE WORKPLACE POLICY

## Rationale

Doncaster Secondary College is committed to providing all employees and volunteers with a healthy and safe work environment free from bullying. Research studies show that workplace bullying is a major contributing factor to high stress and low morale in the workplace. Under the *Occupational Health and Safety Act 2004*, workplaces are required to put in place strategies designed to prevent psychological injuries. Therefore, identifying bullying risk factors and putting in place appropriate preventative measures through collaboration and consultation should form an important part of the workplaces OHS risk management system.

Bullying is repeated, unreasonable behaviour directed toward an employee, or group of employees, that creates risk to health and safety.

Bullying behaviour may involve, for example, any of the following types of behaviour:

- aggressive or intimidating conduct
- belittling or humiliating comments
- spreading malicious rumours
- teasing, practical jokes or 'initiation ceremonies'
- exclusion from work-related events
- unreasonable work expectations, including too much or too little work, or work below or beyond a worker's skill level
- displaying offensive material
- pressure to behave in an inappropriate manner.

However, in order for it to be bullying the behaviour **must** be repeated and unreasonable and **must** create a risk to health and safety.

## Guidelines

1. Doncaster Secondary College required all staff to behave in a professional manner and to treat each other with dignity and respect when they are at work.
2. Staff are required to complete DET Professional Development Programs as required.
3. Any member of staff who experiences bullying or witnesses bullying is expected to report it to an immediate supervisor member of the College Administration or to the OHS Representative.
4. A reported instance of bullying will be viewed as a very serious matter and will be investigated in a timely fashion.
5. The investigation procedures for dealing with bullying will be conducted in line with Department of Education's Guidelines for managing Complaints.
6. The OHS committee will identify, assess and implement control measures to as far as is reasonably practical to minimise bullying risk factors by identifying the bullying hazards, assessing the risk factors and subsequently implementing strategies to minimise and or control risks. These controls are then to be evaluated and reviewed.
7. While a single incident does not constitute workplace bullying, an employer has a general duty to provide employees with a safe workplace, consequently single incidents of bullying-style behaviour will not be ignored or condoned and will be dealt with according to the Department of Education's Guidelines for Managing Complaints.
8. DET sponsored staff will be referred to the Employee Assistance Program (EAP)
9. See also Worksafe's publication: **What to do if bullying happens to you.**  
see: [www.vwa.vic.gov.au/\\_data/assets/pdf\\_file0016/21814/ws\\_Bullying\\_.What\\_to\\_do\\_web.pdf](http://www.vwa.vic.gov.au/_data/assets/pdf_file0016/21814/ws_Bullying_.What_to_do_web.pdf)
10. This policy will be brought to the attention of all staff and published on the College Intranet

## Evaluation

**College Council will review this policy every three years or as directed by DET.**

**Reviewed: August 2017**

**Date of next review: 2020**

# PRIVACY POLICY

## **Rationale**

There are legislative requirements, under the Freedom of Information Act 1982, Information Privacy Act 2000, Public Records Act 1973 Health Records Act 2001 and other privacy legislation, that require the College to protect and manage personal and private information which directly or indirectly identifies a person.

## **Purposes**

To ensure that personal information is managed so that all legislative requirements are met in relation to: disclosure requirements, collection, storage of protection and rights to gain access to this information.

## **Guidelines**

1. Collect only information that is normally required for the performance of functions such as: employment, student enrolment, management, care, welfare, to assist the College to fulfil its duty of care to students, to investigate incidents in school or to defend legal claims, health and academic support.
2. The College will not collect or use unique identifiers such as health care card or passport details unless these are required.
3. Staff includes anyone who carries out a duty on behalf of the college, paid or unpaid, or who is contracted to or directly employed by the college or DET including job applicants.
4. Staff will be provided with access to these policy guidelines on how to manage privacy related matters.
5. Parent includes a step-parent, an adoptive parent, a foster parent, a guardian, and a person who has custody or daily care and control of the child.
6. The College will manage the personal and private information of: employees, students and parents.
7. The college will inform the person, who is requested to provide information, why the information is needed and how it will be handled
8. Personal information will only be used for the reasonable purpose it was collected or for a reasonably related purpose.
9. The College may under prescribed circumstances as outlined under Schedule 1 of the Information Privacy Act 2000 disclose personal information.
10. The College will take reasonable steps to ensure personal information that is collected is accurate, complete and up to date.
11. The College will take reasonable steps to protect personal information from misuse, loss or unauthorised access modification or disclosure.
12. An individual may request access or correction of information under the FOI Act 1982.
13. Complaints about possible breaches of a person's information privacy will be dealt with according to the DET Information Privacy Complaints Handling Policy.
14. Information will be securely stored to prevent unauthorised access.
15. Information will be retained for the period authorised under the Public Records Act 1973.

