

GLADSTONE PARK SECONDARY COLLEGE

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POLICY DEVELOPMENT AND EVALUATION GUIDELINES

1. **Rationale**

The College Council is responsible for the development of policies which provide information about the rationale for and guidance in implementation of:

Support wide procedures, and
Support for areas of study and/or learning and teaching programs

2. **Guidelines**

The College Council is responsible for the determination and development of School policies.

Initiating recommendations re school policies and receiving recommendations for change to existing policies will be monitored and evaluated by the Education Policy Sub-Committee. This sub-committee would prepare final recommendations for Council.

The Education Policy Sub-Committee, in monitoring and evaluating the policies, will ensure that they are brought to the attention of the School community.

Policies should be consistent with Education Department guidelines and be guided by the school philosophy and the needs of the school community.

Policy statements should be concise documents consisting of a rationale and guidelines for implementation. Additional notes and comments will be included in the implementation and/or the supporting documents folder.

All members of the school should have the opportunity to express views on the development of a policy. The school community should also have the opportunity to express views on the development of a policy. The school community should be informed of new policies being developed. Policy development timelines should allow for an adequate consultation process.

All policies should display the date of adoption by College Council.

A register of approved policies is to be stored centrally so that all policies are readily available to all sections of the school community.

All policies will be subject to review/evaluation.

3. The policies contained herein should be read in conjunction with the Victorian Government Schools Reference Guide, the Education Act and Regulations, relevant Ministerial Memoranda and the current College Strategic Plan.

4. A core element of policy development at Gladstone Park Secondary College will be the provision of professional development to assist the effective and consistent application of the policy.

The addition of paragraph 3 adopted at College Council meeting 19 November 2002

The addition of paragraph 4 adopted at College Council meeting 8 April 2003

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ANAPHYLAXIS MANAGEMENT POLICY

1. BACKGROUND

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.

Adrenaline given through an EpiPen® or Anapen® autoinjector to the muscle of the outer mid thigh is the most effective first aid treatment for anaphylaxis.

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

3. 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. *(Note: A template of an individual anaphylaxis management plan can be found in the Anaphylaxis Guidelines for Victorian Government Schools or the Department's website: <http://www.sofweb.vic.edu.au/wellbeing/support/anaphyl.htm>)*

The individual anaphylaxis management 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. *(Note: See the Anaphylaxis Guidelines for Victorian Government Schools for advice)*

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about a range of prevention strategies that can be put in place)

- 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.

Note: The red and blue 'ASCIA Action Plan' (i.e. Australasian Society of Clinical Immunology and Allergy Action Plan) is the most common form of emergency procedures plan that is provided by medical practitioners to parents when a child is diagnosed as being at risk of anaphylaxis. An example can be found in the Anaphylaxis Guidelines or downloaded from <http://www.sofweb.vic.edu.au/wellbeing/support/anaphyl.htm>

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.

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.

4. COMMUNICATION PLAN

The Anaphylaxis Guidelines for Victorian Government Schools has advice about strategies to raise staff and student awareness, working with parents/carers and engaging the broader school community.

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.

All staff will be briefed twice each year 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

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- medication is located
- how to use an autoadrenaline injecting device
- the school's first aid and emergency response procedures.

Note: A DVD is available that can be used for this purpose at staff briefings.

5. STAFF TRAINING AND EMERGENCY RESPONSE

Teachers and other school staff who conduct classes which students at risk of anaphylaxis attend, or give instruction to students at risk of anaphylaxis must have up to date training in an anaphylaxis management training course.

At other times while the student is under the care or supervision of the school, including excursions, yard duty, camps and special event days, the Principal must ensure that there is a sufficient number of staff present who have up to date training in an anaphylaxis management training course.

The Principal will identify the school staff to be trained based on a risk assessment.

(Note: A risk assessment tool is available to assist principals and can be downloaded from <http://www.sofweb.vic.edu.au/wellbeing/support/anaphyl.htm>)

Training will be provided to these staff as soon as practicable after the student enrolls.

Wherever possible, training will take place before the student's first day at school. Where this is not possible, an interim plan will be developed in consultation with the parents. The school's first aid procedures and students emergency procedures plan (ASCIA Action Plan) will be followed in responding to an anaphylactic reaction.

Further information can be found in the Department's Anaphylaxis Guidelines for Victorian Government Schools and the Children's Services and Education Legislation Amendment (Anaphylaxis Management) Act 2008.

This policy should be read in conjunction with Ministerial Order 90 especially clauses 7, 8, & 9.

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/MinisterialOrder90.pdf>

Adopted at School Council on 19 August 2008.

Amended at School Council on 15 March 2011 to include the word "Management" in the title and to insert references to Anapen®, twice yearly training and Ministerial Order 90.

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ANTI-BULLYING AND ANTI-HARASSMENT POLICY

RATIONALE

In keeping with the school's philosophy, we strive to create a climate in which every student can develop academically, socially, spiritually and emotionally. In order for this to happen, students, staff members and parents need to feel safe. It is the right of every student to work and learn without fear of bullying or harassment of any kind, including sexual or racial discrimination.

DEFINITION OF BULLYING

Bullying is repeated and unjustifiable behaviour intended to cause fear, distress and/or harm. It also includes the continued dominance of a more powerful person or group over the less powerful.

PHYSICAL BULLYING: includes hitting, kicking, obscene gestures, extortion, pushing, shoving, taking, hiding or damaging belongings, inappropriate touching – i.e. any form of physical behaviour which hurts others or their property.

VERBAL BULLYING: includes name calling, insulting, repeated teasing, discriminatory remarks (about religion, sexuality, subject choices, abilities, appearance), threatening language and gestures, sexual harassment and any other form of verbal behaviour designed to hurt another person.

PSYCHOLOGICAL BULLYING: includes spreading or instigating nasty rumours, excluding someone from the group, and isolating someone by preventing others from befriending them.

CYBER BULLYING is another form of bullying and which includes, but is not limited to, teasing, spreading rumours, sending unwanted messages, or defaming others through the use of email, chat rooms, instant messages or SMS.

Many of these behaviours occur frequently, and do not always constitute bullying. In order to ascertain the presence of bullying, the following elements must be present:

- An initial desire to hurt
- The desire is carried out
- The action is harmful
- There is an imbalance of power
- There is no justification for the action
- The action is persistent
- The bully derives gratification from hurting the other person.

ADDRESSING BULLYING BEHAVIOUR

Gladstone Park Secondary College is committed to the elimination of all forms of bullying and harassment. The college seeks to work closely with students and families in pursuing the objective of a safe learning environment. The college has developed and continues to refine a whole school approach, which is seen to be the most effective way of dealing with the issue. The key elements of this approach are:

- A shared understanding of bullying as a problem;
- A shared understanding of the different forms of bullying;

- A shared resolve within the whole school community to eliminate bullying;
- Identification of bullying problems in the school and community;
- The development of a whole school anti-bullying strategy;
- The creation of a “telling” environment and the use of a range of interventions to address incidents as they occur;
- Recognition by teachers of their role in creating an anti-bullying ethos, including their own interactions with students, staff, parents and caregivers and community;
- Encouraging people to value and respect one another;
- A classroom anti-bullying curriculum programme;
- The creation of classrooms that are safe and supportive;
- An ongoing commitment to obtain specialist help and training as necessary.

A whole school policy at GPSC aims to eliminate inconsistencies in the management of bullying behaviours. This policy should be read in conjunction with the Student Engagement Policy.

(Refer to the Victorian Government Schools Reference Guide at 4.6.13 for further information)

Adopted at College Council meeting of 19 November 2002.

Amended at Council 8 April 2003.

Amended at Council 20 November 2007 to include Cyber Bullying definition.

Amended by Council approval on 17 August 2010 to include the cross reference to the Student Engagement Policy.

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ASSESSMENT AND REPORTING POLICY

1. POLICY STATEMENT

- 1.1 At the beginning of any course, students, parents and staff should have access to the course outline. A copy of this course outline will be kept on the college intranet and made available to parents on request.
- 1.2 Teachers should use a variety of assessment methods and situations to gather information about the progress of students.
- 1.3 The purpose of assessment should be clear. Assessment should be skills-based, constructive and both formative and summative.
- 1.4 The intended recipients of the reports should be clear. They include the student, the parent and the college administration.
- 1.5 The college administration has responsibility for assessment and reporting procedures and will be guided by the Curriculum Committee and other sections of the school community as appropriate.

2. OBJECTIVES

- 2.1 As part of the educational process, teachers are constantly monitoring the progress of the students in their care. In general, the purposes of assessing and reporting are:
 - 2.1.1 To monitor the development of students.
 - 2.1.2 To determine the nature and extent of the knowledge and skills students have developed.
- 2.2 To provide students with a range of opportunities to demonstrate their progress and achievements. The nature of assessment should change as students progress through the school. The form of assessment may vary according to the area of learning being assessed. Formal examinations should be introduced in some subjects in Year 9 and in all subjects in Years 10-12.
- 2.3 To provide students with regular, constructive feedback and to assist students in setting goals and recognising and accepting responsibility for their own work. Students should be clear about the tasks to be assessed and about the nature and reasons for the assessment criteria.
- 2.4 To provide parents with regular feedback on their child's progress. Formal reporting to parents should occur every 5 weeks. The progress of individual students should be available to parents on the Ultranet once it is fully functional.
- 2.5 To assist teachers in planning the subsequent phases of student learning.

- 2.6 To assist the sub-schools, careers co-ordinators and student services in monitoring and supporting the welfare and progress of students.

(Refer to the Victorian Government Schools Reference Guide at 3.4 for further information)

Policy adopted by School Council on 21 November 1986.

Amended at Council 8 April 2003.

Amended at Council 16 November 2010 (reviewed and updated)

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AWARDS, SCHOLARSHIPS & COLOURS – REWARDING SUCCESS

RATIONALE:

The college culture and each individual student's achievements improve if the college recognises and rewards all forms of success.

GUIDELINES:

Awards:

1. Students in Years 7- 11 should be presented with Principal Awards at the end of the first semester in separate lunch-time assemblies for each year level. Parents should be invited to join in the celebrations.
2. These mid year awards should recognise both academic success and demonstrable improvement.
3. At the end of the year, there should be two night time assemblies (Year 7/8 and Year 9/11) to recognise form duxes, subject winners, overall Year Level Duxes and other special award winners.
4. Students at Year 12 should be presented with either a school certificate or a commemorative medallion recognising satisfactory completion of their secondary education at a valedictory function.
5. At the Valedictory function, students of Year 12 should also be presented with awards for subject excellence and overall achievement. This function is to include awards for both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).
6. Wherever possible, all awards should be based on objective data such as academic achievement but this needs to be moderated by teacher judgement.
7. Boys and girls should receive awards.

Scholarships:

1. The Dux at each Year Level should receive a substantial scholarship and other scholarships provided for specific purposes such as the Ben Marie award or Defence Forces Scholarship should respect the sentiments of the donors.
2. One of the four uniform free days of the year may be used by the SRC/School Captains to raise a pool of money to support a series of scholarships to reward current Gladstone Park students who need financial sponsorship to support elite participation in sport or other extra-curricular activities.
3. The exact guidelines and processes for awarding these scholarships will be proposed by the College Captains and teacher responsible for the SRC and submitted to School Council for its endorsement. Refer also to the School's Casual Clothes Day Policy.

Colours:

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Students should be awarded “College Colour” badges at Bronze, Silver or Gold level for sustained excellence in a variety of areas, including: Academic, Sporting, Arts, Civics and Leadership. The Bronze and Silver awards should be presented at Year Level Assemblies. The Gold Awards should be presented at the End of Year Awards Nights and Year Level assemblies.

REVIEW:

This policy will be reviewed in two years time or earlier if needed.

Adopted at School Council on 18th May 2010 and it replaces the current policy titled Awards/Achievement.

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CAMPS AND EXCURSIONS POLICY

1. RATIONALE

- 1.1 Camps and excursions are an integral part of the college program, providing a range of experiences that maximise learning outcomes for all students.
- 1.2 Camps and excursions foster and encourage positive social interaction between students and between staff and students.
- 1.3 College community members will be provided with appropriate professional development relevant to this policy.

2. GUIDELINES

- 2.1 All camps and excursions requiring School Council approval must be run according to Education Department policy and guidelines. In particular, the new *Safety Guidelines for Education Outdoors*, as described in Bulletin S246-2007

(Refer also to the Victorian Government Schools Reference Guide at 4.4 and the School's Drug Education Policy)

Activities requiring School Council approval are:

- * overnight excursions and camps
- * interstate and overseas visits
- * excursions requiring sea or air travel
- * excursions requiring weekends or vacations
- * adventure activities

- 2.2 All students should be encouraged to attend camps and excursions available to them.
- 2.3 Parents and other community members are encouraged to assist and participate in college camps and excursions, subject to the requirement that a "Working with Children Check" be held.
- 2.4 All staff should be encouraged to participate in and attend camps and excursions; however the staffing of camps should not unduly disrupt college programs.
- 2.5 Camps and excursions should be organised and timed so that they have minimal impact on the college's academic program at any year level.
- 2.6 Any costing of camps/excursions must make allowance for the cost of replacement teachers.
- 2.7 Camps and excursions should be organised as either:
 - 2.7.1 Year level - providing access to all students in the level. Cost should be a consideration in considering access.

OR

- 2.7.2 Curriculum-based - open only to students taking the particular semester unit associated with the camp or excursion at the time it is run (includes sport).

3. IMPLEMENTATION

A) Camps, Activities Requiring Special Precautions and Extended Excursions.

- 3.1 If a proposed camp or excursion does not receive sufficient support from students eligible to attend it will not proceed.
- 3.2 As a general principle, all camps must be fully self-funding, including cost of CRT to cover all classes not covered by replacements (including Year 12), cost of bus driver(s), accommodation, fuel, entry fees, etc.
- 3.3 Prior to College Council approval or advertising of camps for the following year, a proposal must be put to the Camps and Excursions Coordinator, the Administrative Committee and Year Level Coordinator's (YLC's) for ratification. Timing of the camp, staffing, access, cost, educational value and disruption to normal classes must be considered. Details of discussions must be forwarded to College Council to assist their considerations.
- 3.4 All camps proposed for the following year should be presented to the November meeting of the College Council for approval.
- 3.5 All proposed camps should be advertised in the college newsletter and website and at the end of the previous year and regularly throughout the year noting dates, venue and cost.
- 3.6 Permission slips are to be sent home to parents for approval at least six school weeks prior to camps.
- 3.7 All students are to be given the opportunity to pay for camps in two equal instalments if the cost of camp/excursion exceeds \$100.00. In cases of hardship, students may negotiate with the Business Manager for alternative arrangements.
- 3.8 A student will only be eligible for a refund if the camp or excursion does not proceed or if a medical certificate is supplied for their non-attendance.
- 3.9 When student numbers are finalised, a proposal outlining the staff required and arrangements for remaining students should be forwarded to the Administrative Committee for consideration.
- 3.10 When continuation of the normal program is not viable due to the involvement of large numbers in a camp, an alternative program should be implemented for students not attending. Such programs should not disadvantage any student. Year Level Coordinators usually organise classes, while KLA Leaders provide appropriate units of work.
- 3.11 Any documentation required by the Principal should be completed by the teacher-in-charge before a camp or excursion proceeds.
- 3.12 The teacher-in-charge is the Principal's representative for the duration of the camp or excursion.
- 3.13 Within the organisational procedure of camps, special needs of students (e.g. Physical Disabilities, dietary needs, medical conditions, etc) must be considered.
- 3.14 Attending staff should be familiar with the Critical Incidents Policy, and the Welfare

Policy

- 3.15 At least one attending School/Camp Staff member must have current First Aid Accreditation and access to appropriate medical facilities.

B) Excursions – Activities occurring within the Metropolitan Area and Within School Hours.

- 3.16 If a proposed excursion does not receive sufficient support from students eligible to attend it will not proceed.
- 3.17 As a general principle, all excursions, other than sport, must be fully self-funding, including cost of CRT to cover all classes not covered by replacements (including Year 12), cost of bus driver(s), fuel, entry fees, etc.
- 3.18 Prior to approval or advertising of Excursions, a proposal should be put to the Camps and Excursions Coordinator, the Administrative Committee and YLC's for ratification. Timing of the Excursion, Staffing, access, cost, educational value and disruption to normal classes should be considered.
- 3.19 Permission slips are to be sent home to parents for approval at least four school weeks prior to excursions.
- 3.20 A student will only be eligible for a refund if the excursion does not proceed or if a medical certificate is supplied for their non-attendance.
- 3.21 When continuation of the normal program is not viable due to the involvement of large numbers in an excursion, an alternative program should be implemented for students not attending. Such programs should not disadvantage any student.
- 3.22 Any document required by the Principal should be completed by the teacher-in-charge before an excursion proceeds.
- 3.23 The teacher-in-charge is the Principal's representative for the duration of the excursion.
- 3.24 If necessary, students fifteen years and older may be permitted to undertake unaccompanied excursions, where approval has been granted by the parent/guardian, Principal or delegated Sub-School Principal, relevant classroom teachers and the Year Level Co-ordinator(s).

C) Inter School Sport Excursions – Activities occurring within the Metropolitan Area and Within School Hours.

- 3.25 If a proposed inter-school sports excursion does not receive sufficient support from students eligible to attend it will not proceed.
- 3.26 As a general principle, the cost of the sports excursion, including cost of CRT to cover classes not covered by replacements (including Year 12), cost of bus driver(s), fuel, entry fees, etc, will be covered by the sports faculty and/or participating students.
- 3.27 Permission slips are to be sent home to parents for approval as soon as practicable prior to excursions.
- 3.28 A list of teams will be published as soon as practicable prior to excursions, to allow for

forward planning by class teachers.

- 3.29 When continuation of the normal program is not viable due to the involvement of large numbers in an inter-school sports excursions, an alternative program should be implemented for students not attending. Such programs should not disadvantage any student.
- 3.30 Any document required by the Principal should be completed by the teacher-in-charge before an excursion proceeds.
- 3.31 The teacher-in-charge is the Principal's representative for the duration of the excursion.

4. EVALUATION

An evaluation of this policy will be conducted by the Camps and Excursions Coordinator on an annual basis. .

- * In the terms of this policy, all references to excursions include special events conducted within the college.

(Refer to the Victorian Government Schools Reference Guide at 4.4 for further information)

This Policy was developed by the School Council Education Sub-Committee in consultation with AAC, Year Level Co-ordinators and Staff.

Passed at Staff Meeting 17/11/99. Presented to School Council August and October 1999

Reviewed Semester 2, 1999. Presented to School Council and endorsed December 1999

Amended at Council 8 April 2003.

Amended by Council on 19 February 2008.

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CASUAL CLOTHES DAY POLICY

School Council is keen to support the fund raising activities of the SRC because it acknowledges that students benefit from helping others in greater need. One of the most effective, easy fundraisers is the “Casual Clothes Day” where students are allowed to be out of uniform for a day if they donate a \$2 coin.

This fund raising activity of the SRC (Student Representative Council) is approved by the School Council, on the recommendation of the principal.

In keeping with the tradition of many years now, the following conditions will apply to casual clothes days:

1. The SRC should continue its tradition of organising one casual clothes day per school term i.e. a maximum of four per annum.
2. The SRC should plan these days well in advance. Where possible, the SRC of one year should develop a tentative plan for the four days of the next year. This can then be validated by the new SRC when it is elected. Often the SRC may commit to a longer term project which may require Casual Clothes Day each year for two or three years.
3. The purpose of the fundraising e.g. Jeans for Genes, a charity or other reason should be determined and publicised at the time of planning.
4. The college would ask the SRC to consider a range of various worthwhile causes such as medical issues, overseas aid, local underprivileged communities etc.
5. For 2010-2011 the SRC will look at establishing an extracurricular bursary to support students involved in elite non-school activities. Applications by the students would be made to the 4 college captains and SRC Co-ordinator as representatives of the SRC.

It should be noted that all fundraising activities are at the discretion of the School Council on the advice of the principal and this policy will be reviewed frequently to assess how the Casual Clothes Days operate.

The SRC and School Community should also be aware that School Council may, at some point, wish to sanction other fundraising activities or Casual Clothes Days to support activities not initiated by the SRC.

Adopted at School Council on 19 August 2008.

Amended to include Clause 5 above by Council 15 February 2010.

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COMMUNITY PUBLICATIONS POLICY

Rationale:

The College uses a number of publications to provide a valuable communication link between the College and the wider community. It is imperative that the publications issued by the College are accurate and informative and contain information that will benefit both the College and the community alike.

Aims:

To positively promote the college, it's activities and the students.
To provide the whole school community with up to date information.

The Publications:

The School Magazine – Published in CD form at the end of each school year. It provides a picture gallery of all class levels as well as information on the College's achievements and highlights for the past year.

The Newsletter – Produced on the first Friday of each month in a school term. Its primary purpose is to report to the school community on current activities and programs and school performance. It also serves to highlight individual and team achievements as well as informing re upcoming events.

Annual Report – Prepared following each school academic year. It describes the progress made towards the goals and priorities set out in the Strategic Plan. This Report is a Government requirement and enables the School to monitor its own performance and to report on its progress to the community and the Education Department.

The Strategic Plan – Prepared every four years. It sets out the major goals and priorities of the School for the following four years. It also details performance measures and monitoring arrangements. The Strategic Plan also calls for the preparation of an Annual Implementation Plan at the end of each school year – this annual document sets out the specific key improvement strategies for the following year and details as to who and how they are to be implemented.