## PRIVACY POLICY (cont.)

*Department policy states that if a parent or student or former student requests information and documentation, it may be released if:*

- *the document/information was given to the school by the student*
- *the document/information was previously given to the student*
- *the document is publicly available*

Source: <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/requestinfo.aspx>

All other documents may be requested through the Freedom of Information process, which determines whether the document or parts of the document may be released or redacted using the relevant exemptions under the Freedom of Information Act 1982 (Vic).

An FOI request can be made by contacting the Manager of Freedom of Information and Privacy at:  
Department of Education and Training  
GPO Box 4367 MELBOURNE VIC 3001  
Telephone: 9637 2670 or 9637 3134  
Fax: 9637 2730  
Email: [foi@edumail.vic.gov.au](mailto:foi@edumail.vic.gov.au)

Details about the FOI process can be found here:  
<http://www.education.vic.gov.au/school/principals/spag/governance/Pages/foi.aspx>

### **Evaluation**

**College Council will review this policy every three years or as directed by DET.**

**Reviewed: June 2016**  
**Date of next review: 2019**

# PROFESSIONAL LEARNING POLICY

## **Rationale**

The Professional Learning Program at Doncaster Secondary College will enhance the capacity of staff to contribute to the achievement of the College goals. Our program is underpinned by the key priorities as outlined in our Annual Implementation Plan.

## **Purpose**

The Professional Learning Program involves all members of staff learning together to improve the educational experience of all students within the College. We undertake professional learning in a variety of ways, including action research, collegiate visits, joint lesson planning, school-based workshops and external conferences. Priorities for Professional Learning (PL) are outlined in the Strategic Plan and Annual Implementation Plan.

## **Broad Guidelines**

Applications for Professional Learning will be assessed on the basis of:

- The relevance of the activity to the College goals as stated in the Strategic Plan;
- The relevance of the activity to the applicant's personal Performance and Development plan;
- The number of classes left by the applicant and/or disruption to a particular class;
- The amount of PL already attended by the applicant;
- Other events occurring on the day of the proposed PL;
- Cost effectiveness of the PL – in general one person will be sent to a PL to obtain information and share this with their colleagues at the College; and
- Confirmation that the applicant will share the learning with their colleagues where applicable.

There is an expectation that staff share their learning after attending a PL activity. This could take the form of:

- A presentation to a staff meeting;
- Presentation at a Domain meeting or team meeting;
- Presentation at a sub school teachers' meeting; and
- Information uploaded to "Publications for Staff".

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: March 2015***

***Date of next review: 2018***

# PURCHASING CARD POLICY

## **Rationale**

Purchase Cards provide the College with more enhanced flexibility for purchases.

## **Purpose**

To utilise the benefits of Purchase Cards whilst ensuring the College's procedures and internal controls meet the Departments requirements in accordance with Ministerial Guidelines and Directions 1 to 6 of 2005.

## **Guidelines**

- The College Council and Principal determine which personnel and activities will be eligible to use the Purchasing Card;
- The College Council and Principal determine the expenditure limit for each cardholder.
- College Council, after advice from the Principal, appoint an "Authorisation Officer".
- An "Undertaking by the Card holder" is completed by each user according to the agreed amount.
- Cardholders' names, card details, any subsequent changes and other information are minuted at College Council.
- Document safe and secure custody of the Purchasing Cards.
- Arrange for the monthly purchasing card statement to be attached to the relevant reports and tabled at College Council meetings.
- Ensure that all Westpac Visa Card purchasing card procedures and controls are met.
- Implement internal control procedures for non-cardholders' access to credit card purchases.

## **Evaluation**

***This policy will be reviewed annually, with recommended changes being presented to College Council.***

***Reviewed: March 2017***

***Date of next review: March 2020***

# RACIAL AND RELIGIOUS VILIFICATION POLICY

## **Rationale**

Doncaster Secondary College is committed to providing a workplace and school environment which encourages respect, inclusiveness and diversity. The College does not tolerate vilification on the grounds of race or religious belief or practice. This policy supports and complies with the Racial and Religious Tolerance Act 2002 and the Racial Discrimination Act 1975

## **Definition**

Racial or religious vilification is public behaviour, which has the effect of inciting hatred, serious contempt for, or severe ridicule of people's racial or religious backgrounds and practices.

Instances of vilification include but are not limited to:

- racist graffiti in public places;
- making racist speeches at a public rally;
- displaying racist materials in a public place;
- engaging in racist or religious vilification in a public place; and
- making offensive racist comments in a publication, using electronic media.

To maintain freedom of speech, while protecting the rights of all people in our society to participate as equals, the Act includes exemption for conduct and discussion that is reasonable and in good faith, such as:

- an artistic work or performance,
- a statement, publication, discussion or debate for any genuine academic, artistic, religious or scientific purpose or that which may be considered in the public interest, and private conduct.

## **Purpose**

In keeping with Doncaster Secondary College's responsibilities and the belief that the College should provide a safe and supportive environment in which individuals respect each other, the College aims to:

- provide a school environment which is free from racial or religious vilification;
- eliminate racial or religious vilification; and
- empower and provide redress for individuals who have been vilified.

## **Implementation**

The College will:

- seek to provide a safe environment for students, staff and visitors;
- foster an environment in which individuals are able to take appropriate action in relation to vilification;
- seek to ensure that students, staff and community are aware of the Racial and Religious Vilification Policy;
- implement the Racial and Religious Vilification Policy and College Codes of Conduct in a fair and consistent manner;
- respond promptly to all reports of vilification;
- expect that staff model appropriate behaviour on a consistent basis; and
- implement strategies to counter vilification, including:
  - implementation of programs which encourage positive relationships between students, their peers and teachers, such as peer support, peer mediation including curriculum within the Victorian Curriculum framework.



## **RACIAL AND RELIGIOUS VILIFICATION POLICY (*cont.*)**

- continued provision of a supportive well-being and management structure comprising Sub-school and Level Coordinators, Assistant Level Coordinators, Student Well-being Coordinator and a Chaplain;
- incorporation of material, where appropriate, on vilification in the curriculum;
- provision of counselling for students involved in vilification;
- inclusion of information about vilification for student assemblies;
- through classroom codes of conduct and College values;
- involvement of students e.g. SRC representatives, in developing strategies, as required, to prevent vilification;
- involvement of families, as appropriate, in dealing with individual cases of vilification;
- provision of advice to the College community on how to support students in relation to instances of vilification.

### **Procedures relating to the Vilification**

- The vilified person or the person who witnesses or who becomes aware of vilification should contact one of the following people: a Level Coordinator, Student Well-being Co-ordinator, Discovery Teacher, Chaplain, Assistant Principal or Principal.
- The incident will be investigated promptly, thoroughly and with discretion.
- The Person who has been vilified will be supported by counselling and assisted to develop strategies to respond to such behaviour.
- Students who have been involved with vilification will be required to modify their behaviour and will be provided with counselling to assist in this process. The graded sanctions outlined in the Student Code of Conduct will be applied, however, incidents of a serious nature may be immediately responded to by more severe penalties, such as suspension.
- The parents/guardians of students involved in cases of vilification will be notified and their assistance sought in resolving the situation.
- All complaints regarding vilification involving staff will be dealt with according to the DET Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance.

### **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: June 2016***

***Date of next review: 2019***

# RESPONDING TO PARENTAL & STUDENT COMPLAINTS AND CONCERNS POLICY

## **Rationale**

Doncaster Secondary College's approach to handling concerns and complaints is based on our commitment to:

- Providing a safe and supportive learning environment for all students;
- Building relationships between students, parents and staff; and
- Providing a safe and supportive working environment for staff.

## **Purpose**

The purpose of this policy is to:

- Recognise a student or parent's right to raise concerns about an issue at the College;
- Recognise the need to be fair to both the complainant and the person against whom a complaint is made;
- Provide a protocol for responding to complaints in a timely manner; and
- Record and review complaints on a regular basis to ensure responsiveness and an on-going commitment to the improvement of professional practice within the College.

## **CONCERNS AND COMPLAINTS COVERED BY THE PROCEDURES**

See DET document: [Addressing parents' concerns and complaints effectively \(PDF - 525Kb\)](#)

These procedures cover concerns and complaints about:

- General issues of student behaviour that are contrary to the school's code of conduct;
- Incidents of bullying or harassment in the classroom or the school yard;
- Learning programs, assessment and reporting of student learning;
- Communication with parents;
- School fees and payments;
- General administrative issues; and
- Any other school-related matters except as detailed below.

These procedures do not cover matters for which there are existing rights of review or appeal, as detailed in the Victorian Government Schools Reference Guide. Those matters include:

- Student discipline matters involving expulsions;
- Complaints about employee conduct or performance and complaints that should be dealt with by performance management, grievance resolution or disciplinary action;
- Complaints by the Department's employees related to their employment;
- Student critical incident matters; and
- Other criminal matters.