The College Website – Contains valuable information for both current and prospective students as well as general information regarding the College and its operations. A number of areas of the Website are still under development and others require some updating, nevertheless, it contains extensive useful information such as the School's Policy Manual, contact information, helpful links and the Annual Report.

Guidelines/Implementation:

All publications must have regard to the *Information Privacy Act 2000* – see the College's Privacy Policy. In particular, the use of photographs and individual identifying information is prescribed in the Privacy legislation.

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A general consent form is utilised to allow for student's names and photographs to be used to celebrate their efforts by mentioning their participation in school events and their achievements in the Newsletter or the Magazine. A separate consent form is also required when using student created work to obtain release from copyright obligations.

All issues of school publications, including changes to the Website, require the prior approval of a member of the principal class team.

Evaluation:

This policy will be reviewed in three years time or earlier if required.

College community members will be provided with appropriate professional development relevant to this policy.

Approved at Council on 18 July 2006

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COMPUTER SOFTWARE COPYRIGHT PROTECTION POLICY

1. Unauthorised copying of software is illegal under the Copyright Act 1968 and the Copyright Amendment Act 1989.
2. Use of illegal copies of software is illegal under the Copyright Act 1968 and Copyright Amendment Act 1989.
3. Responsibility for ensuring compliance with (1) and (2) rests with all users of software and the principal.
4. Only legitimately acquired software may be used on the College premises and only in accordance with all applicable licence conditions.
5. Disciplinary action may be taken by the College Council and the Education Department against any person or persons engaging in the unauthorised duplication and use of illegal software. Persons found guilty of unauthorised copying of software may also be liable to penalties under the Copyright Act 1968 and Copyright Amendment Act 1989.
6. Only software which has been purchased by the College or provided by the Education Department is to be operated on College equipment. This is to ensure that only legally purchased software is used for official purposes and that virus infected software is not imported into the College.
7. The principal shall establish and maintain a software register (to include software name, serial number of product, date of purchase, location of software) to enable verification of software compliance.
8. Approval for the use of privately owned computers for work or private purposes on College premises must be applied for and given in advance of the use of the computer. Approval can only be granted by the principal and is conditional on acceptance in writing of the conditions laid down in this policy.
9. The principal is to ensure that periodic random checks are made on the validity of software installed on official College computers. A random check should be carried out at least once per term.
10. The principal is to ensure that details of this policy are given the widest possible promulgation, is attached to relevant College Notice Boards and brought to the attention of the College community at least twice per year.
11. College community members will be provided with appropriate professional development relevant to this policy.

(Refer to the Victorian Government Schools Reference Guide at 6.27 for further information)

Policy amended at College Council 8 April 2003.

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COMPUTERS ACROSS THE CURRICULUM POLICY

1. RATIONALE

In an increasingly technological society, it is important to ensure that students and staff have access to and are competent users of the computers in a wide range of curriculum areas.

2. GUIDELINES

- 2.1 Computers should be viewed as a learning and teaching tool and be used in a range of subjects across the curriculum.
- 2.2 Students should, by the time they reach VCE, have acquired information technology skills through a variety of subject areas.
- 2.3 All learning areas should seek to use computers and software in their programs where appropriate. Facilities should be encouraged to investigate ways in which computers can be used effectively by students at various levels.
- 2.4 Access to computers and the opportunities to use them should cover a breadth of curriculum.
- 2.5 Girls should be encouraged to use computers in a wide range of learning areas. Curriculum and teaching strategies should be designed to ensure the success of girls is maximised.
- 2.6 Staff utilising computer laboratories should undertake appropriate training.
- 2.7 Only legitimately acquired software may be used and only in accordance with all applicable licence conditions. Where software is being purchased for use in a program, site licences should be obtained.
- 2.8 Staff work areas should be equipped with suitable computer and printer facilities and standard software for the purposes of lesson preparation and administration.
- 2.9 Security of both hardware and software should be considered at all times when new equipment/software is purchased, installed and used.
- 2.10 Use of computer hardware and software should be standardised to IBM-compatible.
- 2.11 Further aims of this program should be the development of local area networks and facilitating the purchase of computers for individual student use.

3. IMPLEMENTATION

- 3.1 Units of work should be developed in a wide range of curriculum areas that make use of computers as a tool, with focus on the development of literacy, numeracy and graphic skills in relation to computer use. All materials produced should be gender inclusive and reflect and value students' different background experiences.

- 3.2 Co-ordination of the program as a whole should be the responsibility of a Computers Across the Curriculum Co-ordinator responsible for formally offered courses, use of computers in other curriculum programs and computers for staff use. This person should have responsibility for ensuring that all students have the opportunity to achieve the necessary skills either by designing and conducting suitable lessons or through liaison with faculty co-ordinators.
- 3.3 The Staff Development Program should have as a focus the development of computer literacy for all staff as an ongoing and continuous program. The Computers Across the Curriculum Co-ordinator, in liaison with the Staff Development Co-ordinator, should develop programs for staff to provide appropriate training in the use of computer technology and computer laboratories.
- 3.4 The Computers Across the Curriculum Co-ordinator is responsible for the implementation of the relevant sections of the College Charter 2002-2004 Priority:- Computer Technology in the Classroom. This includes the development of staff teams that, following appropriate in-servicing, will act as a resource for the introduction of.
 - 1) electronic communications
 - 2) multi-media
 - 3) other new developments in educational computer technology
 - 4) strategies for evaluating CAC learning outcomes.
- 3.5 The Computers Across the Curriculum Co-ordinator is also responsible for the leadership and management of the Computers Across the Curriculum Advisory Group. This group will meet as required and discuss and make recommendations about a range of issues related to the Computers Across the Curriculum program and its implementation.
- 3.6 All software should be installed into the appropriate computer laboratory and be centrally stored and catalogued by the Computers Across the Curriculum Co-ordinator.
- 3.7 Computers should remain in class sets in designated computer laboratories or in a nominated single site for subject specific hardware in order to ensure security and maintenance
- 3.8 Computer hardware should be changed over and updated at least every five years where possible.
- 3.9 The CAC program should aim to provide for lunchtime use of computers for completion of student work.
- 3.10 College community members will be provided with appropriate professional development relevant to this policy.

4. EVALUATION

This policy should be evaluated annually by the Computers Across the Curriculum Co-ordinator and a full review conducted in 1998.

Policy adopted by School Council 16 September, 1993.

Policy update approved by School Council 23 February, 1995.

Amended at Council 8 April 2003.

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CONTROVERSIAL and SENSITIVE MATERIAL in CLASSES POLICY

RATIONALE:

In general, topics for Senior Classes chosen by students will not be controversial or likely to offend others. However, to avoid students doing unnecessary work which is later not allowed, all students should have their conceptual work pre-approved by their teacher.

AIMS:

1. To establish guidelines that allow for students to be informed as to what is considered appropriate work for presentation.
2. To avoid unnecessary work being done by students.
3. To ensure all students are treated equally.

GUIDELINES:

When considering subjects that may be considered controversial sensitive or confronting, teachers should consult with their Subject Coordinator who may need to consult the Principal. The Principal will have ultimate authority to allow or disallow part of or all of the work.

Teachers, the Subject Coordinator and Principal need to consider the following:

- The likelihood of the issue being submitted and depicted offending or psychologically damaging either the student artist, other students in the class or other students who may see the work. This is equally true of finished work or work in construction.
- The graphic effect of the material
- The age, maturity and circumstances of the student.
- The artistic merit and relevance of the topic.

Particular caution must be exercised with matters involving:

- Suicide
- Self-harm
- Drug or alcohol abuse
- Racial hatred
- Overtly sexual or sexually demeaning depictions
- Violence

In certain cases, the school may allow work to be produced for a legitimate curriculum reason but limit the scope of publication.

EVALUATION:

This policy will be reviewed in three years time or earlier if needed.

Adopted at School Council on 18th May 2010

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CURRICULUM PROGRAM EVALUATION POLICY

Rationale:

Curriculum programs are subject to review and evaluation for the purposes of improving student outcomes and staff performance. The College Strategic Plan will guide identification of areas for evidence-based evaluation.

Broad Guidelines:

Any review of curriculum programs should be underpinned by the following principles of learning and teaching:

- The learning environment is supportive and productive
- The learning environment promotes independence, interdependence and self-motivation
- Students' needs, backgrounds, perspectives and interests are reflected in the learning program
- Students are challenged and supported to develop deep levels of thinking and application
- Assessment practices are an integral part of teaching and learning
- Learning connects strongly with communities and practice beyond the classroom

Evaluations should:

- relate to the College Strategic Plan
- measure effectiveness of programs in achieving their goals
- inform practice and guide reform of processes and organisational structures
- assist with fine-tuning existing programs and identifying emerging needs/opportunities.

What should be evaluated:

- Student Achievement - student results with a subject/KLA & Year-level focus.
- New and existing subjects and programs (including co-curricular programs)
- Pilot programs and other initiatives

Sources of data:

Student Achievement:

- Teacher judgement - subject/student grades and profiles as reported
- VCE/VET/VCAL/VELS(AusVELS) results
- NAPLAN results
- On-demand testing results

Key department surveys:

- Annual student survey
- Annual staff survey
- Annual parent survey

Personnel:

Staff involved in evaluating curriculum programs will be drawn from the following groups:

- Leadership team –includes the Principal, Sub-school Principals and Leading Teachers
- Curriculum Team –includes the Curriculum Co-ordinator, Performance and Development Co-ordinator, Sub-school Program Managers and KLA Co-ordinators
- Teaching staff
- Administration staff

Frequency:

The frequency of evaluations will vary with each program. It should be stated as part of the initial planning for the any new project.

Policy Revision:

This policy will be reviewed in three years time, or earlier if required.

(Refer to the Victorian Government Schools Reference Guide at 3.3 for further information)

First adopted by College Council on 21 June 2005

Amended at Council on 21 June 2011

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DOCS in SCHOOLS POLICY

Rationale:

The Docs in Schools program is an initiative of the Priority Youth Health group and involves the provision of a local General Practitioner at GPSC to allow young people to have better access to a medical practitioner.

Aims:

The program seeks to provide a culturally sensitive service to meet the needs of young people from a range of cultural backgrounds. It aims to assist in the detection and prevention of physical and mental health issues.

The program also seeks to provide a means for better health promotion and to improve the physical and emotional wellbeing of young people. Providing valuable links to 'youth friendly' services and local General Practitioners is also an important function.

Implementation:

A key feature of the program is the team based approach involving the students, the welfare staff, including the school nurse educator and the school itself.

Whenever possible a female and male doctor will alternate and be available at the School for one afternoon each fortnight. A private consultation room will be available for the doctor to see students. The room and necessary equipment will be the responsibility of the School to provide.

As a general rule the doctor will not write prescriptions, nevertheless the GP must consider his/her duty of care and where a prescription is deemed warranted, one could be written. However, the doctor would contact the parent to fill the prescription.

All consultations will be bulk billed; therefore there will be no cost to the students.

All existing and new students/families will be provided with an explanation of the program's objectives/intent and its operation.

A Service Level Agreement will be entered into between the Doctor(s), the College and the North West Area Mental Health Service.

Evaluation:

The program is to be continually monitored to assess its usefulness and to make improvements as necessary. Its continued operation should be reviewed at the end of each year. Any information collected in assessing whether the program is meeting the needs of the students will not include any names or identifiable markers.

Adopted at School Council on 19 August 2008.

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DRUG EDUCATION POLICY

Rationale

Gladstone Park Secondary College is committed to providing a learning environment where staff and students are able to work in an atmosphere of trust and respect. The school accepts that it has a responsibility to help students acquire appropriate knowledge and skills to enable them to make informed decisions about drug related issues. The College is committed to a whole school approach to drug education and recognizes that a range of approaches is required in both the curriculum and welfare areas. These approaches are based on the principles of harm minimisation which aim to promote the physical, social and emotional well being of students. GPSC will provide programs aimed to prevent and reduce drug related harm, together with intervention and specialist support for those with drug related problems.

Guidelines

Guidelines for the curriculum and welfare areas are consistent with the Student Services framework and the School Drug Education Work Plan.

Policy /Program Development

- 1.1 A core team consisting of staff, parents and students was responsible for the development, implementation and review of the School Drug Education Work Plan. See Appendix 1 to this policy.
- 1.2 All members of the school community will be regularly informed and consulted throughout the process of implementing the drug education program. This will be accomplished by the following-
 - New parent and student induction programs.
 - Newsletters and publication of policy.
 - Meetings and information sessions for staff and parents.
 - Classroom activities and student consultation.

Curriculum

- 2.1 All aspects of drug education should be carefully planned and coordinated so as to ensure that a broad, integrated and sequential curricular approach is achieved.
- 2.2 The integrated drug education curriculum will aim to increase student knowledge of relevant and accurate facts about drugs and will be based on current Department of Education research and that conducted by the Australian Drug Foundation.
- 2.3 The content of the curriculum will aim to increase student understanding of the impact of drug use both on the individual and society.
- 2.4 The curriculum will endeavour to develop personal and cognitive skills to allow students to make informed choices and decisions regarding drug use.

Welfare

- 3.1 Gladstone Park SC recognizes that the illicit and inappropriate use of drugs is often a symptom of other welfare related problems and should be approached as a health issue.
- 3.2 The College is committed to providing a range of support structures/preventative programs and intervention strategies to meet the needs of students. To this purpose the school should provide access to a student welfare counselling service which meets the students' rights to confidentiality.
- 3.3 The college will endeavour to establish links with broader community agencies to provide a collaborative approach to supporting students' welfare needs.

Discipline

- 4.1 A systematic critical incident approach should be followed in all cases of identified drug abuse by students within the college.

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- 4.2 The College has developed and will periodically review protocols designed to manage drug related incidents. See Appendix 2 to this policy. These protocols are in line with the Education Department's *Schools Reference Guide and the Emergency and Security Management Unit writings* as well as the publication "*Drugs and Schools: Legal Issues: A Guide for Principals*"
- 4.3 Disciplinary action needs to take into account the broader welfare related issues often associated with inappropriate drug usage.

Professional Development

- 5.1 Staff will be encouraged and supported to undertake professional development to ensure a consistent response in the delivery of the drug education curriculum and in their response to students at risk. (Staff will be encouraged to take a non judgmental view of students at risk.)
- 5.2 Staff will be encouraged to develop specialist skills in the delivery of information about drugs in a relevant and constructive manner.
- 5.3 All staff will be in-serviced regularly on
 - Drug education's current teaching strategies.
 - The Drug Education Policy.
 - Critical Incident Procedures and Protocols.

Evaluation

- 6.1 This policy will be reviewed every three years or earlier if needed,
- 6.2 This policy should be read in conjunction with the school's Welfare and Student Engagement policies.

(Refer to the Education Department's Schools Reference Guide at 3.17.3 for further information)

Refer also to the Northern Metropolitan Region's website at:

http://www.nmr.vic.edu.au/index.php?page=tea_drug_edu

College Council endorsed this Policy 19/10/2000

Amended at Council 14 December 2010 (Updated and cross-referenced)

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DRUG EDUCATION WORK PLAN -- Appendix 1

School/College Name Gladstone Park Secondary College. **Location:** Gladstone Park

School Number/Catholic Ed. Number 7858

Principal Mr. Robert Lamb

| <i>Core Team Members</i> | <i>Position in School</i> |
|-----------------------------|---|
| Michael Keenan | Assistant Principal (Curriculum) |
| Lynne Gutterson | Assistant Principal (Welfare) |
| Fiona Woods | Program Coordinator, Health and Physical Education |
| Angela Diamatopoulos | Curriculum Coordinator |
| Chrissy Ballas | Student Welfare Coordinator |
| Maureen Weir | School Nurse |

This School Drug Education Work Plan is designed to support the goals and key improvement strategies outlined in the School Strategic Plan and Annual Implementation Plan.

In developing this plan, Gladstone Park considered a range of data and supporting documents to ensure strategies are evidence-based and appropriate to its school community.

The plan utilises the national Principles for School Drug Education to assist schools plan their activities for continued improvement in drug education.

Goal: To continuously improve the quality of drug education in Victorian Schools to contribute to the reduction in the demand for and harms associated with drug use.

| Theme Area | Comprehensive and evidence based | Positive school climate and relationships | Targeted to needs and context | Effective Pedagogy |
|---|--|--|--|--|
| Strengths | <p>The Year 7-9 curriculum program across Pastoral Care, Health and Physical Education, and Science, is comprehensive, providing specific drug education as well as programs which enhance resilience.</p> <p>Students involved in extracurricular programs such as Let's party and CASA (Centre Against Sexual Assault) programs.</p> | <p>There is a strong focus on developing student connectedness. The Student Services Team provides significant support for students at risk including liaising with external agencies where necessary.</p> <p>Refer to Attitudes to School Survey Data 2008 at end of this Plan.</p> <p>Staff positions within junior, middle and senior school to enhance student leadership.</p> <p>Policies and procedures are well documented and have proven to be effective when an incident has occurred.</p> | <p>Staff involved in the delivery of drug education programs have the opportunity to undertake appropriate professional development.</p> | <p>Year 7 Pastoral Care drug education unit includes interactive elements based on decision making.</p> |
| Recommendations for future improvement 2009-2012 | <p>Curriculum programs at year 10 and 11 are largely dependent on student elective choices. There is scope to include programs aimed at senior students eg. Fit to drive (All year 11 students) Keys Please (All year 10)</p> | <p>Increased communication between parents and the school.</p> | <p>Whilst some material is available for parents in community languages, more material could be made available.</p> <p>New Staff need to be briefed on protocols for responding to drug related incidents as part of their induction program to ensure that they are</p> | <p>Targeted Professional Development. Teachers of year 7 pastoral care, in particularly those who have not taught drug education before, to be offered relevant drug education professional development. Review teacher support materials.</p> |

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| | | | <p>aware of procedures.</p> <p>Protocol to respond to drug-related incidents should be made available on the staff drive of the school computer network so that all staff can easily access it.</p> | |
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| 2009 Year 1 Gladstone Park Secondary College – Drug Education Work Plan | | | | | |
|--|---|---|---|---|---|
| Theme area | Recommended Actions What needs to be improved | How the activities, budget, equipment, IT, learning time, learning space | Who the individuals or teams responsible for implementation | When the date, week, month, term, year for completion | Achievement milestones the practice measures or lead indicators that describe success |
| Comprehensive and evidence-based practice | Current drug education courses are based on State Government drug education resources. Maintain this situation. | School should stay up-to-date on current trends in drug education. Pastoral care drug education resources should be audited and where possible, placed on the school network. | Health and P.E. program coordinator. | Last week of term 2 | By the end of term 2, teachers of Pastoral Care drug education unit will be able to access resources on the school network. |
| Positive school climate and relationships | Greater contact and communication with parents regarding welfare issues | Routine inclusion of health & well being section in monthly College newsletter. | School Nurse/Student Welfare Coordinator | Monthly throughout the school year | Review of school newsletters will show inclusion of health and wellbeing articles. |
| | Need to increase drug-related resource material designed to cater for linguistically diverse groups. | Investigate and introduce ways to increase resource material catering for languages other than English. | School Nurse/Student Welfare Coordinator | Last week of term 2 | Resource material will be available in community languages. |
| | Improve school connectedness of students | Refer to school strategic plan. | All staff | ongoing | Improvement in school connectedness data |
| | Increase parent involvement in school related activities | Ensure that parents are fully informed of relevant activities such as parent teacher evenings. | Assistant Principal, (Curriculum) | Term 2 and 3 annually. | Data on parent/teacher interviews will show |

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| | Review of policies (First Aid, Mandatory Reporting, Drug Policy) to remain ongoing. | Through the existing policy review process. | Education Policy committee to make recommendations to school council | 4 year cycle or in response to Department of Education directives or advice. | an increased attendance of parents. All school policies will remain relevant |
| Targeted to needs and context | <p>Increase staff confidence in teaching core curriculum.</p> <p>Ensure that staff are aware of the range of curriculum support materials available.</p> <p>Drug education programs in senior school</p> | <p>Targeted Professional Development. Teachers of year 7 pastoral care, in particularly those who have not taught it before, to be offered relevant drug education professional development. Review teacher support materials</p> <p>Brief pastoral care teachers on Government Guidelines for teaching drug education prior to delivery of drug education unit. Faculty based (Science/Health and Physical Education) meetings to keep staff up-to-date on available support materials.</p> <p>Investigate programs that are accessible to all year 10 and 11 students regardless of elective choices.</p> | <p>Health and Physical Education Coordinator/ PD Coordinator/Science program coordinator</p> <p>Health and Physical Education Coordinator.</p> <p>Health and Physical Education Coordinator/Science Coordinator</p> <p>Relevant Assistant Principals, Year Level Coordinators, Student Leadership and Activity</p> | <p>Prior to term 3 as available</p> <p>Ongoing</p> <p>annually</p> <p>ongoing</p> <p>Investigate during semester 1, with a view to running programs in semester 2</p> | <p>All year 7 Pastoral Care teachers to will have received relevant training.</p> <p>Faculty meeting minutes will include references to current resource materials</p> <p>Students in years 10 and 11 will have undertaken a drug related education program eg Fit to</p> |

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| | <p>Ensure that current curriculum remains relevant and that staff have access to material on school network.</p> <p>Program to complement existing curricular activities at year 9</p> | <p>Consult with student welfare team and school nurse to ensure that curriculum continues to meet the needs of students of the college.</p> <p>Investigate possibility of year 9 "Health Day"</p> | <p>coordinators</p> <p>Health and Physical Education coordinator/Student Welfare Team/School Nurse</p> <p>Middle School Team Coordinators, School Nurse, Welfare Coordinator</p> | <p>Ongoing</p> <p>End of Term 2</p> | <p>Drive, Keys Please.</p> <p>All drug education programs will be available on the school network .</p> <p>Proposal for "Health Day" to be in place</p> |
| Effective pedagogy | Ensure that Drug education units include higher order thinking and interactive activities. | Review of Year 7 Drug Education material. Development and trial of lessons. | Health and Physical Education Coordinator, Pastoral Care Teachers | End of term 2 | Review and trial process completed. |

| 2010 Year 2 Gladstone Park Secondary College – Drug Education Work Plan | | | | | |
|--|--|---|--|---|---|
| Theme area | Recommended Actions What needs to be improved | How the activities, budget, equipment, IT, learning time, learning space | Who the individuals or teams responsible for implementation | When the date, week, month, term, year for completion | Achievement milestones the practice measures or lead indicators that describe success |
| Comprehensive and evidence-based practice | Current drug education courses are based on State Government drug education resources. Maintain this situation. | School to stay up-to-date on current trends in drug education. Pastoral care drug education resources should be audited and where possible, placed on the school network. | Health and P.E. program coordinator. | Start immediately. Completed by the end of term 1. | All drug education resources to be available on the school network. |
| Positive school climate and relationships | Role of student leadership and activities coordinator at junior, middle, and senior school to be further developed. | Liaison between relevant Assistant principles, student leadership and activities coordinator | Relevant Assistant Principal, Student leadership and activities coordinator. | By end of term 3. | Job description will reflect development of role. |
| | Involve VCAL students in organisation of year 9 Health day | Liaison between VCAL coordinator/ VCAL students and "health day" organisers to determine student roles. | VCAL coordinator/ VCAL students/Health day organizing team | Prior to term 3 | VCAL students will have participated in the organization of year 9 "health day". |
| Targeted to needs and context | Ensure that all staff are aware of signs of drug use and the protocols for responding and reporting drug related matters (in light of anticipated annual staff turnover) | Include in new staff induction program. | Student Welfare Coordinator | Annually | All Staff new to the school will be briefed. |

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| | <p>Ensure that all staff undertaking drug education have appropriate training.</p> <p>Year 9 "Health Day" to be implemented.</p> | <p>Targeted Professional Development. Teachers of year 7 pastoral care, Health and Science, in particular those who have not taught drug education before, to be offered relevant drug education professional development.</p> <p>Review teacher support materials. Staff to be aware of signs of drug use.</p> <p>Day and venue timetabled for "Health Day" to occur</p> | <p>Health and Physical Education Program Coordinator. Year 7 Pastoral Care teachers</p> | <p>Ongoing</p> <p>Term 3</p> | <p>Staff new to teaching Drug Education will have undertaken appropriate professional development.</p> |
| Effective pedagogy | <p>Ensure that Drug education units include higher order thinking and interactive activities.</p> | <p>Introduce lessons trialed in 2009 for year 7 Drug Education Units. Training for new staff.</p> | <p>Health and Physical Education coordinator, pastoral care teachers</p> | <p>Commencement of term 3</p> | <p>Trialed material is included in year 7 drug education unit.</p> |

| 2011 Year 3 Gladstone Park Secondary College – Drug Education Work Plan | | | | | |
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| Theme area | Recommended Actions What needs to be improved | How the activities, budget, equipment, IT, learning time, learning space | Who the individuals or teams responsible for implementation | When the date, week, month, term, year for completion | Achievement milestones the practice measures or lead indicators that describe success |
| Comprehensive and evidence-based practice | Current drug education courses continue to be based on State Government drug education resources. Continue to monitor and maintain drug education courses in line with any recommended changes | Monitor and Evaluate drug education program against strengths and recommendations from review process. School Nurse to assist Health and P.E. coordinator in sourcing additional resources to deliver drug education programs. | Health and P.E. program coordinator. Health and P.E. program coordinator/School Nurse | End of Term 3 Ongoing | Any additional resources will be added to those currently available on K drive. |
| Positive school climate and relationships | Student leaders to continue to play an active role in the school community and develop leadership skills. VCAL students to assist in the “Year 9 Health day” Sessions trialed by student “buddies” and peer leaders to be incorporated in to pastoral care program. | Selected students will run assemblies. Middle School Program Leader and VCAL coordinator to liaise with students regarding specific requirements. Student services staff to select and train buddies/peer leaders annually. | Relevant student leadership and activities coordinators/Student leaders VCAL coordinator/Middle School Program Leader Student services team/selected year 8 and 9 students/Health and P.E. coordinator | At regular intervals throughout the year Term 2 First 3 weeks of term 1 (training) then sessions throughout the year. | Students will present assemblies at all year levels throughout the year. VCAL students will have assisted with year 9 Health Day. Buddies/Peer leaders will have presented 6 sessions during pastoral care lessons throughout |

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| | <p>At risk individuals to be offered programs developed to improve self esteem and resilience.</p> <p>Peer mediators trained in conflict resolution.</p> | <p>Student Services team to identify at risk students who would benefit from selected programs.</p> <p>Student services to identify and train students to be trained as peer mediators</p> | <p>Student Services Team</p> <p>Student Services Team</p> | <p>By end of term 3</p> <p>Start of term 2 (training) then peer mediation throughout the year as required.</p> | <p>the year.</p> <p>Selected at risk students will have completed programs developed to improve social skills, self esteem and/or resilience</p> <p>Peer mediators have been trained and utilised when required.</p> |
| Targeted to needs and context | <p>New staff to be made aware of school protocols for responding and reporting drug related matters</p> <p>Ensure that staff delivering drug education are able to access appropriate professional development</p> | <p>Include protocols in new staff induction program.</p> <p>Drug Education professional development to be made available to staff where needed.</p> | <p>Student Teacher Coordinator</p> <p>Professional Development Coordinator/Health and Physical Education Coordinator</p> | <p>Week 1, term 1</p> <p>As appropriate external Professional Development becomes available. Internal professional development by the end of term 3. Appropriate</p> | <p>All new staff will have completed an induction program and received a copy of the school drug education protocols in their induction pack.</p> <p>Staff delivering drug education have completed appropriate professional development and can access relevant material on the school network.</p> |

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| | Extra curricular programs are incorporated at senior levels so that all students have access to programs regardless of elective choices. | Current trends in drug issues be monitored and programs delivered to address these. | Senior and Middle School Program managers. | information to be placed on K drive throughout the year. Term 3 | Year 11 students participate in the Fit to Drive program. |
| Effective pedagogy | Ensure that drug education units continue to include higher order thinking and interactive activities. | Year 7 Drug Education Material to be reviewed to ensure that interactive and higher order thinking continue to be included. | Health and Physical Education coordinator, pastoral care teachers. | Term 4 | Pastoral Care handbooks will be updated and any new material will be included. |

| 2012 Year 4 Gladstone Park Secondary College – Drug Education Work Plan | | | | | |
|--|---|--|---|---|---|
| Theme area | Recommended Actions What needs to be improved | How the activities, budget, equipment, IT, learning time, learning space | Who the individuals or teams responsible for implementation | When the date, week, month, term, year for completion | Achievement milestones the practice measures or lead indicators that describe success |
| Comprehensive and evidence-based practice | To be completed prior to 2012 | | | | |
| Positive school climate and relationships | | | | | |
| Targeted to needs and context | | | | | |
| Effective pedagogy | | | | | |

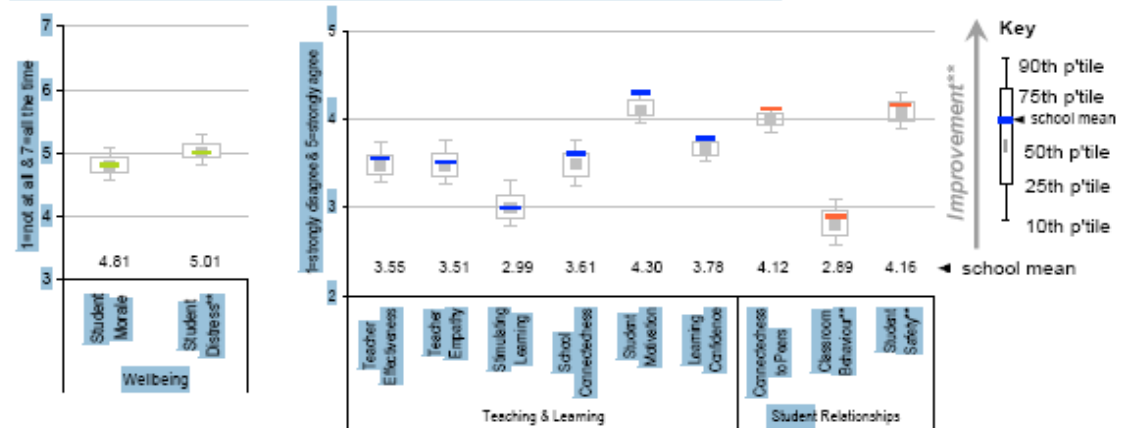
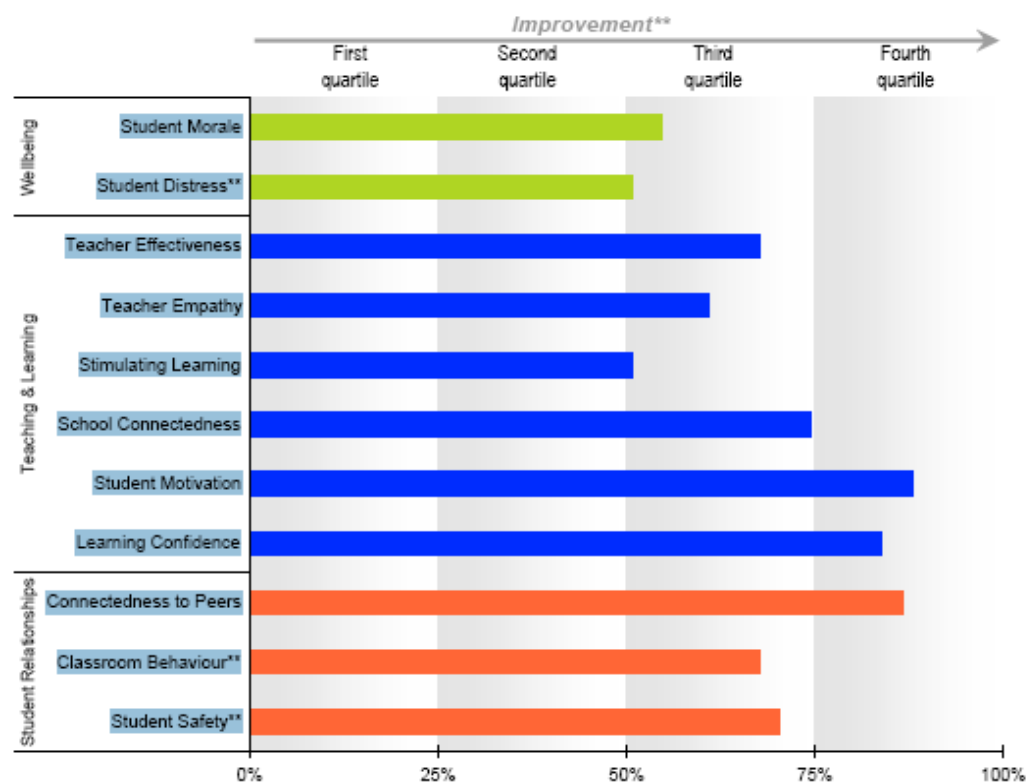
2008 Attitudes to School Survey

Whole school (Year 7 to 12) 2008

School: Gladstone Park Secondary College (7858)

Number of students:^{AA} 1275 students, 692 males, 585 females

School means plotted against distribution of all schools with Year 7-12 students

Your school's Strengths and Weaknesses relative to all schools with Year 7-12 students^{AAA}^{AA} ^{XX} ^{XXX} See last pages for notes and "Guide to Interpretation".^{AAA} School means as percentage ranks^{XXX} plotted against all schools with Year 7-12 students.The percentage rank charts should only be used to guide interpretations of your school's **relative strengths and weaknesses**. They should not be used as an accountability mechanism or to track longitudinal changes (only mean scores)

GLADSTONE PARK SECONDARY COLLEGE (Appendix 2)
WELFARE AND DISCIPLINE PROTOCOLS REGARDING DRUG RELATED BEHAVIOUR

The following strategies and protocols will be implemented in cases where students are involved in any way with illicit and harmful substances.

Whilst not being prescriptive, the following policy has been approved by the Level Coordinators and will provide guidelines for action in dealing with drug related behaviour. Obviously drug related problems do not fall definitively into a health issue or a discipline issue, however this framework aims to provide a consistent and effective approach. Furthermore, the management of each case will take into consideration individual circumstances. Escalating sanctions will apply in the event of a student offending repeatedly.

| BEHAVIOUR | Regarded basically as a HEALTH Issue | | Regarded basically as a DISCIPLINE Issue (Health Issues must also be appropriately addressed) | | |
|-----------|--|--|--|--|--|
| | Lower Level | Higher Level | Lower Level | Medium Level | Higher Level |
| | Exhibiting effects of Substances (suspected) | Individual use of drugs or harmful substance (knowledge of use either at home or at school) | Exhibiting effect of substance (obvious/serious) | Possession of illegal substances | Providing/offering illegal drugs to other students |
| | Inappropriate discussion/talk | Promotion of use of substances | Assisting others but not using substances | Accepting illegal substances at school (or on the way to or from school) | Selling Illicit drugs |
| | Family/friends use of substances | Student discloses to a teacher that someone in their family uses an illicit drug | Covering up | | Deliberate organization of drug use/sales |
| | Wearing or exhibiting drug related attire or paraphernalia | | Promotion of use of substances (dependent on type of substance) | | |
| | | | Providing/offering legal drugs | | |
| | | | Not adhering to school policies on drugs/use of medicines | | |
| ACTION | Parent notification | Teacher must refer information to the Principal | Parent notification | Parent notification | Parent notification |
| | Principal's Detention Counselling Referral | Principal's Detention Counselling Suspension (if used at school) Referral Police Contact | Principal's Detention Counselling Suspension Referral | Counselling Lengthy Suspension Police Liaison Officer Council Inquiry | Referral Expulsion Police |

Action should be taken as suggested in the **"Schools Reference Guide"**

Further advice for Principals is available in the Education Department's publication – "Drugs and Schools: Legal Issues: A guide for Principals"

In all: cases appropriate medical assistance, health advice and issues of "Duty of Care" and Mandatory Reporting should be implemented.

Notification to Emergency Management when required.

College Council endorsed this Policy 19/10/2000

Amended at Council on 14 December 2010

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EDUCATION MAINTENANCE ALLOWANCE POLICY

Rationale:

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

Aims:

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

Implementation:

- Details relating to the E.M.A. eligibility, and due dates for applications will be communicated to parents via the newsletter.
- E.M.A. information will be distributed in languages appropriate to the school community so as to ensure all eligible parents are aware of application requirements. Non-English E.M.A. information is also available from:
<http://www.sofweb.vic.edu.au/lem/esl/einter.htm>
- The Education Department and school will not accept late claims.
- The E.M.A. is provided twice each year, with a percentage of each payment being made to the school, and the remaining percentage to parents.
- The school will spend the school portion of the E.M.A. on essential educational items for which all parents may be asked to provide, but not the voluntary contribution. Examples of materials and services within the term - essential educational items, would include:
 - student textbooks including hire or access to class sets of textbooks
 - student requisites and stationery (pens, pencils, exercise books, work-books)
 - materials for electives, where the student consumes or takes possession of the finished article (e.g. home economics)
 - programs provided by outside specialists (e.g. visiting artists, speakers, performers)
 - camps and excursions which are integral to the curriculum and which all students are expected to attend
 - school identification cards
 - school uniform (where applicable)
 - official diary/handbook/work planner
 - student computer printing beyond the needs of the eight key learning areas.
- At the end of the school year the principal will refund to parents any unexpected school funds from the school's portion of the E.M.A. or, alternatively, negotiate a carry over to the following year for a specific purpose.

- The school will distribute parent cheques as soon as practicable after receiving them, accompanied by an up-to-date statement which identifies outstanding levies.
- Parents will be provided with the opportunity to 'sign over' their E.M.A. cheque to the school for essential educational items if they wish.
- Parents collecting E.M.A. cheques must provide identification and must sign a collection form.

Evaluation:

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

(Refer to the Victorian Government Schools Reference Guide at 7.3.2 for further information)

See -- http://www.eduweb.vic.gov.au/referenceguide/resources/7_3.htm

College community members will be provided with appropriate professional development relevant to this policy.

This policy was adopted at School Council on 19.12.2006

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EQUAL OPPORTUNITY POLICY

Introduction

Gladstone Park Secondary College (GPSC) aims to provide a welcoming, supportive, and emotionally and physically secure learning and working environment for every member of the school community.

Gladstone Park Secondary College recognises and values the diversity of culture, beliefs, practices, customs, physical and intellectual abilities and life experience of the whole school community.

Our commitment

Gladstone Park Secondary College aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential. This school is enriched by and celebrates the diversity of our whole school community.

That is why discrimination, harassment, vilification, bullying and victimisation will not be tolerated at GPSC under any circumstances.

GPSC is committed to ensuring that the working environment is free from discrimination, harassment, bullying, vilification and victimisation.

This school acknowledges that in society some people are treated unfairly or unfavourably because of irrelevant personal characteristics such as their sex or race. This school supports the Equal Opportunity Act 1995 (Vic), which says that it is against the law to discriminate against anyone, including students and school staff, because of their actual or assumed:

- age
- breastfeeding
- carer status
- disability/impairment
- gender identity
- industrial activity
- lawful sexual activity
- marital status
- parental status
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association with someone who has, or is assumed to have, one of these personal characteristics.

No member of the school community will be treated less favourably because they possess any of these personal characteristics nor will such characteristics affect access to benefits and services GPSC provides.

On behalf of the whole school community, the principal, the school council president, the parent association and the student representative council support this policy and the principles and practice of equal opportunity, inclusion and respect for diversity that it articulates.

Discrimination is unacceptable at Gladstone Park Secondary College

Discrimination may be direct or indirect – both are against the law.

Direct discrimination means treating someone unfairly or less favourably because of one of the personal characteristics listed above or because of their association with someone identified with one of those characteristics.

Indirect discrimination happens when a rule, policy or requirement unnecessarily or unreasonably disadvantages a person or group of people because of a protected personal characteristic they share.

Harassment is behaviour (through words or actions) based on the personal characteristics listed above that is unwanted, unasked for, unreturned and likely to make school an unfriendly or uncomfortable place by:

- humiliating (putting someone down)
- seriously embarrassing
- offending (hurting someone's feelings) or
- intimidating (threatening someone so they behave in a certain way).

Sexual harassment is an unwelcome sexual advance, request for sex or any other sexual behaviour that a reasonable person would know or expect would offend, humiliate, seriously embarrass or humiliate another.

Racial and religious vilification is unacceptable at Gladstone Park Secondary College

Vilification is behaviour (through words or actions) that incites hatred, serious contempt or ridicule of another person or group of people because of their race or religious belief.

Bullying is unreasonable behaviour that is intimidating, threatening or humiliating and repeated over time or occurring as part of a pattern of behaviour. Bullying can be physical, verbal or indirect, and creates an unfriendly, threatening or offensive environment.

Victimising someone who makes an EO complaint is unacceptable at Gladstone Park Secondary College

Victimisation means treating someone unfairly or otherwise disadvantaging them because they have made an EO complaint or might do so in the future.

Gladstone Park Secondary College will take action to prevent discrimination, harassment, vilification, bullying and victimisation and to promote a safe and inclusive school.

GPSC will take immediate and appropriate action to address and resolve EO issues and complaints.

Who and what this policy covers

This policy covers the whole school community, including staff, students, parents, school council members, contractors and volunteers.

This policy applies to:

- education (teaching and learning, enrolment, student management, student services, curriculum development and delivery)

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- the provision of goods and services (extracurricular activities, camps, parent–teacher interviews, access to facilities)
- school sport
- employment at the school (recruitment, allocation of duties, employment conditions, access to benefits such as training, promotion and leave).

Policy framework and relevant information

Gladstone Park Secondary College Equal Opportunity policy is one component of the Victorian Department of Education’s broader policy framework for the promotion of safe and inclusive schools.

Other relevant documentation may include:

- Department’s Diversity and Equity policies
- Department’s Sexual Harassment Policy and Procedures
- Employee complaint resolution procedures
- Department’s Occupational Health and Safety policies
- Safe Schools are Effective Schools
- School codes of conduct, and
- GPSC specific policies on –
 - Sexual Harassment
 - Anti-Bullying and Anti-Harassment
 - Prevention of Workplace Bullying and Harassment

Rights and Responsibilities

Under this policy, every member of the Gladstone Park Secondary College has the right to learn and work in a safe and inclusive environment free of discrimination, harassment, bullying, vilification and victimisation. Along with this right comes the responsibility to respect the rights of others by behaving according to this policy.

The principal of GPSC is accountable for implementation of this policy.

The principal of GPSC may appoint an EO and Diversity coordinator to support implementation of this policy.