# **RESPONDING TO PARENTAL & STUDENT COMPLAINTS AND CONCERNS POLICY (*cont.*)**

## ***PROCEDURES FOR RAISING CONCERNS OR COMPLAINTS***

In the first instance, a complaint should be made to the school. The complainant should telephone or write to:

- The Year Level Co-ordinator about learning issues or incidents that happened at school;
- The Head of School or Assistant Principal about issues relating to staff members or more complex student matters; or
- The Principal about matters relating to school policy, student management, staff members or very complex student issues.
- If you are not sure who to contact, contact an Assistant Principal on 98484677.

The school expects a person raising a concern or complaint to:

- Do so promptly, as soon as possible after the issue/incident occurs;
- Provide complete and factual information about the concern or complaint;
- Maintain and respect the privacy and confidentiality of all parties;
- Act in good faith, and in a calm and courteous manner;
- Show respect and understanding of each other's point of view and difference in values, rather than judge and blame;
- Acknowledge that the common goal is to achieve an outcome that is acceptable to all parties;
- Recognise that all parties have rights and responsibilities which must be balanced;
- Acknowledge the relevant College values as they relate to the complaint.

## ***COLLEGE PROCEDURES FOR ADDRESSING CONCERNS OR COMPLAINTS***

The College will address any concerns and complaints received by parents and or students:

- Courteously;
- Efficiently;
- Fairly;
- Promptly, or within the time frame agreed with the person with the concern or complaint, and
- In accordance with due process, principles of natural justice and the Education Department's regulatory framework.

The College will record the following details of all complaints received, even if the complaint appears to be minor:

- Name and contact details (with permission) of the person with a concern or complaint;
- The date the concern or complaint was made;
- The form in which the concern or complaint was received;
- A brief description of the concern or complaint;
- Details of the school officer responding to the concern or complaint;
- Action taken on the concern or complaint;
- The outcome of action taken in response to the concern or complaint; and
- Any recommendations for future improvement of the school's policy or procedures.

# RESPONDING TO PARENTAL COMPLAINTS AND CONCERNS POLICY (cont.)

1. The College will make every effort to resolve concerns and complaints before involving other levels of the Education Department
2. The College will determine whether a concern or complaint should be managed through the College's complaints process or through other complaints processes of the Department.
3. The College will acknowledge all complaints and concerns in person by telephone or in writing and give the complainant a timeline for investigating the complaint. If the complaint involves many students or a range of issues, the College will need more time to investigate and resolve it.
4. Should the complaint involve complex issues, the college might need to take advice from the Department's Regional Office which may take more time. In all cases, the college will try to resolve a concern or complaint within 20 school days.
5. A copy of the College's complaints procedures is available on the College website.
6. If a concern or complaint is substantiated in whole or part, the college will offer an appropriate remedy which could include:
  - An explanation or further information about the issue;
  - Mediation, counselling or other support;
  - An apology, expression of regret or admission of fault;
  - A change of policy, procedures or practices;
  - A change of decision; and
  - A fee refund.
7. The College will implement the remedy as soon as reasonably practicable.
8. If a person with a complaint is not satisfied with the outcome determined by the College, they should contact the North Eastern Victoria Regional Office of the DET. The officer from the Regional office will ask the complainant for a complete factual account in writing of the concern or complaint and the complainant's opinion about why the college did not resolve it to their satisfaction.
9. If the complaint cannot be resolved by the complainant, the school and the regional officer working together, the regional office may refer it to DET Central Office and subsequently to the Ombudsman if required.
10. The College will make information about procedures for addressing concerns and complaints readily available to parents and the school community, in clear and easy-to-understand language.
11. The College's procedures for addressing concerns and complaints will also be published on the College's website and printed in the College's Newsletter annually.
12. The College will regularly review its policy and procedures to effectively address parent concerns and complaints as part of its cyclic policy and procedures review schedule.

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: June 2017***

***Date of next review: 2020***

# STUDENTS WITH A DISABILITY POLICY

## Rationale

The program for Students with Disabilities [PSD] provides supplementary resources for the education of students with disabilities. These students must meet the eligibility criteria as set by DET. It is a legislative requirement under the Disability Discrimination Act 1992 to comply with the requirements as outlined in the DET Disability Standards for Education 2005.

## Purposes

- To allow students with a disability as defined in the DET publication ***“Program for students with Disabilities – Practical Guidelines for Schools 2018”*** to access and participate in a supportive learning environment on the same basis as those without a disability.
- To develop individual program goals and targets.
- To provide for timely support from specialist professionals.
- To include parent / guardian / carer (s) as valuable partners in the program.
- To consult with the student and/or their parent or carer about the reasonable adjustments required.
- To allow for the views of the student to be sought and to be reflected in the teaching and learning arrangements.
- To ensure that the general program at the College proceeds whilst maintaining the safety and well-being of students and staff.
- To encourage an awareness, understanding and acceptance of disability and impairment within the College community.