This policy will be reviewed regularly by the Education Policy Committee in conjunction with the Equal Opportunity Coordinator and ratified by the school council.

Complaints Procedures

Gladstone Park Secondary College encourages all members of the school community to attempt to resolve complaints and concerns through the school.

All complaints will be treated confidentially, fairly and consistently, and resolved as speedily as possible.

Any member of the school community who raises an issue of discrimination, harassment, bullying or vilification in good faith will not be victimised or otherwise unfairly treated or disadvantaged. All complaints of victimisation will be taken seriously, investigated and acted upon as quickly as possible.

Every student and staff member at GPSC should feel welcome, supported and emotionally and physically secure at school. The wellbeing of all students and staff is a priority for GPSC. We understand that you cannot achieve your potential if someone is treating you unfairly, discriminating against you, vilifying, harassing or victimising you.

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Complaints procedures exist to provide an avenue to address unacceptable behaviour. Complaints procedures are designed to explain what to do if you believe you have been discriminated against, harassed, sexually harassed, bullied, vilified or victimised as explained earlier in this policy and your complaint is about your education or employment at GPSC, or goods, services or sport provided by GPSC.

If you are a member of staff:

Please refer to the Department's Guidelines for Managing Complaints, Unsatisfactory Performance and Misconduct in relation to:

- Teachers
- Principals
- School Services Staff
- VPS staff

These guidelines are located on the Department's Human Resources Website.

If you are a parent or guardian:

Please refer to Department's Parent Complaints guidelines.

If you are a student:

You have the right to be part of a safe and inclusive school that is free of discrimination, harassment, sexual harassment, bullying, vilification and victimisation. This includes treating you unfairly, excluding you or making you feel bad because of your:

- sex
- race
- sexual orientation
- physical features
- religious belief or activity
- carer status
- disability/impairment
- gender identity
- lawful sexual activity
- political belief or activity
- pregnancy
- personal association with someone who has, or is assumed to have, one of these personal characteristics.

If you believe someone is discriminating, harassing, bullying, vilifying or victimising you and it is safe for you to do so, tell the other person to stop their behaviour. Let them know that their behaviour offends you. They may not realise this.

If the behaviour doesn't stop or you are not sure what to do, report it to a trusted adult, such as a teacher, the year level coordinator, the principal or the Student Welfare Coordinator. Remember, you are not alone. If you have a problem or complaint, talking to someone, especially your parents can help. If you do not want to talk to anyone about it, you can find more information at the Kids Help Line, telephone 1800 55 1800.

If the unfair treatment or harassment persists, you can call the Victorian Equal Opportunity and Human Rights Commission (VEOHRC) for free and confidential advice. Advice can be given over the phone or S:\School Organisation\School Policy Documents\POLDOC1 as at June 2011.doc

in person. If your issue is covered by Equal Opportunity law, the Complaints Officer will discuss it with you. They will then explain how the Commission can help you and the information you would need to include in a complaint should you decide to make one.

Gladstone Park Secondary College will treat all reports of misconduct fairly, confidentially and quickly. Only people directly involved in the issue or complaint will be told about it. Each complaint will be investigated to work out whether it is more likely the behaviour happened than not and, if so, how serious it is. Appropriate action to resolve the problem will be taken.

The principal or his delegate has responsibility for investigating complaints of discrimination, harassment, bullying, vilification and victimisation.

Consequences: If proven, the consequences of such behaviour may include counselling, the removal of privileges, a parental interview, suspension or expulsion. GPSC will arrange counselling and support, where appropriate or where requested, for any student who has experienced bullying or harassment. Counselling may also be provided for a person who has bullied or harassed another.

The school may also need to discuss the incident with parents.

GPSC will monitor how the complaint was resolved and the wellbeing of those involved. Further action will be taken if the problem behaviour continues.

GPSC encourages all members of the school community to attempt to resolve complaints and concerns through the school if possible. It is also your right to seek help from outside the school. For example, you can contact the Department's regional office, the Ombudsman or the Victorian Equal Opportunity and Human Rights Commission for information or advice, or to make a complaint.

Right to appeal/review

If you are unhappy with the decision about your complaint, you may seek a review of the decision in accordance with departmental procedures.

Where to obtain help and advice:

- Department contacts including the NMR office 9488 9488 and the Student Wellbeing Branch
- Victorian Equal Opportunity & Human Rights Commission -
<http://www.equalopportunitycommission.vic.gov.au/home.asp>
- Student - Kids Help Line 1800 55 1800, Lifeline 13 11 14

Adopted at School Council on 19 May 2009.

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EXTERNAL STUDENT WELFARE and SUPPORT WORKERS POLICY

Rationale:

Gladstone Park Secondary College is committed to the principles of quality service provision in the management of student support. The school is also committed to the concept of providing school based and school linked services in support of young people and their families.

Definition:

External youth workers are student welfare and support workers including health, youth and family workers.

Objectives:

Gladstone Park Secondary College recognises its role as a central agency and aims to provide a multi-disciplinary approach to student welfare and recognises the need to establish partnerships and integrate services between families, community agencies and schools to provide a holistic approach to service delivery. Student welfare and support services are provided collaboratively via family, social, economic and community networks.

Accordingly, the Principal, Assistant Principals, Year Level Coordinators or the student support team may refer students to external support services with the clear agreement of the young person and their family if under the age of consent (15years).

Implementation:

The protocols for referring students to external youth workers are set out hereunder. These include issues of process, confidentiality, record keeping, forms usage and grievance procedures.

Students right to confidentiality will be respected at all times. However, confidentiality cannot be guaranteed if the student's safety or that of others is at risk. Likewise, external welfare support workers are required to not willingly disclose any information obtained in confidence, subject to the same self-harm and/or risk to others considerations.

External welfare support workers need to be made aware of the Mandatory Reporting Guide and the Department of Education Duty of Care Policy pertaining to the risk of self-harm and/or risk of harm to others.

External welfare support workers will adhere to the Staff Code of Conduct, School's Strategic Plan and the College Rules and Consequences as set out in the Student Planner (Diary) and as provided in the induction kit.

College community members will be provided with appropriate professional development relevant to this policy.

Evaluation:

The adequacy of this policy and the attendant protocols will be reviewed every 5 years or earlier if experience dictates a need for review.

(Refer to the Victorian Government Reference Guide at 4.6 for further information)

This policy was adopted at College Council on 16 September 2003. (It replaces the previous policy titled : Youth Workers – Protocols for working at GPSC)

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PROTOCOLS FOR EXTERNAL STUDENT WELFARE & SUPPORT WORKERS WORKING AT GLADSTONE PARK SECONDARY COLLEGE

External Student Welfare and Support Workers include health, youth and family workers.

1. The Principal, Assistant Principals, Year Level Coordinators or the student support team may refer students to external support services with the clear agreement of the young person and their family if under the age of consent. (15 years) All referrals will be made via the student support team and or family where appropriate.
2. All referrals to external support services will be in writing or completed on Agency referral forms.
3. Students can and will be encouraged to self refer when seeking information from external support services.
4. External Support Workers can act as a referral/access point. However, they should be mindful of their responsibilities when disseminating information regarding youth issues.
5. When parents or guardians request External Service support, permission should be obtained from the parents/guardians in writing before a worker can be assigned to any particular student. (See the proforma at the end of these protocols)
6. Parents are welcome to make contact with the external welfare support worker while at school or at their normal place of employment.
7. External Support Workers will be assigned a room or working space to see students.
8. Students right to confidentiality will be respected at all times. However, confidentiality cannot be guaranteed if the student's safety or that of others is at risk.
9. External Support Workers need to be made familiar with the Mandatory Reporting Guide and Department of Education Duty of Care Policy pertaining to the risk of self-harm and/or risk of harm to others. External Support Workers will be required to adhere these protocols as stated and following assessment will refer appropriately.
10. External Support Workers need to use out of class passes to record the times of counselling or consultation sessions. These must be filled out to ensure that teachers and staff can verify exit details regarding times and location.
11. An induction Kit will be provided and is available from Student Services.
12. External Support Workers will assist the Student Services Team and Year Level Coordinators in meeting and liaising with families and guardians of students.
13. External Support Workers will adhere to the Staff Code of Conduct, the School's Strategic Plan and to the College Rules and Consequences (see the Student Planner). The first two documents are provided in the Induction Kit.

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CONFIDENTIALITY

1. External Welfare Support workers shall respect the confidential nature of information concerning students and may give the information only to authorised personnel or agencies directly concerned with the student's welfare.
2. Confidentiality is the obligation not to disclose willingly any information obtained in confidence. Information disclosed in response to a search warrant, a subpoena or a legal requirement for mandatory reporting is not a breach of confidentiality.
3. In the instance where a student may threaten to harm him/herself or another person the worker is required to take appropriate action to protect the student and/or the other person. When confronted with the above circumstances the worker should act as if there existed an imminent risk of self-harm. The threat or declaration should be reported to the Assistant Principal in charge of welfare, the student(s) be located, and the parents be notified. Also, please refer to the Suicide Protocols.

RECORD KEEPING

1. External support workers will be required to maintain a brief record of all student related contact detailing, type of contact, when contact occurred, interventions and support strategies. This record will be kept on the school premises.
2. External support workers will maintain records which detail the confidential aspects of their intervention and support of students and their families. These will be stored at the workers' agency premises.

GRIEVANCE PROCEDURES

1. In the case of an External Support Worker having a grievance concerning a staff member or student that cannot be resolved, the worker shall submit their concerns in writing to the School Welfare Counsellor and raise the matter with their Direct Line Management. The Assistant Principal in charge of welfare will aim to resolve the conflict. If the matter should still be unresolved, the Assistant Principal will refer the matter to the Principal and the Direct Line Manager of the External Support Worker.
2. In the case of a student or staff member having a grievance concerning the External Support Worker, the concern may be initially discussed with the worker and shall be submitted in writing to the Assistant Principal in charge of Welfare. The Assistant Principal will endeavour to resolve the conflict and will inform the Principal and the Direct Line Manager of the grievance. If the matter is not resolved, the Assistant Principal will refer the matter to the Principal and the Direct Line Manager of the External Support Worker.

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| |
|--|
| PARENT PERMISSION FORM FOR REFERRAL TO EXTERNAL WELFARE SUPPORT AGENCY/WORKER |
|--|

DATE: _____

Student's Name: _____ **Yr. Level:** _____

Date of Birth: _____

Name of Parent/Guardian: _____

Address: _____

_____ **Postcode:** _____

Home telephone number: _____

Work/Daytime Contact number: _____

Name of Agency: _____

Name of Worker (If established): _____

Reason for referral:

Parent/Guardian: After discussion with relevant school personnel I give permission for my child to be referred to an external welfare support agency. I am aware that there may be a waiting period.

Parent/Guardian Signature of Consent: _____

Date: _____

FIRST AID POLICY

- Rationale:** It is a priority of the College that a Duty of Care for all students and staff is maintained.
- To this end, the College has a responsibility to train and maintain a number of staff members who have First Aid qualifications.
- The College also has a responsibility to maintain an accurate and current record of all students with identified medical conditions. Regular updates of medical conditions will be sought from parents and students to ensure the accuracy of the information.
- Purpose:** To assure parents that their child will be treated by a qualified First Aider and to satisfy staff members that they will have access to trained First Aid staff should the need arise. To establish and maintain a number of trained First Aid staff in the College.
- Implementation:**
- 1) Students and staff who are ill or injured are to report to the General Office.
 - 2) The student will be attended to by one of the trained First Aid staff.
 - 3) All injuries to students and staff will be recorded on the appropriate form. Staff members who are injured will also complete the OH&S Assessment form.
 - 4) Should the injury or illness be minor, the person will be treated and sent back to class.
 - 5) Should the injury or illness require the student to be sent home, the Office Staff will contact the parent/caregiver or emergency contact person as listed in CASES. (Students have been instructed via the Student Planner that they are not to contact parents themselves).
 - 6) Should the injury or illness require the student or staff member to be transported to a medical practitioner, the parent/caregiver or emergency contact person will be phoned by the office staff and requested to collect the injured person. In the case of injured staff, another staff member may be nominated by the injured person to transport them to a medical practitioner.
 - 7) Should the injury or illness necessitate the transportation of the injured person by ambulance, the Office Staff will call the ambulance and then contact the parent/caregiver or emergency contact person as listed in CASES.
 - 8) The usual protocol for signing out of the College applies to students who are taken home owing to illness or injury. (Note: In the case where a parent is unable to collect the student, parents may give verbal permission for the child to make their own way home - *this applies to students who live within walking distance only*. On arrival home, the student must contact the general office. The office will record this in the First Aid register.)
 - 9) Appropriate SSO time and responsibility is in place to ensure First Aid equipment is maintained and that medical records are continually updated.
- Additional Guidelines:**
- 1) All staff should follow the Worksafe Victoria's Guidelines for incident notifications.
 - 2) Action plans should be developed for those students with life threatening medical conditions. The plans should be developed with input from the students, local doctor and parents and provided to the school. Action plans are to be kept in the student's main file in the general office. Copies are to be posted in the staff room on a dedicated medical

notice board. Further copies are to be sent to Sub-school managers for distribution to the relevant coordinators.

3) Students with severe medical conditions are to be identified on First Class class rolls and on REX. Information on the conditions will be placed in the Sub-schools for staff to access.

4) Procedural treatment sheets for the management of specific injuries or medical conditions are to be prominently displayed in the main Staffroom as well as in the First Aid room.

Training of Staff: Staff willing to train or update their First Aid qualifications may do so as part of their Profession Development plan.

A list of trained First Aid staff will be maintained and kept in the General Office and in Staffrooms around the College.

College community members will be provided with appropriate professional development relevant to this policy.

Evaluation: This policy will be evaluated and reviewed in 5 years or as required.

(Refer to the Victorian Government Schools Reference Guide at 4.5.1 for further information)

Policy Adopted by School Council on 17.12.2002.

Amended at Council on -- 8 April 2003.

Amended at Council on – 19 June 2007

Amended at Council on – 17 March 2009

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FUNDRAISING POLICY

1. RATIONALE:

The School Council recognises the need for different groups within the school community to raise funds.

2. PURPOSE:

The purpose of fundraising may be to:

- 2.1 allow various school and extra-curricular programs to happen, and to be further developed
- 2.2 provide social services to clearly identified charities.

Some of the extra-curricular programs include:

Breakfast Club, G'day USA, Italian Exchange, Performing Arts (Musical Production, Gladly's Got Talent, Diversity Week Concert, Instrumental Musical Concerts), Student Representative Council including Student Leadership programs, Year 12 End of Year Program.

Social Services include:

Those identified by the VCAL students as part of their Personal Development curriculum.

Those charities as identified by the SRC.

3. GUIDELINES:

- 3.1 The School Council is responsible for the determination and approval of College fundraising activities. It does this through delegation of the power for approval to the Administration Committee which meets weekly.
- 3.2 All fundraising activities must be directed towards a specific program/s or purpose. This must be clearly stated in the application for fundraising.
- 3.3 Proper financial procedures for the collection and recording of monies raised must be followed at all times, i.e. monies must be entered into the College's accounts.
- 3.4 Activities which compromise or put at risk the school facilities, persons or reputation will not be approved.
- 3.5 Appropriate legal requirements must be adhered to at all times.

4. IMPLEMENTATION:

- 4.1 All requests to raise money must be presented to the Administration Committee.
- 4.2 Submissions to the Administration Committee must include details of:
 - the purpose of the fundraising
 - date/s of the fundraising activity
 - the type of activity
 - how the fundraising is to be conducted
 - the publicity related to the fundraising
 - how the publicity will be removed after the fundraising has ceased
- 4.3 The selling of chocolates and /or lollies to students during the school day for the purpose of fundraising is **not** permitted.

5. EVALUATION:

This policy will be reviewed in three years time or earlier if needed.

(Refer to the Victorian Government Schools Reference Guide at 7.2 for further information)

Adopted at Council on 18 August 2009.

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HEAD LICE POLICY

Rationale:

Gladstone Park Secondary College acknowledges that, **while parents/guardians have primary responsibility for the detection and treatment of head lice**, schools also have a role in the management of head lice infections and in providing support for parents/guardians and students.

Objectives:

The College actions will aim to minimise anxiety by acknowledging that most schools will have some students with head lice at any given time.

Implementation:

The College will implement a comprehensive management plan that incorporates the following:

- A commitment to distribute up-to-date information on the detection, treatment and control of head lice to parents/guardians at enrolment and more frequently if required (available from website <http://www.dhs.vic.gov.au/>).
- The College Nurse Educator will act as a head lice resource/support person who parents/guardians can contact at the school at nominated times.
- A requirement that parents/guardians refrain from sending their children to school with untreated head lice. (It should be noted that students may be treated one evening and return to school the next day and that the presence of eggs in the hair is not cause for exclusion. Parents/guardians need to be aware that one treatment is not sufficient to manage the problem. If a student re-attends school with live head lice the school may again exclude the student until the live insects have been removed).
- A commitment to provide parents/guardians with comprehensive advice about the use of safe treatment practices which do not place students' health at risk.
- Clear protocols for inspections that the school wishes to conduct, including a pro forma for obtaining written parental permission for all inspections. This pro forma (*Head Lice Management Agreement.doc*) is included in the enrolment documents.
- A pro forma letter of notification to parents/guardians of those students suspected of having head lice, which incorporates a detachable slip at the bottom, asking parents/guardians to indicate the treatment used and when it commenced (*Head Lice Action Taken.doc*).
- A commitment to help reduce stigma and maintain confidentiality. Following head lice inspections, a letter will be given to all students involved in inspections, not just those found to have head lice.
- Provision of classroom instruction to give students an understanding of the habits and life-cycle of head lice in order to minimise the incidence of stigmatisation of particular students and families.
- Training of appropriate school personnel in detection and management of head lice at the school level.

Evaluation:

This policy will be reviewed in 5 years time or earlier if required.

College community members will be provided with appropriate professional development relevant to this policy.

(Refer to the Victorian Government Schools Reference Guide at 4.5.8.2 for further information)

Approved at Council on 18 July 2006.

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HOMEWORK POLICY

1. RATIONALE

Homework is regarded as an integral part of the school program at all levels. Regular homework, in conjunction with a coordinated study skills program is of a value to all students in increasing their confidence and ability to work independently as well as providing reinforcement or extension of class work.

2. GUIDELINES

- 2.1 Students will be required to use the official school homework diary in yrs 7-12. The diary should be used for the recording of homework tasks and should be available to both parents and subject teachers for checking. The diary should only include homework details, messages to and from school, and appointments.
- 2.2 Parents will be encouraged to check that their child is completing the tasks written in the diary.
- 2.3 At years 7, 8 and 9 the subject teacher will write the homework to be completed on a form to be kept with the class roll. This will be passed onto the Level Co-ordinator.
- 2.4 As a general rule, homework will be set in all subjects, although the frequency will vary from subject to subject, according to course requirements.
- 2.5 Interim reports at the end of terms 1 and 3 will report on whether each student is completing set homework. In addition, the subject teacher may comment on the end of semester reports (terms 2 and 4).
- 2.6 The time spent on homework should increase as the student progresses through the school. Suggested averages are:

| | |
|-----------------|--|
| Years 7 and 8 - | 1 hour per weeknight (Mon-Thurs) |
| Year 9 - | 1 1/2 hours per weeknight |
| Year 10 - | 2 hours per weeknight |
| Year 11 - | minimum of 2 1/2 hours per weeknight, increasing to 3 hours as the student progresses through the V.C.E. The suggested average for the total period Friday - Sunday is double the number of hours per weeknight. |

- 2.7 Homework set over term breaks will be set over a three week period.
- 2.8 Parents should contact the Level Co-ordinator in situations where they consider that their child is doing too little or too much homework.
- 2.9 The range of tasks undertaken in homework time includes work set for completion for the next lesson, assignment work, research or revision. In situations where students have completed all set work inside the recommended homework time, the following tasks are suggested:

- revision of work
- * reading of books in connection with wider reading programs.

2.10 A number of programs will operate to support the homework program:

- Library study and Information Skills Program (Years 7-12)
- Year 10 - 11 Course Counselling Program
- Year 12 Study Camp
- Action Planning
- Parent Information Evenings.

2.11 College community members will be provided with appropriate professional development relevant to this policy.

(Refer to the Victorian Government Schools Reference Guide at 3.23 for further information)

This Policy was developed by the School Council Policy & Curriculum Sub-Committee in consultation with Curriculum Committee, Year Level Coordinators and Staff.

Passed at Staff Meeting 115/91

Presented to School Council 30/5/91

Reviewed Semester 2 1998

Presented to School Council and endorsed 24/6/99. Amended at Council 8 April 2003.

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INTEGRATION POLICY

1. AIMS AND RATIONALE

We see the integration of students with impairments, disabilities and problems in schooling as being beneficial to:

- the student involved;
- the general student body; and
- the school community.

The successful integration of these students offers very positive benefits to everyone concerned.

1.1 Benefits to the Students with impairments, disabilities and problems in schooling.

Once provided with the resources necessary for the successful participation of students with disabilities, impairments and problems in schooling it is believed that these students will benefit greatly from being able to partake in the regular schooling available and accessible to other students.

- 1.1.1 Students with impairments and disabilities will see themselves as having a valid place within the community rather than being isolated and insulated in a segregated setting that defines their position as being outside the community.
- 1.1.2 Students with problems in schooling will learn that they do have abilities and can fulfil their potential rather than going through their schooling years feeling inadequate and incapable of deriving benefit from their education. They too will gain confidence in their ability to be a worthwhile member of society.