## Guidelines

- An appropriately constituted Student Support Group [SSG] will make recommendations in support of the student educational program.  
The SSG is comprised of a school representative, parent / carer and may also include any specialists in the area of the students' disability.  
Its duties will be:
  - to determine specific long and short-term educational and social aims and objectives for the student;
  - to evaluate progress and recommend changes to the program as required;
  - to assess the resources at Doncaster Secondary College, meet these needs;
  - to identify additional resources (if any), to submit application for additional resources to the College Council and DET;
  - to provide the parent / guardian with relevant current documentation (College Policy and PSD Guidelines);
  - to make or provide 'reasonable adjustments', for students, where necessary to enable their access and participation.
- Where possible and appropriate, curriculum, teaching and assessment may be modified to allow for the needs and requirements of students in the program. The degree of reasonable modification and accommodation will depend on resources available and degree of impairment and disability.
- All necessary information will be provided to staff to facilitate the operation of the program and teachers will provide regular information and monitoring of the progress of 'Students with a Disability' for SSG meetings.
- The SSG will meet on a regular basis to review student progress. The SSG will provide advice to the Principal on the specific educational needs of the student and the most appropriate use of available resources.
- The College will comply with the 'Nationally Consistent Collection of Data' on School PSD as outlined in the DET Manual for Victorian Government Schools. The data will be used to better inform broader policy and planning. Parent permission will be sought to provide to DET non identifying personal data about children with a disability who require support.

## Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: August 2017***

***Date of next review: 2020***

# SUN PROTECTION POLICY

## **Rationale**

Australia has the highest incidence of skin cancer in the world, with two out of three Australians developing some form of skin cancer during their lifetime. Over-exposure to the sun during childhood and adolescence is known to be a major cause of skin cancer. Increasing the awareness of all members of the College community to the dangers of ultra violet (UV) radiation and to protective measures which can be taken may ultimately reduce the risk of injury occurring.

## **Definitions**

UV radiation is part of the sun's light which burns and damages skin. UV radiation levels are at their highest between 10am and 2pm (11am and 3pm during daylight saving time). UV radiation increases sharply from October, reaches its peak in January and decreases during March. Everyone is at risk of developing skin cancer.

## **Purpose**

The purpose of this policy is to:

- increase student and community awareness of skin cancer;
- develop strategies which encourage responsible life-long decision making about sun protection;
- safe school built environment;
- continually encourage students, teachers and other staff to wear protective clothing, hats and sunscreen at high risk - times such as recess, lunchtime, outdoor physical education and sport, and outdoor excursions and camps.

## **Implementation**

### **Curriculum**

- Skin cancer awareness issues, including the appropriate use of sunscreen will be included in the Years 7 - 10 Health and Physical Education and Sport programs.
- Teachers will have access to up-to-date information on skin cancer and its prevention.

### **Behaviour**

The College actively encourages a hat protection for outdoor sport / PE participation.

The College Uniform Code includes a College sports cap which should be worn during outdoor Physical Education and Sport in Terms 1 and 4.

- Students will be advised to wear protective sunglasses at times of prolonged exposure to the sun during appropriate physical education and sport sessions.
- Students will be advised to use a broad spectrum sunscreen of at least SPF15+ during all outdoor activities and to maintain a personal supply of sunscreen in their lockers.

# SUN PROTECTION POLICY (*cont.*)

## Organisation

- Outdoor assemblies will be held under the shade during times of high risk.
- Sunscreen will be available for use by staff and students involved in outdoor activities, including yard duty.
- Maximum use of indoor and shaded facilities / areas will be made at times of high risk. The Sports and Physical Educational Co-ordinators, in conjunction with the Administration, may decide on days of extreme risk of skin and eye damage to modify outdoor exposure time or to suspend all non-essential outdoor activities.
- Students attending sporting carnivals as spectators will be advised to take suitable sun protection measures.
- Physical Education, Sport and other teachers and staff will be encouraged to take appropriate sun protection measures and to emphasise sun protection amongst the students.
- Suitable hats/clothing and sunscreen will be included on camp/excursion letters or clothing lists.
- Students will receive advice on days of extreme risk to stay in the shade, wear sunscreen and a cap/hat during recess and lunch breaks.
- Communication with parents and students regarding the need for student sun protection will be made via the College newsletter and bulletin, at assemblies and at parent and staff meetings.