1.2 Benefits to Other Students.

It is anticipated that the successful integration of students with impairments, disabilities and problems in schooling will give other students a more realistic, humane and broader view of the world they live in.

- 1.2.1 They will learn that although people are sometimes different in one respect they are the same in many more respects. It is hoped that this will encourage greater understanding and acceptance in our students.
- 1.2.2 Working side by side with students with these differences will protect them from the prejudices that thrive in situations where people with differences are isolated or ignored.
- 1.2.3 It is hoped that the placement of students with disabilities and impairments in our school will engender a more supportive and caring atmosphere in general. Such an atmosphere would encourage the recognition of personal worth, and respect for the uniqueness of the individuals within the school student body.

1.3 Benefits to School Community

- 1.3.1 We believe that the integration of these students will encourage people to recognise that as a community we have a responsibility towards all people in our community.
- 1.3.2 Developing a greater understanding of students with particular needs will encourage the community to see that all individuals have a right to live their lives as fully as they can and that they can help this occur. We see this greater empathy and more realistic attitude as a positive contribution to creating a more caring community.

1.3.3 It is also hoped that it will be recognised that education is providing for the needs of
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students as people with their varying abilities and interests and consequently school policy is formed in response to these factors.

2. GUIDELINES

The Ministerial Review has adopted five guiding principles for the implementation of integration and this school endorses these. They are as follows:

- 2.1 That every child has a right to be educated in a regular school. It follows from acceptance of this principle that the government must ensure that regular schools can provide and have access to a range of educational options and services for all children, including those with impairments, disabilities or problems in schooling.
- 2.2 Non-categorisation. This principle affects both legislation and service delivery. It means that
 - 2.2.1 Legislation should be framed without reference to particular categories of impairment and disability. That is, the applicability of the Act to an individual should be determined by the person's additional educational service requirements rather than upon being categorised as a person with a specific qualifying impairment or disability. Thus non-categorisation legislation might refer to impairment, disability and handicap but not to particular examples of impairments and disabilities.
 - 2.2.2 Service delivery should be organised, administratively and conceptually, on a non-categorisation basis. This does not mean that special expertise which is concerned with particular impairments (such as teachers of the deaf) will disappear. Such expertise will remain necessary. The principle of non-categorisation in the organisation of services means that administrative structures, programs and as much service delivery as possible, should be organised on a cross-category basis.
- 2.3 That resources and services should, to the greatest extent possible be school-based. Successful implementation of the policy of integration, as the Review has interpreted it, will depend on action at the school level. Therefore the focus of resource allocation should be school-based.
- 2.4 Collaborative decision-making processes. This means equal participation of all those concerned with decisions about a child's educational progress.
- 2.5 That all children can learn and be taught. The concepts described above, together with the five guiding principles, provide the framework for this Report. While supporting these we also believe that the following should be added:

- 2.5.1 Every child has a right to be provided with an education that allows them to participate in school life.

While integrating students with impairments, disabilities in schooling, the continuing participation of other students must also be assured. It is important that the needs of all students are taken into consideration.

3. IMPLEMENTATION

- 3.1 The School Council Education Policy Sub-Committee will oversee and administrate Integration in the school. The role of this committee is to:
 - 3.1.1 Develop written policy on integration within State wide guidelines issued by the minister.

- 3.1.2 Take recommendations to the School Council such policy.
- 3.1.3 Overview the enactment of integration in accordance with school policy throughout the school.
- 3.1.4 Be responsible for submitting requests for resources necessary for effective integration of students,
- 3.1.5 Be responsible for liaising with the school community or issues of integration.
- 3.1.6 Increasing awareness of integration in the school community.
- 3.1.7 To review the integration program each year.

3.2. Each child who is enrolled and/or receiving support from the Integration Program is to be catered for by an Enrolment Support Group.

The role of this group is to:

- 3.2.1 Access the educational requirements of the child.
- 3.2.2 Access the resources available in the school.
- 3.2.3 Identify additional requirements if necessary including:
 - (a). physical access to and around school;
 - (b) transport requirements;
 - (c) integration aides;
 - (d) additional Integration Teachers including specialist staff eg. teachers of the deaf,
 - (e) interpreters or note takers;
 - (f) other support services e.g. visiting teachers;
 - (g) in-service requirements;
 - (h) speech therapy;
 - (i) physiotherapy and occupational therapy;
 - (j) equipment and aides;
 - (k) advise the Integration Sub-committee on additional resources make recommendations on resources needed to meet the educational requirements of the student being enrolled and/or supported;
 - (l) to make recommendations to the Integration Sub-committee regarding enrolment including that of delaying enrolment (if necessary) until resources are available; and
 - (m) to remove the Enrolment Support Group from time to time when either the parent or teacher feels it is necessary.

- 3.3 To enable the fullest possible integration of students with disabilities, impairments and problems in learning it is possible that curriculum and assessment methods will need to be modified. Each student under the school's integration program will have to be assessed individually and curriculum and assessment methods designated in such a way that they provide the child with access to success.

This shall be worked out collaboratively between the coordinator, parent, classroom teachers and Integration Teacher (if appropriate). The expertise of such people as the S.E.U. will be sought to help determine curriculum if this is seen to be in need of change or modification. Curriculum Committee and Assessment and Reporting Committee will be informed of any significant changes in these areas.

College community members will be provided with appropriate professional development relevant to this policy.

4. EVALUATION:

4.1 Review of Integration of particular students.

- 4.1.1 Reviews of the progress and participation achieved by each student will occur each term to evaluate the extent to which the aims of Integration are being met. This will involve coordinators of the Year level in which the students are placed meeting with the parents to discuss the progress of the student. If the progress is seen to be unsatisfactory then a meeting of the Enrolment Support Group will be called to determine an appropriate course of action.
- 4.1.2 A file for each student, recording relevant comments and decisions made in term meetings and Enrolment Support Group meetings will be established and maintained.
- 4.1.3 This file will be kept by the Level coordinator who will be responsible for passing on relevant information to class teachers and other people involved in the student's welfare, either directly, or via the teacher representative on the Integration Sub-committee.
- 4.1.4 A review of the student's progress is to be submitted by the coordinator or a member of the Enrolment Support Group to the Integration Sub-committee at such time as the Integration Subcommittee is reviewing the overall Integration program in the school.
- 4.1.5 A review of a particular child's progress can be asked for at any time by anyone involved in the child's progress. In such cases the Enrolment Support Group will meet to carry this out and a member of the Integration Sub-committee may be invited to attend.

4.2 Review of Integration in the school

- 4.2.1 A review of the school's integration program will be carried out by the Integration Sub-committee at the end of each year.
- 4.2.2 Results will be forwarded to the School Council and made available to staff and parents.
- 4.2.3 Such a review will include:
 - a review of each child under the integration scheme
 - a report from specialised staff/aides/visiting experts regarding their involvement in the program.
 - a review of the total integration in the school i.e., organisation, numbers of students, resources etc.

(Refer to the Victorian Government Schools Reference Guide at 3.11 for further information)

Amended at College Council 8 April 2003.

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INTERNET BANKING POLICY

Definition:

“Internet banking” refers to banking products and services offered by institutions on the Internet through access devices, including personal computers and other intelligent devices.

Rationale:

Internet banking provides the college with the opportunity to undertake various banking functions on-line. We realise savings in administration costs as well as providing improved service to staff, suppliers and parents/guardians.

Aims:

To utilise the benefits of Internet banking whilst limiting systemic and other risks that could threaten our payment system by ensuring the schools procedures and internal controls are in accordance with the ‘Education Training and Reform Regulations 2007’ and DEECD Schools Electronic Funds Management Guidelines. See respectively:

<http://www.eduweb.vic.gov.au/edulibrary/public/voced/Accreditation/vrqa/regulations20070627.pdf> and

http://www.eduweb.vic.gov.au/edulibrary/public/schadmin/Management/Finance/Schools_Electronic_Funds_Management_Guidelines_V1_0.pdf

Privacy:

The use of electronic payments and receipts requires the acquisition and retention of customer information. This is done in accordance with *Schedule 1* of the *Victorian Information Privacy Act 2000*. See:

http://www.austlii.edu.au/au/legis/vic/consol_act/ipa2000231/sch1.html

Authorisation:

All internet payment transactions will be checked and authorised by the Principal and a second authorised signatory using an intelligent software authorisation device.

The school Business Manager cannot be nominated as an authoriser even if he/she is a member of School council.

Application:

Internet Banking may be used for payment of Invoices and Local Payroll including ‘Direct Debit’, ‘Direct Deposit’ or ‘Pay Anyone’, ‘EFTPOS’ and ‘BPAY’ transactions, for checking account balances and statements and to enable transfer of funds between the High Yield Investment and Official accounts.

Record Keeping:

School financial documents including records pertaining to internet banking are managed in accordance with the Public Records Act 1973. See:

http://www.austlii.edu.au/au/legis/vic/consol_act/pr1973153/

Review:

This policy will be reviewed at the beginning of each school year.

Adopted at Council on 15 March 2011.

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INVESTMENT POLICY

To ensure that school funds are protected and monitored the Business Manager and Principal shall adhere to the following rules:

- That money is adequately protected by investing with institutions that are:

prudentially sound and secure
professionally managed, and
have a strong financial status in their reserves, liquidity and profitability
(this generally would be the CBA, NAB, Westpac or ANZ banks or the Victorian Teachers Credit Union)

- That the Business Manager at the first meeting of the Resources Committee each year, provide the committee with the Investment Register for the previous year.

- That surplus funds be reinvested in term deposits for terms as determined by the Business Manager after taking into consideration future cash flow requirements and interest rates. All proposed and actual investments are to be reported to each Resources Committee meeting for adoption.

(Refer to the Victorian Government Schools Reference Guide at 7.9.3 for further information)

Approved by College Council on 15 February 2010.

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LITERACY & ENGLISH as a SECOND LANGUAGE POLICY

Rationale

Gladstone Park Secondary College acknowledges the diversity of student needs in the development of Literacy and English as a Second Language (ESL) programs. The College is committed to:

- Developing and extending the literacy skills of all students
- Supporting students identified as “at risk” upon entry to the College
- Catering to the needs of all students.

Definition

For funding purposes, the Education Department defines a student as ESL if they:

- come from a language background other than English
- do not speak English as the main language at home
- have been enrolled in an Australian school for less than five years.

Objectives

Gladstone Park Secondary College aims to:

- Encourage a whole-school approach to Literacy as the responsibility of all teachers
- Encourage planning, teaching and assessment practices that support ESL learners in all learning areas
- Support students at risk with targeted programs that include corrective reading, English enhancement and small group tutoring across a range of learning areas
- Improve student achievement in English in years 7-10 assessed against NAPLAN and VELs.

Implementation

Gladstone Park Secondary College seeks to achieve the above objectives by use of the following measures:

- The Curriculum Co-ordinator, through their work with KLA's has a general role in developing literacy throughout the school
- ESL, English enhancement and corrective reading programs allocated to the appropriate Co-ordinator
- Use of NAPLAN data to assess high literacy-needs students on entry to the College
- Students identified as “at risk” to be individually tested
- Timetabling to support student access to corrective reading and English enhancement programs
- Transition data for new ESL arrivals to the College made available to relevant sub-school and teaching staff
- Staff funded to provide after-school small group tutoring classes for ESL students
- The employment of Multicultural Education Aides (MEA's) will be considered when a significant group of students with a particular language culture is identified.

- Longitudinal tracking of students through NAPLAN, VELs and teacher judgement data
- Reporting on progress of ESL students against the ESL Standards
- Meeting the literacy and ESL professional learning needs of staff
- Where appropriate, the Strategic Plan and the Annual Implementation Plan will include literacy and/or ESL goals and targets.

Review

This policy will be reviewed by the Education Policy committee annually.

Further information can be found at the DEECD website:

<http://www.education.vic.gov.au/studentlearning/litnum/default.htm>

<http://www.education.vic.gov.au/studentlearning/programs/esl/>

Adopted at School Council on 19 November 2002

Amended at School Council on 17 August 2010. (This Literacy etc policy amended to include ESL.)

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LONG SERVICE LEAVE, LEAVE WITHOUT PAY and PERSONAL LEAVE POLICY

1.0 PREAMBLE

- The Secretary of the Department of Education and Early Childhood Development has delegated to the Principal, the power to grant leave with certain limitations under the Ministerial order. Further delegation is NOT permitted under the Teaching Service Act. (Refer P2-6 of the new Personnel Manual)
- The purpose of this policy is to provide guidelines to the Principal who inevitably is the arbiter of the granting of leave.
- This document will be circulated to all staff in the college.
- Note that the Principal is delegated the responsibility of granting leave and determining in the first instance when it will be taken.
- Any staff member who feels aggrieved by a decision of the Principal is invited to discuss the matter with the Principal in the first instance, and if the applicant still feels aggrieved, a further discussion may take place where the applicant may choose to have a representative. If this fails the applicant may appeal to the Merit Protection Board. It should be noted that the Secretary can override the Principal's decision.

2.0 LONG SERVICE LEAVE AND LEAVE WITHOUT PAY (LWOP)

Long Service Leave and Leave Without Pay

Long Service Leave is an entitlement but the school has a degree of discretion in regard to when it is offered. The aim is to assist the employee while considering the needs of the entire school.

Decisions relating to Long Service Leave (LSL) and Leave Without Pay (LWOP):

Applications for LSL and LWOP should be submitted *when requested in Term 3* of the year before the leave is requested to commence. Late applications are discouraged but will be considered. You would need to establish why you could not apply at the designated time. All applications will be given proper consideration. In reaching a decision, the Principal will take into account a number of factors:

- How the absence will affect the delivery of services and programs at the school.
- Whether the staff member can be replaced or duties can be reorganised to ensure the absence will be covered.
- The reason(s) for the application for leave, for example compassionate reasons.
- The applicant's leave history, e.g. whether this is their first application for extended leave.
- The period and timing of the leave. In general, it is easier to replace teachers for a whole year, a whole semester or a whole term.
- The number of staff members who have also submitted applications for this time.

While it is the college policy to discourage applications for Long Service Leave for short periods because of the increased disruption to our students' education and the adverse financial impact on the school, the Principal will consider applications in the following circumstances:

- ***Clear compassionate***

Where there is a clear, compassionate reason to the granting of such leave beyond the control of the staff member.

- ***Other compassionate***

Where there are compassionate circumstances and all of the following are met:

- An appropriate teaching replacement is available
- All the staff member's duties can be reassigned
- There is minimal disruption to the student program.
- There is no financial disadvantage to the college

As Gladstone Park Secondary College values the maintenance of a regular staff/student relationship, teachers can only expect one "other compassionate" application to be granted every several years.

In rare circumstances the administration may grant a second period of LWOP. Under no circumstances will the College grant more than two years LWOP.

Personal leave is not available to an employee:

- During a period of leave without pay. However personal leave can be accessed immediately following the expiration of the approved period of leave without pay;
- On account only of being pregnant or giving birth. However personal leave can be accessed for illness resulting from pregnancy or childbirth.

An employee eligible to be absent on personal leave may elect in writing to the Principal, to use some or all of his/her personal leave credits on half pay provided this request is not retrospective. (E.g. If you know you will need 6 weeks off after an operation, you can apply for half pay if you have insufficient personal leave credits at full pay)

Procedure

Staff members should:

- complete a Long Service Leave Application or Leave Application (for LWOP) form available from the Business Manager.
- Teachers should lodge applications with the Business Manager.

For applications submitted on time in term 3 of the year prior to the leave, the Principal will:

In consultation with the Daily Organiser/Timetabler and Assistant Principal consider the application and respond in writing by early in term 4. Where an application is refused, the employee shall be provided with reasons for the refusal and a possible alternative time for the leave if he/she requests it.

3.0 PERSONAL LEAVE

Sick Leave and Carer's Leave

Personal leave is available to an employee when he or she is absent due to illness or injury; or to care for an immediate family or household member who is sick and requires the employee's care and support or who requires care due to an unexpected emergency.

Immediate family includes:

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- The spouse or domestic partner (including a former spouse or former domestic partner) of the employee. A domestic partner means a person to whom the employee is not married but with whom the staff member is living as a couple on a genuine domestic basis (irrespective of gender) and
- A child or an adult child (including an adopted child, a stepchild or an ex nuptial child), parent, grandparent, grandchild or sibling of the employee or spouse of the employee.

Personal leave is not available to an employee:

- During a period of leave without pay. However personal leave can be accessed immediately following the expiration of the approved period of leave without pay;
- On account only of being pregnant or giving birth. However personal leave can be accessed for illness resulting from pregnancy or childbirth.

An employee eligible to be absent on personal leave may elect in writing to the Principal, to use some or all of his/her personal leave credits on half pay provided this request is not retrospective. (E.g. If you know you will need 6 weeks off after an operation, you can apply for half pay if you have insufficient personal leave credits at full pay)

Further information can be found at:

<http://www.eduweb.vic.gov.au/hrweb/employcond/leave/lsLSCH.htm>

<http://www.education.vic.gov.au/hrweb/employcond/leave/lwopts.htm>

<http://www.education.vic.gov.au/hrweb/employcond/leave/slve.htm>

Adopted at School Council on 19 August 2008.

Amended by School Council on 17 August 2010 to include Personal Leave.

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MANDATORY REPORTING OF CHILD ABUSE POLICY

1. **Rationale:**

All children have a right to feel safe and to be safe. For the purposes of this policy, the definition of a child includes any person under the age of 17 years, or in the case of where a protection order is in force, under the age of 18 years. All professionals working with children and/or families share the responsibility of protecting children.

Staff members at Gladstone Park Secondary College have a legal and moral responsibility to respond to incidences involving abuse of the children with whom they have contact and to use professional judgement of available information to ensure that the reporting is appropriate to the situation (to report instances that are believed to involve physical abuse, sexual abuse, emotional and psychological harm or neglect)

2. **Purpose:**

To ensure that the safety and well being of children are maintained by putting the needs of children first and that each child is protected against significant harm from abuse. Schools have a key responsibility in the prevention and reporting of child abuse and neglect. This policy seeks to reflect the need to meet the mandatory reporting requirements of the Children and Young Persons Act (1989).

3. **Guidelines:**

- All members of the Teaching Service are mandated by law to report signs of physical and/or sexual abuse.
- Clear processes and protocols around responding to child abuse will be shared amongst all staff.
- Those not mandated will be made aware of the processes in place and be asked to report any disclosures or concerns about children's safety to the Principal, an Assistant Principal or Student Welfare Coordinator.
- Staff to whom the disclosure is made are encouraged to make the report with support from the Principal, an Assistant principal or Student Welfare Coordinator. The College will provide time for this process to be followed.
- New staff, including student teachers, will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.
- Staff will be reminded of mandatory responsibilities annually.
- All concerns should be reported immediately to the Principal, or in his/her absence an Assistant Principal or Student Welfare Coordinator. Staff are also able to consult further with Regional staff or the centrally located Student Critical Incident Advisory Unit on 9637 2934.
- The Principal will keep a record of all discussions about a student with whom there is a concern.
- If a belief has been formed by a staff member that sexual or physical abuse has taken place, a 'Mandatory Reporting Information Sheet' available from the Principal, must be completed and filed in the Principal's office.
- The member of staff and/or the principal class officer will contact the Department of Human Services by telephone as soon as possible to make an official notification on 9479

0133 or after hours to the Child Protection Crisis Line on 131278. (Once a mandatory report has been made, the DE&T, Emergency Management Unit should be notified immediately on 9589 6266).

- Members of the Department Human Services, or associated support or intervention services that visit the College following a notification, will interview staff and children only in the presence of the Principal or his/her nominee.
- All 'Mandatory Reporting Information Sheets' remain filed in the Principal's office.
- All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential and disposed according to regulations.
- All incidents will continue to be monitored and any subsequent signs and indications of abuse are also to be reported.
- Full cooperation will be provided to DHS, CPS (Children's Protection Society) workers and Police which will be facilitated by the Principal.
- Staff members and students who are involved in the notification report will be supported by the Education Department's Critical Incident Team.
- Where appropriate, the College will provide support to families.
- While only mandated by law to report incidents of physical and sexual abuse; teachers are also encouraged to report incidents of emotional and psychological harm or neglect.
- At the conclusion of this policy also refer to the document - *Protocols for dealing with reports of child abuse where the young person is 17 years or older.*

4. Evaluation:

This policy will be reviewed in three years time or earlier if required.

5. References:

Victorian Government Schools Reference Guide at 4.6.2
 Mandatory reporting of Child Abuse – Memorandum 6 June 1999
 DE&T/DHS Protocols
 DHS – Safe from Harm 2001
 Children and Young Persons Act 1989, Section 64

College community members will be provided with appropriate professional development relevant to this policy.

This policy was adopted at School Council on 19.12.2006

Amended at Council 20.3.2007 to include protocols for young persons 17 years or older.

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Protocols for dealing with reports of child abuse where the young person is 17 years or older.

As the Department of Human Services will not accept notifications for young people over the age of 16, the following Protocols are suggested guidelines to follow. (These have been drawn up after consultation with our Student Counsellors)

It is important to note that whilst it is not mandatory for teachers to report a disclosure made by a young person over the age of 16, there is a moral obligation to provide the student with support in following these protocols.

- The disclosure of abuse should be reported to a member of the principal class and the Student Welfare team.
- The student will then be given support in the form of counselling and be made aware of their right to report the crime to the police.
- The report should be made by the young person to the local Sexual Offences and Child Abuse unit. Our nearest unit is Fawkner SOCA (telephone: 9355 6100)
- The police will require a disclosure from the victim in order to press charges.

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MANUAL HANDLING POLICY

Manual Handling is defined under the Occupational Health and Safety (Manual Handling) Regulations 1999 as any activity requiring the use of force exerted by a person to lift, push, pull, carry or otherwise move or restrain any object". **Object** is defined as animate or inanimate object, plant and any substance or material contained by an object.

Hazardous manual handling means:

- (a) manual handling having any of the following characteristics-
 - (i) repetitive or sustained application of force;
 - (ii) repetitive or sustained awkward posture;
 - (iii) repetitive or sustained movement;
 - (iv) application of high force;
 - (v) exposure to sustained vibration;
- (b) manual handling of live persons or animals;
- (c) manual handling of unstable or unbalanced loads, or loads that are difficult to grasp or hold.

This Policy applies to all school staff, students, visitors, contractors, and volunteers especially on working bees. It also applies to all activities both on and off school property, including school camps, excursions, and any other programmed activity outside the school grounds.

The Sub-school Principal responsible for Occupational Health & Safety will co-ordinate the plan for managing manual handling in the school, and will ensure that resources are provided to meet OHS commitments.

Our aim is to promote and maintain the health and well being of staff, students and visitors, contractors, and volunteers and to minimise the risks of manual handling injuries by implementing a systematic approach as outlined below.

- 1) Where possible, manual handling risks will be considered and **designed out** prior to any building upgrade, new activities and/or the purchase of all goods to be used at the school.
- 2) A **risk assessment** will be undertaken on tasks identified as having a manual handling component, and tasks will be ordered in priority for assessment. Records of the risk assessment will be retained by the school.
- 3) The Health and Safety Representative should be **consulted** about the identification, risk assessment or control the risks.
- 4) Once the risk assessments have been conducted, they will be ordered to establish **priorities for control**.
- 5) The risk control hierarchy will be as follows:
 - a) **redesign** to eliminate or reduce the risk as a first step;
 - b) **change the workplace, systems of work and/or the object;**
 - c) **provide mechanical aids** to reduce the risk and **training** in their use;
 - d) training and education **appropriate to the task**.
- 6) Once the control measures are in place, they must be **evaluated** to make sure they
 - * Are being used correctly
 - * Are not increasing the risk of injury, and
 - * Do help to reduce the manual handling risk.
- 7) By reference to the GPSC OHS Handbook, available through the School's intranet.
- 8) Through use of the Department's Manual Handling Procedures. See:

[http://www.eduweb.vic.gov.au/edulibrary/public/ohs/DEE_EHU-07-1-](http://www.eduweb.vic.gov.au/edulibrary/public/ohs/DEE_EHU-07-1-1_Manual_Handling_Procedure.pdf)

1 Manual Handling Procedure.pdf

For some manual handling tasks a combination of the risk control methods for reducing risk may be S:\School Organisation\School Policy Documents\POLDOC1 as at June 2011.doc

appropriate, however information, training or instruction should not be the sole or primary means of controlling the risk.

Manual handling risk identification

Tasks likely to cause manual handling injuries may be identified from CASES (for students) and EDUSAFE (for staff) and the first aid register/register of injuries, by consultation with staff and by direct observation -- especially of work practices.

In the Education Department, manual handling injuries are common and costly. These injuries range from sprains and strains due to sudden over exertion or forceful movements, to long term wear and tear related injuries including Occupational Overuse Syndrome (previously RSI). Other related injuries such as slips, trips and falls may occur after someone has been undertaking manual handling tasks because for example, they are tired.

In school, manual handling risks include:

- * Moving furniture
- * Carrying computers/televisions
- * Pushing a trolley
- * Lifting a ladder
- * Use of a Notebook/Laptop in an awkward position.
- * Stretching to reach a high shelf
- * Separating fighting students
- * Lifting high jump mats and other PE equipment
- * Standing on a table/or chair to pin up students' work
- * Carrying awkward or heavy materials
- * Lifting 25 litre containers of cleaning chemicals with one hand
- * Bending over for extended periods to be at the same height as students

References:

The Occupational Health and Safety (Manual Handling) Regulations 1999. Refer:

http://www.legislation.vic.gov.au/domino/Web_Notes/LDMS/PubLawToday.nsf/7e27929611f1d5c2ca256dac00186f32/03fd96bb1791e08aca256e5b0003a79c!OpenDocument.

The Victorian Code of Practice for Manual Handling 2000. Refer:

http://www.workplacehealthandsafety.com.au/servlet/Web?s=1309068&p=Legislation_VIC_Codes

The Occupational Health & Safety Act 2004 Refer:

http://www.austlii.edu.au/au/legis/vic/consol_act/ohasa2004273/

The Occupational Health & Safety Regulations 2007. Refer:

http://www.austlii.edu.au/au/legis/vic/consol_reg/ohasr2007382/

The Education Department's website at:

<http://www.education.vic.gov.au/hr/ohs/hazards/manualhandling.htm>

This policy should also be read in conjunction with the Occupational Health & Safety Policy.

Adopted by College Council on 18 June 2002.

Amended at Council 8 April 2003.

Amended at Council on 15 February 2011 and 15 March 2011.

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MOBILE PHONES POLICY

Rationale: Many parents wish their children to have access to a mobile telephone so that they are contactable especially after school.

Teachers are concerned that mobile telephones are a distraction in class.

Year Level Co-ordinators share a concern that the safekeeping of mobile phones is difficult to manage.

College community members will be provided with appropriate professional development relevant to this policy.

Purpose:

- 1) To satisfy parents that their child has access to a mobile telephone
- 2) To establish guidelines for mobile phone use during school hours

Guidelines:

- 1) Students are permitted to possess mobile phones at school.
- 2) The College takes no responsibility for the safekeeping of mobile phones.
- 3) Mobile phones must be turned off and must be out of sight during class time.
- 4) Should a mobile phone ring or be seen by a teacher during class time the following protocol will apply:
 - (i) the mobile phone will be confiscated by the classroom teacher
 - (ii) the phone will be placed in a named envelope and given to the office staff for placement in the safe
 - (iii) the mobile phone will be released to a parent/guardian when they visit the College to collect the telephone.
- 5) Should a mobile phone with a video and/or photographic ability be used in an inappropriate manner i.e. in a manner that may lead to charges of privacy invasion and/or harassment, as well as the sanctions listed at 4) above, the person responsible for the inappropriate action will lose all mobile phone privileges and may also be suspended.

Consultation: This policy has been approved by:

1. The teaching staff of the College
2. Friends of the School Sub-Committee
3. College Council
4. SRC

Evaluation: This policy will be evaluated and reviewed in 5 years time or as required.

(Refer to the Victorian Government Schools Reference Guide at 4.15 for further information)

**Adopted by College Council on 18 June 2002. Amended at Council 8 April 2003.
Revised by Council 15 February 2005 – paragraph added.**

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NUMERACY POLICY

1. Rationale

Gladstone Park Secondary College is committed to adopt the Australian Association of Maths Teacher's working definition of Numeracy:

"To be numerate is to use mathematics effectively to meet the general demands of life at home, in paid work, and for participation in community and civic life."

Numeracy needs to be inclusive and empowering for all students as this is part of maximising all young people's numeracy development.

2. Objectives

Gladstone Park Secondary College aims to ensure that:

- Teachers have knowledge of the numeracy demands and opportunities inherent in their teaching, and are able to discern and respond to an individual student's numeracy learning needs, particularly for those students whose progress is at risk because of limited numeracy skills.
- The teaching of mathematics needs to introduce and develop the mathematics which is the essential underpinning of student's numeracy.
- In other Key Learning Areas (KLAs), teachers will be able to reinforce and add to what their students have learned by getting them to apply their mathematical skills and understanding in a variety of contexts and situations, and thus become more numerate.

3. Implementation:

- 3.1 Mathematics should be well taught, through practices which are sensitive to student's backgrounds and interests. The curriculum and its teaching should aim to develop conceptual understanding and build the capacity and confidence to use mathematics.
- 3.2 KLA coordinators will be informed by the numeracy coordinator of the maths skills taught at each year level and will be encouraged and supported to reinforce these maths skills.
- 3.3 Assessment of student's numeracy skills by conducting appropriate tests such as PATMaths tests at Years 7 & 8.
- 3.4 Supporting students who have been identified as 'at risk' by providing an alternative curriculum.
- 3.5 Comparing data from one year to the next and ensuring there is longitudinal tracking of students.
- 3.6 Aim to develop benchmarks, aligned with National Numeracy benchmarks, within the school, where standards are set and checked at different stages.
- 3.7 Staff will be encouraged to undertake professional development which will assist in monitoring progress of students within the CSF levels and in developing intervention programs where students at risk are supported.
- 3.8 The mathematics curriculum needs to provide activities and learning experiences in which students have vested interest and through which they can (and want to) accept responsibility for their mathematical work.
- 3.9 Maintain efforts aimed at keeping parents informed about what the school is doing in relation to numeracy.
- 3.10 College community members will be provided with appropriate professional development relevant to this policy.

M. Karvouni November 1998. Tony Bester – Dec. 1998.

Amended at College Council 8 April 2003.

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OCCUPATIONAL HEALTH AND SAFETY POLICY

PURPOSE

1. To create and maintain a healthy and safe working environment for all employees, students, visitors, volunteers and contractors.
2. To create and maintain an awareness of health and safety issues.
3. To create a team approach to all health and safety issues.
4. To demonstrate the school's commitment to occupational health and safety.
5. To promote meaningful and effective consultative and communication processes that allows employees to contribute to decisions that impact on their health and safety.

BROAD GUIDELINES

This policy recognises that the Principal has the ultimate administrative and operational responsibility for all decisions in the workplace that affect health and safety. It also addresses the statutory requirements as set out in the OHS Act 2004. In filling this responsibility GPSC has a duty to provide and maintain so far as is practicable, a working environment that is safe and without risks to health. This includes:

- providing and maintaining safe plant and systems of work;
- making and monitoring arrangements for the safe use, handling, storing and transport of plant, equipment and substances;
- maintaining the workplace in a safe and healthy condition;
- providing adequate facilities for the welfare of all employees, students and visitors;
- providing information, instruction, training and supervision for all employees and students enabling them to work in a safe and healthy manner,
- providing regular consultation and review processes with employees and the employee's representative organisation to ensure that the policy operates effectively,
- providing training and support for the health and safety representatives,
- providing job descriptions outlining OHS responsibilities for staff including management roles which will include OHS briefing for new and replacement staff and visitors.

IMPLEMENTATION

The school will take every practicable step to provide and maintain a safe and healthy work environment for all employees. To this end:

1. **Management:**
 - is responsible for implementing the school's health and safety policy,
 - must observe, implement and fulfil its responsibilities under the acts and regulations that apply within Victoria,
 - must ensure that all specific policies and procedures operating within the school including the Emergency Management Plan, purchasing, induction, training, transport, manual handling, volunteers, challenging behaviours, first aid, cross infection and systems of work are periodically reviewed and consistent with school health and safety objectives,
 - will incorporate this policy within the school's policy handbook
 - must provide information, instruction, training and supervision for all employees in the correct use of plant and substances used within the school,
 - must be informed of all accidents and incidents (including near misses) so that the health and safety performance can be accurately recorded, gauged and acted upon,
 - will provide a formal process for reporting of potential or actual hazards as well as provision of a

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- preventative maintenance program,
- provides for OH&S issue resolution procedures as per the OH&S ACT 2004 and its Regulations,
- is to allocate adequate resources for the implementation of this policy so as to maintain a healthy, safe and supportive workplace,
- will provide copies of this policy to employees, students, visitors, volunteers and contractors working on site, as appropriate,
- will provide formal hazard identification and preventative maintenance programs.

2. Employees:

- have a duty of care of which they are responsible for their own health and safety and of others affected by their actions at work,
- will participate in training,
- should comply with the safety procedures and directions agreed between management and staff or their representatives, including the wearing of personal protective equipment as required and the use of ladders provided to access materials where necessary.
- shall not wilfully interfere with or misuse items or facilities provided in the interests of health, safety and welfare,
- shall not wilfully place at risk the health and safety of any person at the workplace,
- must act in accordance with agreed school procedures for accident and incident reporting, and to report potential and actual hazards.

REVIEW

This policy will be reviewed in three years time or earlier if needed.

Management of Gladstone Park Secondary College seeks the co-operation of all persons in implementing this policy.

This policy should be read in conjunction with the Manual Handling Policy, where appropriate.

(Refer also to the DEECD Human Resources website at <http://www.eduweb.vic.gov.au/hrweb/> for further information and the DEECD guide to its OH&S Management System found at <http://www.education.vic.gov.au/hr/ohs/health/default.htm>)

Adopted at School Council in April 2003.

Amended at School Council on 17 August 2010.

Amended at School Council on 15 February 2011.

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OCCUPATIONAL VIOLENCE POLICY

1.0 THE PURPOSE OF THIS POLICY IS TO:

- State the Department's commitment to a workplace free from occupational violence
- Define and describe occupational violence
- Outline the framework for the prevention of occupational violence
- Outline the steps that employees should take if occupational violence has or is occurring.

2.0 DEPARTMENT PHILOSOPHY

DIGNITY & RESPECT STATEMENT

The Department of Education and Early Childhood Development (DEECD) 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 DEECD workplaces are expected to act accordingly.

DEECD (which includes schools) and school councils, will act to ensure that the safety, security, health and wellbeing of all employees, students, parents and visitors in schools and other DEECD workplaces are protected.

OCCUPATIONAL VIOLENCE STATEMENT

The DEECD considers occupational violence an unacceptable form of behaviour which will not be tolerated in the workplace under any circumstances.

If you report an incident of occupational violence it will be taken very seriously.

The Department will act when any incident of occupational violence occurs.

3.0 SCOPE

This policy applies to all employees of DEECD. This policy also applies to consultants and contractors working for, or on behalf of the Department.

4.0 DEFINITIONS

Occupational Violence

The Victorian WorkCover Authority defines occupational violence as:

“... any incident where an employee is physically attacked or threatened in the workplace.

Within this definition: “threat” means a statement or behaviour that causes a person to believe they are in danger of being physically attacked: “physical attack” means the direct or indirect application of force by a person to the body of, or to clothing or equipment worn by, another person, where that application creates a risk to health and safety.”

The term ‘occupational violence’ applies to all forms of physical attacks and threatening behaviour including:

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- striking, kicking, scratching, biting, spitting or any other type of direct physical contact
- throwing objects
- attacking with knives, guns, clubs or any other type of weapon
- pushing, shoving, tripping
- any form of indecent (sexual) physical contact.

Violent or threatening behaviour can include:

- physical acts,
- verbal or written threats
- harassing telephone calls
- gestures and expressions
- behaviours such as stalking
- the sending of threatening emails, website postings and SMS texting using mobile phones.

Occupational violence is NOT:

verbal abuse unless it carries a threat of physical attack. Despite this verbal abuse is unacceptable behaviour in DEECD workplaces which principals/managers must address.

5.0 THE EFFECT OF OCCUPATIONAL VIOLENCE ON THE HEALTH AND SAFETY OF EMPLOYEES

Occupational violence can result in both serious physical and psychological injuries.

6.0 WHERE OCCUPATIONAL VIOLENCE OCCURS

Occupational violence can occur in a number of settings, including:

- the usual workplace
- off-site work situations, such as at school camps, excursions and social functions
- at the employees home or in public places or at community events as a result of a person's role as a DEECD employee
- in cyberspace e.g. threatening website postings and emails.

7.0 PREVENTING OCCUPATIONAL VIOLENCE

7.1 If a DEECD workplace is exposed to the risk of occupational violence, the principal/manager has a delegated duty under the Occupational Health and Safety Act 2004 to institute measures to either eliminate the risk to employees or reduce that risk as far as is practicable. This will involve:

- identifying hazards
- identifying people at risk
- assessing levels of risk (low, medium or high)
- taking action to control the hazards
- developing workplace policies and procedures.

7.2 Appropriate information, instruction or training should be given to provide employees with the awareness, knowledge and skills to identify:

- risk factors associated with occupational violence
- motivation for aggression/violence

- signs of impending violence
- appropriate prevention measures to control risks.

7.3 Physical Environment

Crime Prevention Through Environmental Design (CPTED) measures should be put into place in all DEECD workplaces as a preventative measure (see Resources section).

7.4 Handling People's Concerns

The Department has a **Parent Complaints Information Sheet** (see Resources section) which provides parents with clear guidelines for raising complaints, suggestions and concerns.

8.0 RESPONDING TO OCCUPATIONAL VIOLENCE

8.1 What to do when occupational violence occurs

- Report the incident immediately to your Principal/Manager and your health and safety representative.
- The incident is to be documented as soon as possible.
- Threats or 'near misses' are to be reported as well.
- Your Principal/Manager is then required to act in accordance with DEECD's policies and procedures in relation to critical incidents as set out in the Emergency and Security Management Branch's guidelines (see Resources section).
- Serious incidents must be reported to WorkSafe.

8.2 What to do if you have been a victim of occupational violence

Report the incident immediately to your Principal/Manager who is required to act in accordance with DEECD policies and procedures.

8.3 What to do if you have just witnessed occupational violence

Report the matter immediately to your Principal/Manager who is required to act in accordance with DEECD policies and procedures

Contact the relevant Emergency Services e.g. Police/Ambulance on 000 or a local contact number agreed upon by the school and the local police/ambulance that will provide the most rapid response

Then contact DEECD's Emergency and Security Management (ESM) Branch on 9589-6266

Ensure incidents are recorded and any serious incidents reported to WorkSafe. 8.4 Critical Incident Support

Following any form of occupational violence the principal/manager should ensure that Emergency and Security Management (ESM) is contacted immediately on 9589-6266. ESM will assess the situation as to whether critical incident support is necessary.

8.5 Sexual Harassment

For specific advice in relation to allegations of sexual harassment refer to DEECD's Sexual Harassment Policy and Procedures. (see Resources section)

9.0 ROLES AND RESPONSIBILITIES

The roles and responsibilities for occupational violence are the same as for Health, Safety and Wellbeing generally. For a comprehensive list of all roles and responsibilities for all aspects of health, safety and wellbeing, see DEECD's publication 'Everybody Has a Role'. (see Resources section.)

10.0 RESOURCES

- Victoria Police & Ambulance Emergency Telephone Number – 000
- WorkSafe Victoria's Prevention of Bullying and Violence at Work – Guidance Note 2003
<http://www.worksafe.vic.gov.au/wps/wcm/resources/file/eb255b4ee66c908/preventbullying.pdf>
- DEECD's Emergency and Security Management (ESM) 24 Hour Emergency Telephone Number – 9589 6266
- DEECD's Managing School Emergencies Manual
<http://www.sofweb.vic.edu.au/emerg/emgmang/schlemrg.htm>
- Parent Complaints Information Sheet
<http://www.education.vic.gov.au/about/contact/parentcomplaint.htm#2>
- Sexual Harassment Policy and Procedures
<http://www.eduweb.vic.gov.au/hrweb/Docs/SexHarPolicy.doc>
- DEECD's Roles and Responsibilities policy Everybody Has A Role
http://www.eduweb.vic.gov.au/edulibrary/public/ohs/HSW_R_R.pdf
- Crime Prevention Through Environmental Design
<http://www.sofweb.vic.edu.au/emerg/secmang/CPTED.htm>

Adopted at School Council on 19 August 2008.

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PARENT PAYMENTS POLICY

Rationale:

The Education and Training Reform Act 2006 provides for the provision of free instruction in the standard curriculum program. It also empowers school councils to charge for goods and services used in the course of instruction and to raise funds.

Free instruction includes learning and teaching, instructional supports, materials and resources, administration and facilities associated with the provision of the standard curriculum. The standard curriculum program includes the core learning activities associated with the Victorian Essential Learning Standards (VELS) and senior secondary certificates (VCE and VCAL, including VETiS programs).

Objective:

All schools have been given the responsibility of delivering policy and plans to allocate their overall resources – human, financial and physical.

This policy seeks to set out the different forms of financial contributions that parents/guardians make to assist in the effective and efficient running of the Gladstone Park Secondary College.

Implementation:

There are three categories of parent payments:

1. **Essential education items** which the parents and guardian are required to provide or pay the school to provide for their child (e.g. stationery, text books, school uniforms where required, consumable items and items students take possession of).
2. **Optional items** which are offered on a user-pays basis and which parents and guardians may choose whether their child accesses or participates in (e.g. school magazines, extra curricular programs or activities)
3. **Voluntary financial contributions** which parents and guardians may be invited to donate to the school (e.g. grounds beautification, additional computers)

In term 3 each year the Resources committee will consider the level of fees and charges and make a recommendation to the September meeting of School Council for Council to determine the amounts for the following year. The purpose and amount charged for school levies will be communicated to parents via the booklist and by mail during term 4.

Detailed information of all charges associated with the three categories will be mailed out in term 4 each year – for the following year. Reminders will be sent termly thereafter. All payments and non-payments will be strictly confidential.

The school portion of each eligible parent's Education Maintenance Allowance (EMA) can be used to pay for school levies for materials and services that parents are normally expected to pay.

For further information on the Education Department's policy on parent payments see:

<http://www.education.vic.gov.au/management/schooloperations/schoolcharges.htm> and
<http://www.education.vic.gov.au/aboutschool/lifeatschool/parentpayments.htm>

Evaluation:

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

This policy was adopted at School Council on 18 November 2008.