## Occupational Health and Safety

All staff will be encouraged to adopt sun protection measures when involved in outdoor activities, including yard duty. Staff who have concerns regarding sun protection should relay these concerns to the Administration.

## Environment

The Finance, Resources and Facilities Committee of College Council will as a priority review manage and implement the shade strategy for the College grounds.

## Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: June 2016***

***Date of next review: 2019***

# SUPERVISION & DUTY OF CARE POLICY

## **Rationale**

Teachers and other staff in a school have a responsibility to take reasonable steps to protect students from risks of injury, including those that may be encountered within the online learning environment. Teachers must understand their Duty of Care responsibilities and other school-based policies that work to support it such as the Student Engagement Policy and Acceptable Use Agreements.

Teachers are required to supervise all learning environments; the school grounds, the classroom and excursions - online spaces are also considered a learning environment. Therefore, as part of that duty, teachers are required to adequately supervise students who are working in these spaces. This duty also requires protection from risks that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

## **Broad Guidelines**

The elements of the Duty of Care are illustrated through a range of policies, practices, guiding principles, rights and responsibilities:

- the Student Engagement Policy.
- every student has the right to feel safe at school (including broader learning situations such as digital learning environments).
- Child Safety policy and the associated processes and protocols.
- inappropriate behaviour such as bullying will not be tolerated.
- Initiatives and strategies will be implemented to prevent and respond to bullying and inappropriate behaviour, including cyberbullying, and to promote the responsible use of digital technologies. The teacher will clearly establish the educational purpose for the activity, the appropriate tools, online spaces, search engines etc, which support the activity's educational purpose and additional support that is available for students who may need assistance.
- the College will provide a holistic approach to promoting respectful relationships including school culture, policies and procedures, curriculum, programs and partnerships with families and community organisations.
- the following operational documents give effect to the policy goals: Anti-bullying, Harassment and Child Safety Information for Students, College Rules, Expectations and procedures and Use of Information and communication resources.
- Whole-school programs will support quality relationships between people, for example bystander training, restorative practices, School-wide positive behaviour support.
- Professional learning programs for teachers will develop and refresh skills to collaboratively create and maintain safe, respectful, caring and supportive school cultures.
- The College will provide suitable and safe premises.



## SUPERVISION & DUTY OF CARE POLICY (*cont.*)

- The College will provide an adequate system and level of supervision in all school contexts during normal school hours and as appropriate in events occurring outside of school hours.
- The College will ensure that medical assistance is provided to a sick or injured student.
- The College will professionally manage employee recruitment including recognition of Child Safe standards, conduct and performance:
  - Teachers will take measures that are reasonable, in the circumstances, to protect students under their charge from risks of injury that the teacher should reasonably have foreseen.
  - The nature and extent of the duty will vary according to the circumstances. For example, the standard of care required will be higher when taking a group of year 7 for swimming lessons than when teaching a group of year 12s in the classroom.
  - Precautions taken to prevent injury from occurring will include consideration of the following factors: the probability that the harm would occur if care were not taken, the likely or seriousness of the harm and the burden of taking precautions to avoid the risk of harm.
  - Additionally, in relation to international students under the age of 18 (who are not being cared for by a parent or suitable relative) maintain and implement a comprehensive homestay policy and procedures to assess and monitor the suitability of accommodation arrangements. See ISP Quality Standards and School Resources under **Department resources**.
  - The duty of care extends outside of school grounds.
  - Teachers also have a duty of care in relation to advice and should ensure they limit their advice to students to areas within their own professional competence and in contexts arising from their particular role for example Careers Advisors. Teachers are to avoid giving advice in areas unrelated to their role or where they may lack expertise.

### **Evaluation:**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: June 2017***  
***Date of next review: 2020***

# UNIFORM POLICY

## **Rationale**

Uniform assists students to develop a sense of pride in belonging to the College community. It enables easy identification of our students at and outside the College. College uniform minimises the cost of clothing for students.

## **Purpose**

The purpose of this policy is to:

- assist in the development of self-discipline by specific attention to dress;
- help reduce social and economic differences between students;
- assist in the provision of a safe and secure environment through immediate identification of unauthorised people in the College buildings and grounds;
- to foster a positive image of Doncaster Secondary College in the local community.

## **Guidelines**

1. All students are required to wear the designated College uniform.
2. College uniform must be worn correctly to and from the College, at the College and for all College activities unless the Principal gives an exemption for a particular activity such as a social service free dress day.
3. College uniform requirements described in detail in the student planner.
4. College uniform should be practical and easily available.
5. Specified Doncaster Secondary College sports uniform must be worn for Physical Education and Sport.
6. Provision through such agencies as the Doncaster Secondary College Uniform Swap Shop and State Schools Relief Fund will be made to assist families who have financial difficulty in providing a uniform.
7. All staff members are responsible for monitoring student uniform.
8. The Student Code of Conduct as described in the College Strategic Plan will be implemented to ensure that students comply with uniform requirements.