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PARENTS COMPLAINTS POLICY

Background:

In 2005 the Ombudsman Victoria undertook a review of the Education Department's handling of parent complaints. The Ombudsman recommended that the Department 'review its guidelines for managing complaints in schools and regional offices to ensure a balance between the rights of complainants and officers'.

At Gladstone Park Secondary College we support the Department's objective of strengthening the quality of its service delivery and responsiveness to the community.

Objectives:

This policy and its associated procedures seek to provide a means for parents and community members to address concerns and complaints promptly, consistently and fairly. However, this policy does not apply where there are existing rights of review and appeal. Nor does it apply where the complainant has employed another party, such as a solicitor. A friend, colleague or support group representative can represent a complainant under this policy if there is no fee for service involved.

Parents or guardians' concerns and complaints most commonly relate to:

- the management of an incident between students at school
- the educational or other progress of their child
- the development and implementation of school and general education policy.

Policy Framework:

Legislative and regulatory framework

All concerns and complaints must be addressed in line with the Department's legislative and regulatory framework, which includes the:

- Education and Training Reform Act 2006
- Education and Training Reform Regulations 2007
- Charter of Human Rights and Responsibilities Act 2006
- Information Privacy Act 2000
- Wrongs Act 1958.

Dignity and respect statement

Concerns and complaints must be addressed in line with the Department's 2006 *Dignity and Respect Statement*. The statement says that:

The Department 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 Departmental workplaces are expected to act accordingly. The Department (which includes schools) and school councils, will act to ensure that the safety, security, health and wellbeing of all employees, students, parents and visitors in schools and other Departmental workplaces are protected.

Code of conduct for Victorian teachers and public sector employees

All staff must observe the code of conduct for the Victorian teaching profession or public sector employees. The codes can be found on the following sites:

Victorian Teaching Profession Code of Conduct: www.vit.vic.edu.au

Code of Conduct for Victorian Public Sector Employees: www.ssa.vic.gov.au

Implementation:

The college aims to resolve all complaints as quickly and as fairly as possible. All serious complaints should be addressed to the principal; other matters may be better handled by Sub-schools.

It is expected that all parties will, when addressing concerns and complaints:

- maintain the confidentiality of all parties, in line with Departmental policy and legislative requirements
- acknowledge that their common goal is to achieve an outcome acceptable to 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 value difference, rather than judge and blame
- recognise that all parties have rights and responsibilities which must be balanced.

Principals should ensure that parents are aware of their right to advocacy when communicating the issues involved in their complaint and in negotiating an outcome. Refer to the parent complaints website: www.education.vic.gov.au/about/contact/parentcomplaint.htm

In addition to the expectations of all parties above, Gladstone Park Secondary College will address complaints:

- courteously
- efficiently
- fairly
- promptly, within timelines agreed with the person with the concern or complaint. Department guidelines suggest a maximum time of 20 days but the college aims to be more efficient
- in accordance with due process and where appropriate, the principles of natural justice and the Department's regulatory framework noted above.

In the event that a complaint cannot be satisfactorily resolved at the school level, the complainant can contact the Northern Metropolitan regional office on **9488 9488** where the complaint will be reconsidered and a final response provided within 20 days if possible.

Evaluation:

This policy will be reviewed in three years time or earlier if required.

Further information can be obtained at the Education Department's website:

[http://www.eduweb.vic.gov.au/edulibrary/public/commrel/contacts/POLICY AND GUIDES Addressing parents concerns.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/commrel/contacts/POLICY_AND_GUIDES_Addressing_parents_concerns.pdf)

Adopted at School Council on 21 June 2011

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PERFORMANCE AND DEVELOPMENT POLICY

RATIONALE

Gladstone Park Secondary College recognises that a skilled and motivated staff is a key factor in creating an environment where each student is challenged and supported. One way to ensure this is to maximise the opportunities for staff to continually develop their knowledge and skills in a culture of performance and development.

GUIDELINES

A strong performance and development culture requires that:

- The school culture supports the personal professional growth of staff
- The school culture contributes to the capacity of the school to continuously improve student learning outcomes
- The school has very good processes for supporting and developing staff and ensuring accountability
- The school culture is open to continuous improvement and has regard to all available performance based data.

IMPLEMENTATION

The Performance and Development Co-ordinator is responsible for facilitating a vibrant and effective program that includes:

- an induction program for new staff
- a thorough annual review process where teacher collaboration, student feedback and instructional visits are a priority
- individual performance and development plans based on recognised needs and teaching and learning priorities
- quality professional learning that draws on the skills of school staff, staff at other schools and experts in the relevant fields
- regular communication of new education initiatives and available professional learning

EVALUATION

This policy should be evaluated annually by the Leadership Team and the Performance and Development Co-ordinator. A full review will be conducted in three years time or earlier if required.

Further information can be found at: www.eduweb.vic.gov.au/hrweb/pd/default.htm

Adopted at Council on 17.5.2011. This policy replaces the former Professional Development Policy.

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PREVENTION OF WORKPLACE BULLYING AND HARASSMENT POLICY

Purpose

To provide all staff and volunteers with a workplace that is free from bullying and harassment.

Rationale

Bullying in the workplace is not to be tolerated as it is contrary to maintaining the health, safety and wellbeing of staff and can cause stress for individuals and poor morale within the workplace.

Definitions

Workplace bullying is repeated and unreasonable behaviour directed towards an employee or group of employees (teaching and non-teaching) or volunteers that creates a risk to health and safety.

“Unreasonable behaviour” means behaviour that a reasonable person would expect to victimise, humiliate, undermine or threaten another

The behaviour includes using a system of work as a means of victimising, humiliating, undermining or threatening an employee or group of employees

The risks include risk to the mental and physical health of the employee

Workplace bullying can include such behavior as deliberately changing work routines to victimise particular employees, verbal abuse, physical abuse, ridiculing someone's opinions, excluding someone from workplace activities, or humiliating someone through sarcasm, insults or intimidation.

Workplace harassment may be an isolated incident and may be:

a) Non-sexual harassment which is any form of behaviour that:

- the other person does not want and does not return
- offends, humiliates or intimidates them
- targets them because of their race, age, sex, carer status, disability, industrial activity, lawful sexual activity, marital status, parental status, physical features, political belief or activity, pregnancy, religious belief or activity, or personal association or

b) Sexual harassment which is:

- an unwelcome sexual advance
- an unwelcome request for sexual favours
- unwelcome conduct of a sexual nature, including comments, pictures, written remarks or gestures.

Harassment generally involves an abuse of power. (Victorian Equal Opportunity and Human Rights Commission – 2000)

Workplace Conflict:

Workplace conflict occurs when the actions of one person block, prevent or interfere with
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another individual's ability to accomplish personal goals. (Johnson & Johnson, 1995)

Conflict does not usually involve an abuse of power by any of the individuals concerned.

College Position Statement

- The college is committed to providing all employees and volunteers with a healthy and safe workplace free from bullying, harassment and unresolved conflict.
- The college will not tolerate bullying behaviour in the workplace or at activities organised through the workplace.
- Bullying and harassment is not an acceptable part of our work culture and it can harm a person's health and wellbeing.
- Every employee or volunteer has a responsibility to behave in a professional manner, to comply with this policy and to treat everyone who works here with dignity and respect.

Procedures

- Any employee or volunteer who experiences or witnesses workplace bullying should report it to the Principal as soon as possible.
- Anyone who experiences or witnesses bullying involving the Principal should report it to the Regional Director.
- When bullying is reported it will be investigated quickly by the Principal (or Regional Director in the case of a complaint against the Principal) and in accordance with Education Department procedures referred to below.
<http://www.education.vic.gov.au/hr/ohs/hazards/conflictman.htm> and the link therein to the WorkSafe (Victoria) site ... at
<http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/worksafe/home/forms+and+publications/publications/preventing+and+addressing+bullying+at+work>
- If the complainant is not satisfied with the response from the relevant authority, then he/she is entitled to approach the college's Occupational Health and Safety Representative.
- Where necessary, a formal investigation will be undertaken following the procedures described in relevant Department of Education and Training materials. Disciplinary action may result.

<http://www.education.vic.gov.au/hr/ohs/hazards/conflictman.htm>

This policy should be read in conjunction with the following college-developed policies and guidelines such as:

- Staff Code of Practice (Staff Handbook)

- Statement about community building (Developing School- Business Relationships)
- Sexual Harassment Policy
- Occupational Health and Safety Policy
- Equal Opportunity Policy
- School values and behaviours.
- Student Engagement Policy
- The Occupational Health and Safety Management System (Education Department)

<http://www.education.vic.gov.au/hr/ohs/health/default.htm>

Some useful contacts:

Department of Education and Training

Conduct and Ethics Unit, telephone 9637 2594

Diversity and Equity Unit, telephone 9637 2454

Employee Health Branch, telephone 9637 2395 (Counselling and Mediation), and 9637 2385 (policy and strategy)

Northern Metropolitan Region, telephone 9488 9488

Merit Protection Boards, telephone 9651 0290

Victorian Equal Opportunity and Human Rights Commission, telephone 9281 7111

This policy was ratified at a staff meeting on November 10th 2004

This policy was presented to and ratified by College Council on November 16th 2004

Policy reviewed in Nov 2010 and amended at Council on 14 December 2010

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PRIVACY POLICY

1. Scope

This policy applies to members of school staff and the school council at Gladstone Park Secondary College. This policy will be made available on request.

2. Background

All staff of Gladstone Park Secondary College are required by law to protect the personal and health information the College collects and holds.

The Victorian privacy laws, the *Information Privacy Act 2000* and *Health Records Act 2001*, provide for the protection of personal and health information.

The privacy laws do not replace any existing obligations Gladstone Park Secondary College has under other laws. Essentially this policy will apply when other laws do not regulate the use of personal information.

3. Definitions

Personal information means information or opinion that is recorded in any form and whether true or not, about an individual whose identity is apparent, or can be reasonably determined from the information or opinion. For example, this includes all paper and electronic records, photographs and video recordings.

Health information is defined as including information or opinion about a person's physical, mental or psychological health, or disability, which is also classified as personal information. This includes information or opinion about a person's health status and medical history, whether recorded or not.

Sensitive information is defined as information relating to a person's racial or ethnic origin, political opinions, religion, trade union, or other professional, or trade association membership, sexual preferences, or criminal record that is also classified as personal information about an individual.

In this policy *personal information* refers to personal information, health information and sensitive information unless otherwise specified.

Parent in this policy in relation to a child, includes step parent, an adoptive parent, a foster parent, guardian, or a person who has custody or daily care and control of the child.

Staff in this policy is defined as someone who carries out a duty on behalf of the School, paid or unpaid, or who is contracted to, or directly employed by the College or the Department of Education and Training (DE&T). Information provided to a School through job applications is also considered staff information.

4. Policy Context

Personal Information is collected and used by Gladstone Park Secondary College to:

- provide services or to carry out the College's statutory functions,
- assist the College services and its staff to fulfil its duty of care to students,
- plan, resource, monitor and evaluate College services and functions,
- comply with DE&T reporting requirements,
- comply with statutory and or other legal obligations in respect of staff,

- investigate incidents or defend any legal claims against the College, its services or its staff, and
- comply with laws that impose specific obligations regarding the handling of personal information.

5. Collection of Personal Information

The College collects and holds personal information about students, parents and staff.

6. Use and disclosure of the personal information provided

Students and Parents:

6.1 The purposes for which the College uses personal information of students and parents include:

- keeping parents informed about matters related to their child's schooling,
- looking after students' educational, social and health needs,
- celebrating the efforts and achievements of students,
- day-to-day administration,
- satisfying the College's legal obligations, and
- allowing the College to discharge its duty of care.

Staff:

6.2 The purposes for which the College uses personal information of job applicants, staff members and contractors include:

- assessing the suitability for employment,
- administering the individual's employment or contract,
- for insurance purposes, such as public liability or WorkCover,
- satisfying the College's legal requirements, and
- investigating incidents or defending legal claims about the College, its services or staff.

6.3 The College will use and disclose personal information about a student, parent and staff when:

- it is required for general administration duties and statutory functions,
- it relates to the purposes for which it was collected, and
- for a purpose that is directly related to the reason the information was collected and the use would be reasonably expected by the individual and there is no reason to believe they would object to the disclosure.

6.4 The College can disclose personal information for another purpose when:

- the person consents, or
- it is necessary to lessen or prevent a serious or imminent threat to life, health or safety or
- is required by law or for law enforcement purposes.

7. Where consent for the use and disclosure of personal information is required, the college will seek consent from the appropriate person. In the case of a student's personal information, the college will seek the consent from the student and/ or parent depending on the circumstances and the student's mental ability and maturity to understand the consequences of the proposed use and disclosure.

8. Accessing personal information

A parent, student or staff member may seek access to their personal information, provided by them, that is held by the College.

Access to other information may be restricted according to the requirements of laws that cover the
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management of school records. These include the *Public Records Act* and the *Freedom of Information Act*.

9. Updating personal information

The College aims to keep personal information it holds accurate, complete and up-to-date. A person may update their personal information by contacting the Office Manager.

10. Security

10.1 College staff and students have use of information communication technologies (ICT) provided by the College. This use is directed by:

- *DE&T's Acceptable Use policy for Internet, email, and other electronic communications.*
- *DE&T's IT Security Policy.*
- *Gladstone Park Secondary College Internet Usage document.*

10.2 Web Sites

Information Collected:

Gladstone Park Secondary College web and web server does not record any personal user information or data for statistical purposes.

Parent consent will be sought before students photographs are posted onto the website.

11. Complaints under Privacy

Should a person have a complaint about personal information privacy the complaint should be directed to the Principal and it will be investigated in accordance with *DE&T's Privacy Complaints Handling Policy*.

12. College community members will be provided with appropriate professional development relevant to this policy.

13. Review Date

This policy shall be reviewed in 2005 or earlier if required.

(Refer to the Victorian Government Schools Reference Guide at 6.28 for further information)

This policy was adopted by the Gladstone Park Secondary College Council on 16 September 2003.

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SEXUAL HARASSMENT POLICY

Introduction

Gladstone Park Secondary College is committed to providing a safe workplace, free from sexual harassment. GPSC considers sexual harassment an unacceptable form of behaviour which will not be tolerated under any circumstances. This *Sexual Harassment Policy* sets out the requirements for maintaining the School's workplace as free from sexual harassment.

Sexual harassment is unlawful behaviour under the Commonwealth [Sex Discrimination Act 1984](#) and the Victorian [Equal Opportunity Act 1995](#).

The procedures for dealing with allegations or instances of sexual harassment and possible consequences regarding any breach of this policy are dealt with in the Education Department's *Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance*:

<http://www.eduweb.vic.gov.au/hrweb/workm/perform/conduct.htm>

This *Sexual Harassment Policy* applies to all people in the workplace including school council employees, casual staff, volunteers, contractors and students. It covers all persons in the workplace acting as agents of the Department of Education and Early Childhood Development (DEECD). Every person in the workplace is responsible for maintaining a working environment free from sexual harassment and is potentially liable for his or her actions if sexual harassment occurs.

The responsibility for providing a working environment free from sexual harassment is discharged through principals, managers and school councils.

If a complaint of sexual harassment is made, or sexual harassment is observed or brought to the attention of a principal or manager, it must be acted upon immediately and managed in a sensitive and confidential manner. Managers and principals have no option but to take action once a complaint is raised. Action will be taken against any person in the workplace found to have sexually harassed another person.

Where sexual harassment is found to be substantiated, the consequences for the person against whom the complaint is made will depend on a range of factors. The consequences may include an apology, counselling, undertaking training, or disciplinary action such as dismissal.

In implementing the *Sexual Harassment Policy*, GPSC affirms its commitment to the prevention of sexual harassment and the implementation of equal opportunity principles.

These principles:

- uphold the rights of all people in the workplace to a safe working and learning environment free from sexual harassment;
- support diversity and inclusive work and learning practices;
- promote respect amongst all people in the workplace;
- encourage fair and equitable treatment of people in the workplace;
- allow people in the workplace to have redress against unfair and unreasonable treatment.

In accordance with the public sector values and employment principles in the Public Administration Act 2004, GPSC is also committed to respecting, promoting, supporting and implementing human rights set out in the *Charter of Human Rights and Responsibilities 2006*.

Legislative Context

The Victorian *Equal Opportunity Act* 1995 addresses sexual harassment in Part 5. Section 85 (1) provides:

“a person sexually harasses another person if he or she -

- a) makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the other person; or*
- b) engages in any other unwelcome conduct of a sexual nature in relation to the other person - in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated”.*

Section 85(2) provides:

“conduct of a sexual nature” includes –

- a) subjecting a person to any act of physical intimacy;*
- b) making, orally or in writing, any remark or statement with sexual connotations to a person or about a person in his or her presence;*
- c) making any gesture, action or comment of a sexual nature in a person’s presence.”*

Similar provisions apply under the Commonwealth Sex Discrimination Act 1984. Sexual harassment can also amount to discrimination on the grounds of gender under both the Commonwealth and State legislation.

Sexual harassment is prohibited in any work-related context, including work functions, conferences and training programs even if they are outside normal working hours or outside the location of the primary workplace. Accordingly, references in this policy to the workplace include all places in which work-related activities occur. Work-related activities could include, for example, an after hours staff social function.

The legislation covers, amongst others, employees, prospective employees, employers, people in a common workplace, students and prospective students.

What is sexual harassment?

Sexual harassment is conduct of a sexual nature that is unwelcome. Sexual harassment can be physical, verbal or written. It involves behaviour that could reasonably be expected to make a person feel offended, humiliated or intimidated. Even if the behaviour is not intended by the individual to be sexually harassing, it may still be unlawful.

Sexual harassment can be physical, verbal or visual and may include statements or transmissions by phone, fax, video conference, internet and e-mail, and will vary in the degree and extent to which it causes affront and distress. Both males and females can be subjected to sexual harassment from either persons of the same or opposite gender.

Sexual harassment may include:

- comments about a person’s sex life or physical appearance;
- comments of a sexual nature;
- suggestive behaviours such as leering and ogling;
- unnecessary physical intimacy such as brushing up against a person;
- physical contact such as touching or fondling;
- ‘flashing’ or sexual gestures;

- sexual propositions or repeated unwanted requests for dates;
- making promises or threats in return for sexual favours;
- sexual jokes, offensive telephone calls, displays of offensive photographs, reading matter or objects;
- sending jokes or graphics of a sexual nature by e-mail, internet or fax;
- unwelcome questioning about a person's private life;
- offensive computer screen savers;
- unwanted requests for sex; and
- stalking, indecent assault or rape (which are also criminal offences).

Sexual harassment is not behaviour that is based on mutual attraction, friendship and respect. Where the interaction is consensual, welcome and reciprocal it will not amount to sexual harassment. However, judgements about what constitutes consensual, welcome and reciprocal interaction may be influenced by the relative power of the people involved. The capacity of persons in positions of authority to influence others and affect their well-being is a factor that will be taken into account in the management of any sexual harassment allegation.

It is not the intention of this policy to interfere in personal lives and relationships. However, an employer has an obligation to ensure that sexual harassment does not occur and that professional standards of conduct are maintained in the workplace. The effect of sexual harassment on those people involved and on the workplace as a whole can range from annoyance to deep distress and can lead to an intimidating, hostile and offensive work environment. This can contribute to reduced quality of work, low productivity, distraction from work, low morale, absenteeism, poor health and high staff turnover. Sexual harassment can deny people their entitlement to the quiet enjoyment of life in the workplace.

Criminal offences

Sexual harassment may in certain circumstances constitute a criminal offence. A criminal offence of a sexual nature can include inappropriate touching and inappropriate verbal comments concerning people in the workplace and members of the public. Sexual harassment involving physical or indecent assault, stalking, making nuisance phone calls or the sending of obscene material using mail, e-mail or the internet, may be an offence under criminal law. Allegations of this nature must be reported to the police. The employer has a responsibility to deal with allegations even when the police are or have been involved, and to determine appropriate action in the context of the workplace. In relation to complaints involving staff, close liaison by the principal or manager with the Education Department's Conduct and Ethics Branch and the police is necessary at the outset to ensure that the police investigation is not interfered with or compromised in any way.

Allegations involving students

Sexual offences against children or young persons can have mandatory reporting implications, which require contact with the Department of Human Services. Teachers and others involved in the provision of education to students owe a duty of care to students to protect them from risks of injury which are reasonably foreseeable.

It is unlawful for students to sexually harass other students, staff or agents of the school. The responsibilities of students in relation to maintaining a school environment free of sexual harassment are set out in the school's Student Code of Conduct.

The Student Critical Incident Unit supports the Education Department's commitment to ensuring that schools provide safe, supportive and secure environments for all students, in order to create an optimal learning environment. Its role is to:

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- ensure principals, schools and regional staff are supported to appropriately respond to alleged sexual and/or severe physical assaults involving students;
- ensure that all schools provide an appropriate duty of care to all students; and
- provide advice to principals and regional staff on ensuring continuity of care to students and staff.

In addition, the Unit is responsible for:

- maintaining close networks with external agencies, both government and non-government, that have a shared responsibility and interest in the prevention and/or support of students who have been involved in alleged sexual and/or physical assaults;
- improving student resiliency by addressing issues affecting student health and wellbeing.