## **Basis of Discretion**

Exemption from the policy will only be varied by the College Administration where special circumstances exist. A written application is to be made to the College Council.

## **Program Implementation**

1. As required a Uniform Sub-Committee of College Council will make recommendations to Council regarding changes to uniform.
2. A student who is not in complete uniform must bring an explanatory note from a parent/guardian to the appropriate Level Co-ordinator prior to the start of the school day.
3. Sub-schools will be responsible for issuing temporary uniform passes to students who provide adequate explanation for being out of uniform.
4. Any student who is out of uniform and who has not obtained a uniform pass shall be referred to the appropriate Level Coordinator.
5. Persistent offenders will be subject to the disciplinary procedures.
6. Details of the College uniforms will be published.
7. A second hand uniform shop will operate at the College.
8. Any teacher who plans to organise an excursion where it is inappropriate for students to wear their uniform must discuss the situation with a member of the Principal class team. Parents will be notified when students have been given permission to attend an excursion in casual dress.

## **Evaluation**

***College Council will review this policy every three years or as directed by DET.***

***Reviewed: August 2017***

***Date of next review: 2020***

# VISITORS TO COLLEGE POLICY

## **Rationale**

The College is not a public place and therefore has the right to determine who should be allowed onsite and in what capacity. The overriding premise of the Visitors Policy is to ensure the safety and wellbeing of students and staff.

The College encourages access by:

- parents / guardians to partner in their student's development.
- community services, schools, businesses and the wider community in order to create partnerships

## **Definition**

Visitors to colleges may include, but are not limited to:

- prospective parents and employees
- those who are addressing a learning or developmental need, such as:
  - parent and community volunteers
  - invited speakers
  - sessional instructors
  - representatives of community, business and service groups
  - local members of the State and Commonwealth Parliament
- those who are conducting business such as:
  - uniform suppliers
  - booksellers
  - official college photographers
  - commercial salespeople
  - trades people
  - children's services agents
  - talent scouts
  - instructors providing Special Religious Instruction (SRI), see [Special Religious Instruction](#)
- those who have a legislative mandate:
  - Department of Health and Human Services Child Protection Workers, and Victoria Police, see [Police and DHS Interviews](#)
  - Persons who are authorised to enter on to the college premises, for a specific purpose (e.g. Worksafe or Environmental Health officers). In such cases college procedures will be documented.

# VISITORS TO COLLEGE POLICY (*cont.*)

## Implementation

The College will ensure the following requirements are met by visitors before endorsing access:

- Any person engaging in 'child related work' must have a WWC Check regardless of whether the contact is supervised by another person or not.  
Direct contact in this context includes: oral, written, electronic communication and face to face physical contact.
- All visitors arriving and departing during college hours must register on the College 'VPass' electronic system located at reception to record their entry and exit. Information collected includes name, photo, the date and time, and the purpose of the visit. Visitors must wear an identification lanyard.
- The suitability of visitors will be verified in the main reception area. Visitors in areas other than the main reception will require evidence of suitability. The evidence required is a working with children check (WWC Check); however, if a visitor's occupation exempts them from the requirement to have a WWC check e.g. police officers, teachers, they must provide evidence to support their claim to an exemption.
- The purpose, age appropriateness of material and potential for a visitor or the content of their program/presentation to cause controversy within the school or broader community and educational purpose will be considered.
- Visitors are to be made aware of school routines, including the emergency management plan.
- Legal and Department policies concerning: privacy, photographing of students, mandatory reporting, promotion and protection of rights and well-being of children will be adhered to.
- Programs delivered by visitors must be delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to the following, as outlined in s 1.2.1 of the Education and Training Reform Act 2006 (Vic): democracy, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance.
- Any programs or content delivered by visitors (other than Special Religious Instruction) must comply with the requirement that education in Victorian government schools is secular.
- Visitors delivering programs directly to students must be adequately supervised by teaching staff.
- Where possible appointments are made ahead of time.

## Evaluation

***College Council will review this policy every three years or as directed by DET.***

***Date reviewed: November 2017***

***Date of next review: 2020***

# STAFF DRESS CODE - GUIDELINES

## **Rationale**

Doncaster Secondary College believes that staff should dress in neat, smart and tidy clothes so as to present themselves with pride.

- Staff should show respect to others and their role by dressing as professionals.
- Staff should be positive role models to students in choosing clothing which is appropriate to the work or activity being undertaken.
- Staff should dress appropriately for work which involves dealing with members of the general public, parents and in particular, adolescents.

## **Aim**

To ensure that staff meet the statutory and professional obligations and expectations set out in Ministerial Order 199 and further developed in the Victorian Teaching Profession Code of Conduct.

Ministerial Order 199 states: *"Whilst on duty, an employee's dress and appearance should be neat, clean and appropriate to the employee's duties."*

The Doncaster Secondary College Dress Code aims to meet Sun Smart and safety standards as well as seeking to build effective practices to promote a respectful and productive workplace.

## **Guidelines**

Staff should consider whether clothing is too tight, too short or too revealing.

Under these guidelines, it would be inappropriate for staff to wear:

- Any clothing that reveals midriff or exposes undergarments.
- Any clothing printed with offensive or inappropriate writing / slogans / images.
- Thongs and other footwear which is not appropriate to the tasks undertaken as part of your role.
- Brief or revealing attire.
- Clothing which is in disrepair.

## STAFF DRESS CODE - GUIDELINES (*cont.*)

Clothing specific to Key Learning Areas:

- i. PE and Sport staff - staff should be protected from the sun when working outdoors and wear clothing appropriate to Sun Smart guidelines.
- ii. Science staff - Protective clothing should be worn by science teachers and technicians when undertaking practical classes involving the use of chemicals or biological materials.  
This should include the wearing of covered shoes, a laboratory coat, gloves and safety glasses when undertaking experiments.  
Long hair should also be tied back during practical classes.
- iii. Kitchen staff – Covered footwear and protective clothing (aprons) should be worn when working in kitchens. Gloves should be worn when cleaning, and long hair tied back when undertaking practical classes.
- iv. Art and Technology staff – Covered shoes and protective clothing should be worn during practical classes. Long hair should be tied back, and jewellery removed, when using equipment in which it may be caught.
- v. Grounds Staff – To wear footwear and protective clothing appropriate to particular task.

Individual staff would not be expected to “enforce” this code amongst staff members. Complaints about potential breaches of the code should be directed to a principal class member or OHS representative.

## PERSONAL POSSESSIONS OF STUDENTS - GUIDELINES

Students bring items of personal property to College to assist them in their learning, to use at sport, as part of the Music Program or for social reasons. As with any environment there are elements of risk associated with bringing personal property to school. These risks may involve damage, theft or loss. The following guidelines are intended to minimize these risks in relation to loss, theft or damage. The following guidelines will be published in the student diary or in correspondence to parents, as appropriate:

1. While students will be expected to demonstrate personal responsibility in the safekeeping of their possessions, students will be strongly advised not to bring valuable, non-curricular possessions to College. The College will not accept responsibility for loss, damage or theft of student possessions.
2. Students and parents will be advised to label all uniforms, books and possessions clearly and permanently with the student's name.
3. If sums of money are brought to College, students will be advised to leave this money at the Bookstore for safekeeping.
4. Under no circumstances should students leave money and valuables in the Gymnasium change-rooms.
5. Electronic devices are at risk of being stolen, lost or damaged at school. Students who bring such items to school do so at their own risk. These items must not be taken into classrooms or change-rooms.
6. The College will supply each student with a locker and combination or keyed lock to assist in the storage of his/her possessions.
7. Students will be advised not to divulge their lock combination to any other student.
8. All visitors to the College should report to the General Office to obtain a visitor's pass or badge.
9. Students will be informed that they must not enter staffrooms unless accompanied by a member of staff.
10. Areas in which valuable equipment is stored will, as far as practicable, be locked when staff are not in attendance.
11. Teachers who agree to mind student property will do so as carefully as possible, however, members of staff are under no obligation to mind student property.
12. Students bringing musical instruments to school will be advised to:
  - clearly mark their musical instruments and their cases with their names;
  - hand their musical instruments in the morning to their Music Teachers or the Music Co-ordinator who will place the instruments in the appropriate tuition room. Under no circumstances are students to leave their instruments unattended outside the Music Rooms;
  - collect their instruments at the end of the day to take them home. Students should not leave their instruments at school overnight.
13. Parents will be advised to take out personal insurance against the loss, theft or damage to personal property belonging to students, especially in relation to musical instruments, valuable items of sporting equipment, computers and other electronic equipment.
14. In the event of any loss, theft or damage to student property, the College will conduct an appropriate investigation, which if required, may include notifying the police.
15. Any parental concerns regarding the loss, theft or damage to student property should be referred to the Principal who will advise on an appropriate course of action.