All critical incidents should be reported promptly to the Emergency and Security Management Unit on (03) 9589 6266. The Emergency and Security Management Unit will immediately notify the Student Critical Incident Advisory Unit who will make direct contact with the school. The Student Critical Incident Unit can be contacted on (03) 9637 2934.

Commitments

The GPSC's commitment to the elimination of sexual harassment includes:

- widely publicising the policy and providing a copy in electronic form to all employees;
- facilitating access to sexual harassment training;
- providing support for managing complaints;
- reviewing and updating policies in consultation with relevant stakeholders;
- maintaining the Education Department's commitment to its relationship with the Victorian Equal Opportunity and Human Rights Commission in promoting harassment free workplaces.

The responsibility for providing a working environment free from sexual harassment is discharged through principals, managers and school councils.

Under the *Equal Opportunity Act* 1995, the Education Department and school councils may be held to be vicariously liable for the actions of their employees and agents unless they can demonstrate that they have taken all reasonable steps to prevent the conduct from occurring. An employer is required to take action if aware of any behaviour which could constitute sexual harassment, even if no complaint has been lodged. Principals, teachers, managers, students, staff and other persons can be liable for the actions of others if they authorise, encourage or assist sexual harassment. In some circumstances, inaction can amount to implicit authorisation.

Gladstone Park Secondary College is committed to ensuring that all persons in the workplace are aware of their rights and obligations with respect to sexual harassment and is committed to providing staff with appropriate training and access to information and services.

The Education Department has designated contact persons who can provide information and support in relation to sexual harassment and support any prospective complainant. At GPSC the person responsible is the Principal. See Contacts at the end of this policy.

Roles and Responsibilities

The responsibilities of principals, managers and school councils include:

- modelling appropriate behaviour;
- monitoring the working environment to ensure as far as practicable that acceptable standards of conduct are maintained at all times and that sexual harassment is not tolerated;
- promoting awareness of the avenues for advice and the complaints procedures with respect to sexual harassment as set out in this policy;

- treating seriously complaints and behaviour which may constitute sexual harassment and taking immediate action;
- treating complaints of sexual harassment with appropriate confidentiality;
- ensuring that a person is not victimised for making, or being involved in, a complaint of sexual harassment;
- identifying an appropriate contact person to provide information and support to complainants or respondents (the contact person should not provide support to a complainant and a respondent involved in the same matter);
- referring to this policy in the school, student and staff codes of conduct and practice;
- where an allegation involves a student, ensuring that an appropriate network of support, guidance, counselling and liaison with parents/guardians is established in accordance with duty of care obligations.

All employees have a responsibility to:

- comply with the Sexual Harassment Policy;
- participate in any training provided by the Education Department, including completing the online sexual harassment training course;
- model appropriate behaviour;
- treat information in relation to sexual harassment allegations with appropriate confidentiality;
- ensure that a person is not victimised for making or being involved in, a complaint of sexual harassment.

The role of any contact person is to:

- be familiar with the Sexual Harassment Policy including the procedures for dealing with allegations of sexual harassment;
- understand the negative effects that sexual harassment can have in the workplace, and particularly the effect that making a complaint can have;
- act as a point of contact for a person considering making a complaint or seeking information about sexual harassment;
- provide the complainant with information about the various options and avenues for advice and the complaints procedures;
- understand that the role of the contact person is to provide information and support to the complainant, and does not extend to investigation, conciliation, making a judgement about what constitutes sexual harassment, or other intervention;
- participate in any training provided by the Education Department.

Fairness

The principal or manager must ensure that every complaint is dealt with in a manner that is both procedurally and substantively fair. The principles of natural justice to be observed include:

- the right of each party to be heard;
- the right of each party to be treated fairly;
- the right of the respondent to have a witness or support person, who may be a union representative, present at any meetings;
- the right of the respondent to know the allegations made against him or her;
- the right of the respondent to respond to the allegation(s) made against him or her;
- the right of both parties to a decision-maker who acts fairly and in good faith.

Counselling

If at any stage throughout the procedure the complainant or respondent or any other person requires counselling, contact should be made with the Employee Assistance Program. The Program is confidential and employees can access it by contacting the provider, Converge International, on 1800 337 068.

Complaints

In the case of students, all complaints should be made in the first instance to the appropriate Year Level Co-ordinator (YLC). The YLC will investigate the complaint and if not resolved at this level, it should be referred to the Sub-School Principal responsible for student welfare.

Consequences if this policy is breached

The procedures for dealing with allegations or instances of sexual harassment and possible consequences regarding any breach of this policy are dealt with in the Education Department's *Guidelines for Managing Complaints, Misconduct and Unsatisfactory Performance*:

<http://www.eduweb.vic.gov.au/hrweb/workm/perform/conduct.htm>

Where sexual harassment is found to be substantiated, the consequences for the person against whom the complaint is made will depend on a range of factors. The consequences may include an apology, counselling, undertaking training, or disciplinary action including dismissal.

Contacts

DEECD Central; Conduct and Ethics – (03) 9637 2591
 Diversity and Equity – (03) 9637 2457

DEECD Regional; Northern Metropolitan Region – (03) 9488 9488

At GPSC; The Principal – (03) 9933 0500

Victorian Equal Opportunity and Human Rights Commission (03) 9281 7100

Adopted at School Council on 21 August 2007

Amended at School Council on 17 August 2010 -- (This document is a full revision of GPSC's existing policy and drawn from the DEECD's Sexual Harassment Policy.)

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SCHOOL – BUSINESS/COMMUNITY PARTNERSHIPS POLICY

RATIONALE:

School partnerships acknowledge that the learning, development, health and wellbeing of children and young people are the collective responsibilities of families, community and Government. Schools wanting to enter into a partnership must all have this single purpose of improving the educational outcomes for children and young people.

OBJECTIVE:

What is a school community partnership?

An effective education partnership provides opportunities to achieve improved learning, enhance engagement, wellbeing and development and contribute to successful transitions and pathways for children and young people. It is a mutually beneficial relationship that achieves outcomes that extend beyond what organisations can achieve in isolation. However, in any business relationship with a school, business must not directly profit or gain financial benefit through marketing or product placement.

IMPLEMENTATION:

What are the first steps to an effective partnership?

All partnerships should be well considered and planned to ensure the relationship adds value to the partner and the school and ultimately improves student outcomes. It is advisable before entering into a partnership, that a school partnership policy is produced which outlines the principles, options and method that will guide a school through the partnership process and the types of partnerships a school will and will not consider.

The role of school council:

School Council approval is required for all arrangements, formal agreements and partnerships between the school and external organisation. Apart from donations or gifts without conditions, the arrangements for all relationships must be confirmed in writing.

All relationships are subject to audit and public accountability processes and should be reported by school council in the audited financial statements as part of the annual report. A copy of all documents relating to an approved partnership must be made available (if required) to the Department or for audit purposes. Under no circumstances will any relationship be entered into on a 'confidential' basis.

What are the types of partnerships a school can enter?

The type of partnerships that schools enter into varies widely in scope, complexity and formality. Some of the types of partnerships a school may consider are with:

- business
- local government
- community
- other educational providers

Sponsorships:

Sponsorship is the purchase of rights or benefits, including naming rights, delivered through association with the sponsored organisation's name, products, services or activities. The rights or benefits typically relate to the sponsor's reputation management or communication objectives. Gladstone Park does not enter into Sponsorship Partnerships.

Additional information is available at Section 6.23 of the Victorian Government Schools Reference Guide. See

http://www.education.vic.gov.au/management/governance/referenceguide/management/6_23.htm

REVIEW:

This policy will be reviewed in three years time or earlier if needed.

Adopted at Council on 21 June 2011.

(This policy replaces the Developing School-Business/Community Relationships policy)

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STUDENT ATTENDANCE POLICY

Rationale:

It is important that students attend as many classes as possible. Students who miss school tend to fall behind in their work, lose confidence and often fail.

Aims:

This policy seeks to advance the government's position that all schools adopt policies that encourage maximum attendance.

The policy also seeks to encourage students to attend school as much as possible to enhance their prospects of achieving their maximum educational potential.

Implementation:

From the beginning of 2008, students must have a minimum 90% attendance or they will automatically fail. 90% attendance is defined as:

- * Being in class
- * On an approved school activity (e.g. inter school sport or Rock Eisteddfod)
- * On special leave approved by the Sub-School Principal or delegate (e.g. funerals)

This means that the maximum number of allowable days absent per semester is 10.

If a parent/guardian is aware of any confidential, medical or personal circumstance that will affect their son or daughter's attendance, they are to contact the relevant Sub-School as soon as possible.

Extended family holidays will never be accepted for the 90% minimum attendance for students in Year 11 or 12. Generally they will be accepted at Year 7-10 if the Sub-School is contacted in advance. **But note; students that have extended absences without prior permission, such as when going overseas, will have their enrolment withdrawn and their place offered to a student on the waiting list.**

To meet Education Department requirements and to ensure student safety, the school must record that parents are aware of all absences, including those for minor illnesses or for personal reasons. The school needs a written note or a phone call. If the school has not been contacted, the parent/guardian will be telephoned at work or home.

Evaluation:

This policy will be reviewed in three years time or earlier if required.

(Refer to the Victorian Government Schools Reference Guide at 4.1.6 for further information)

Approved by School Council on 18 March 2008

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STUDENT DRESS CODE

1. RATIONALE

A college uniform provides an effective means for all students to share a positive identity with the college and is a ready means for the whole community to identify with the college.

2. GUIDELINES

- 2.1 The School Council is responsible for the determination and development of policy related to the Student Dress Code, in consultation with the school community. The cultural background of the school community should be taken into consideration when determining the uniform and any changes to the uniform.
- 2.2 The uniform should assist in minimising socio-economic differences that may exist between students.
- 2.3 The School Council should liaise regularly with appropriate suppliers to ensure the availability of uniform items.
- 2.4 In determining college uniform, careful consideration should be given to lasting quality, practicality, cost of the items proposed and the implications of equal opportunity and occupational health and safety.
- 2.5 College uniform is expected to be worn by all students at all times, including to and from school, unless otherwise stated. Students may be exempted for medical reasons. Support will be offered to families facing financial hardship in complying with the Student Dress Code.
- 2.6 Separate items of uniform should be available to Year 12 students in order to enhance their identity as senior students of the college.
- 2.7 To ensure adequate notice to parents and retailers, changes in uniform should be implemented with at least twelve months lead time.
- 2.8 The principal has the ultimate authority to interpret the college uniform.
- 2.9 Items of uniform worn should be identical with those described in the College Uniform Brochure available from the general office as well as in the School Planner.
- 2.10 Parental concerns relating to the Student Dress Code should be directed to the Education Policy and /or the Student Dress Code sub-committee of School Council.

3. IMPLEMENTATION

- 3.1 Students are expected to provide a note from parents giving good reason when they are not in school uniform.
- 3.2 A Uniform Pass may be issued by the sub-school and students are expected to carry this at S:\School Organisation\School Policy Documents\POLDOC1 as at June 2011.doc

all times when not in uniform.

- 3.3 College uniform should be clean and tidy at all times and where necessary, hair should be kept tied to keep it safe and only natural hair toning is permitted.
- 3.4 Minimal jewellery is permitted and no make-up is to be worn.
- 3.5 Sanctions will be applied to those students out of uniform without permission.
- 3.6 Families in financial need can access assistance for uniforms through Student Services and/or from the State Schools' Relief Committee.

4. EVALUATION

This policy will be reviewed in three years time or earlier if needed.

(Refer to the Victorian Government Schools Reference Guide at 4.8 for further information)

Policy developed by Curriculum and Policy Sub-Committee

Policy adopted by School Council 24 June 1993

Further changes approved by Council 16 Nov. 2004

Amended at Council 8 April 2003.

Amended at Council 19 February 2008.

Amended at Council 18 August 2009

Amended at Council on 16 November 2010 (renamed and updated to comply with Dept. guidelines)

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STUDENT ENGAGEMENT POLICY

1. A whole school profile statement

Gladstone Park is a single campus, coeducational Year 7 to 12 College of about 1500 students that services a large residential community in the North Western suburbs of Melbourne. Currently more than 30 schools provide students for entry at Year 7. Whilst 90% of the students were born in Australia, over 34 countries of birth are represented in the remaining 10%. This provides students with a culturally diverse and rich learning environment. We celebrate this diversity. The school provides a core and elective system within the Year 7 to 9 curriculum and integrates a predominantly elective based program at Year 10. VCE and VCAL structures are offered at Years 11 and 12. A considerable proportion of Year 10 students undertake a VCE subject or pursue additional pathway options within the conventional curriculum program. A Select Entry Accelerated Learning (SEAL) program also is in existence.

The school provides a significant extracurricular and enrichment program including, but not limited to:

- a large House competition program
- a comprehensive interschool sports program
- debating and public speaking
- a wide range of academic competitions
- a large Arts and Performing Arts program
- Student Representative Council

These programs have led to an increase in student connectedness to school.

Gladstone Park is divided into three sub-schools, Junior, Middle and Senior, each of which is managed by a sub-school Principal. This structure creates a sense of belonging and connectedness for students, who have a small team of coordinators supporting them. Each sub-school also has staff members whose role is to develop student leadership and provide age-specific programs to enhance the engagement of students.

In addition to support offered by classroom teachers and Year level coordinators, Gladstone Park has a Student Services Team that consists of:

- two full time Educational Psychologists
- a part-time Educational Psychologist provided by the region
- a part-time Social Worker provided by the region
- a part-time Speech Pathologist
- a School Nurse
- a 'Docs in School' Doctor
- two full time Career development staff, one working with students in Senior School and one with Middle School
- a whole-school Attendance Officer
- Youth Pathways workers

These staff are involved in the counselling of students on a referral basis as well as being involved in the development and delivery of programs to promote positive peer relationships and engage students in their education.

2. A whole school engagement statement

At Gladstone Park, our major purpose is to:

- support students in achieving academic success, which will give them the best possible chance in gaining entrance into University/Tertiary Education or employment
- provide an invigorating learning environment which promotes merit, leadership and resilience and enables students to become valuable contributors to social, community and professional environments
- enhance success and encourage students to be involved in extra curricular activities
- develop students to become independent learners who are resilient, responsible and strive to reach their full potential.

School Motto: “Knowledge is Power”

The core school values at Gladstone Park are:

| | | | |
|-------------|----------------|-------------|-----------|
| Cooperation | Responsibility | Persistence | Tolerance |
| Honesty | Respect | Equality | |

The most fundamental school value at Gladstone Park is respect. There are three types of respect that we at Gladstone Park speak about with the College Community:

- respect for peers
- respect for teacher and the school
- self respect

At Gladstone Park we believe that student success is related to their attendance at school. Our attendance policy is designed to improve student outcomes and engagement. Our regular monitoring and follow-up of absences helps us to achieve the goals related to attendance as stated in our Strategic Plan.

A wide range of programs are offered to students to enhance their engagement at school. Programs that focus on academic success include the *Afterschool Tutor Program* that occurs on four afternoons a week and the *Managed Individual Pathways (MIPS)* program. In order to enhance positive peer relationships the Year 7's have a weekly *Pastoral Care Program*, A Peer Support program, a Year 7 camp and parent BBQ. All Year 9 students do the *Centre Against Sexual Assault (CASA)* Program and are involved in a *Health qqqDay* where issues such as *Cyber-bullying*, *Healthy Relationships* and *Helping Friends* are addressed. Year 9 students also attend a city experience week. Students in all year levels can participate in school camps and sport; Leadership Training; Lunchtime Activities; Debating and Public Speaking; an Instrumental Music program; drama and musical productions including the *Rock Eisteddfod*; *Gladdy's Got Talent* and the *Diversity Week Concert*. An Italian exchange program is also offered to students.

The celebration of student success is a high priority at Gladstone Park as we believe that it promotes pride and connectedness to the school community. We celebrate student academic success and endeavour through midyear and end of the year award ceremonies, year level assemblies, newsletter articles and staff meetings.

3. Rights and responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992* (in conjunction with DEECD Disability Standards for Education 2005)
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

The College seeks to develop and maintain a harmonious and safe learning environment in which all members of the College are valued, regardless of gender, racial or ethnic background, location of residence, socio-economic status, sexual orientation, physical or intellectual disability or emotional status. The rights and responsibilities of students, staff and parents are summarised in the following core principles:

- individuals should be valued and treated with respect and dignity
- students have the right to learn in an environment that is safe and secure
- it is the right of every student to work and learn without fear of bullying or harassment of any kind, including sexual, cyber, verbal, psychological, religious or racial discrimination
- teachers have the right to be able to teach in an environment that is conducive to learning
- parents have right to be informed and involved in the education of their child
- responsibilities of all members of the school community should be made clear and honoured
- college decision-making processes should be collaborative and lead to commitment and cooperation

The School Council Education Policy sub-committee is responsible for the ongoing evaluation and consistent implementation of student engagement policies and procedures. This policy should be read in conjunction with the Anti- Bullying and Anti-Harassment Policy. All policy documents are available on the school website at:

<http://www.gladstoneparksc.vic.edu.au/gladstone/>

4. Shared expectations

School values and expectations with regard to student behaviour, work ethic and attendance are made explicit to students during Year level assemblies and to parents through information nights, enrolment interviews, newsletters and letters posted home.

Staff are made aware of the College expectations and policies through a teacher code of conduct related to their level of experience and this is first introduced during the induction process for new staff. These expectations are reiterated during staff meetings, briefings, in the staff handbook and at professional development activities.

- support the school's actions to improve student learning and behaviour
- provide their child with the necessary books and equipment required to access the curriculum
- provide their child with the College Uniform
- ensure that the child attends school regularly and arrives at school on time
- inform the school of any issues that may impact upon student progress.

The expectations of students are that they will:

- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- respect the rights of others including the right of students to learn and of teachers to teach
- take responsibility for their own learning by participating in the educational programs offered by the school, including support programs such as after school tutoring when needed
- adhere to the College Attendance Policy

The expectations of teachers are that they will:

- treat all students and members of the school community with respect
- value the student as an individual and cater for their learning needs
- use inclusive teaching practices to deliver a curriculum which is relevant, appropriate and challenging
- communicate concerns to students, sub-schools, and parents when issues arise
- provide constructive and timely feedback to students.

In order to ensure that students achieve their full educational and social potential, Principals have a responsibility to ensure that:

- the school community is fully informed about College expectations and policies
- staff are supported in the implementation of school policies through the provision of resources
- families in need are provided with material support through the Student Services Program
- where appropriate, counselling and assessment is provided through the Student Services Program
- the College provides a range of proactive programs
- physical environments conducive to positive behaviour and effective engagement in learning are provided.

5. School Actions and Consequences

Positive student behaviour and academic and sporting excellence is celebrated in a variety of ways. Gladstone Park has both midyear and end of year award ceremonies. In addition success is celebrated through year level assemblies, publications including the school newsletters and marketing materials, staff briefings and daily bulletin notices. These are in addition to the programs described earlier in Section 2 of this document.

A staged response will apply to students who do not comply with the expectations stated throughout this document. The purpose of this approach is to assist students to modify their behaviour for a positive outcome. The College will endeavour to communicate to parents as early as possible any concerns and where appropriate will include the parents in developing support strategies for their children.

Welfare support strategies to assist students should be timely and may include:

- referral to Student Services for counselling or educational assessment
- peer mediation
- integration support
- tutoring
- outside and/or community support agencies
- broader educational programs, e.g. Teaching Unit
- careers and Managed Individual Pathways counselling
- student support group meetings
- development of individual learning, attendance and/or behaviour plans

Discipline support strategies to assist students may include:

- detentions issued by teachers
- Principal detentions including after-school and Saturday detentions
- conduct cards
- catch-up classes
- exclusion from class where appropriate
- internal suspension where appropriate

Finally, suspensions and expulsions may result when, despite a range of staged responses and support strategies being implemented, a student is not able to meet the expectations as outlined in Section 4. “Shared Expectations”.

Detention

A school detention is a serious sanction for students who fail to respect the rights of others. They are supervised by experienced members of staff. Students are required to work on schoolwork in silence. Parents are given 24 hours notice.

Student Support Group

- A Student Support Group may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students.
- *Student Support Groups are established when the school or parent feels that the student’s misbehaviour is not an aberration but is developing into a consistent trend. The focus is on mutual respect and maintaining high expectations*

Exclusion

In general, students benefit from 100% attendance in all classes. This aids the continuity of their learning. Students may be temporarily excluded from class by a teacher who then needs to address the situation quickly. Any prolonged exclusion must be referred to the Sub-school which shall contact parents.

Suspension

Suspensions are a very serious form of sanction and the Department's written procedures will be adhered to.

Expulsion

Expulsion is the most serious form of sanction available and will only be used when all other avenues of improving behaviour have been exhausted unless the behaviour was of such magnitude that it met the Department's guidelines for immediate sanction. In all cases, regional personnel will be involved and parents will be invited to the school and provided with all relevant information, including their rights of appeal.

This policy was adopted at School Council on 15 December 2009.

Amended by Council approval on 17 August 2010 to include a cross reference with the Anti-Bullying and Anti-Harassment Policy

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STUDENT PROMOTION POLICY (Includes VCE Studies Information)

1. PURPOSE

The policy is designed to reflect Government policy requiring that all students have access to challenging, purposeful and comprehensive experiences. In the exceptional circumstances where retention at the current level is recommended, the guidelines set out place emphasis on the need for a comprehensive and supportive set of processes to be followed.

2. GUIDELINES

- 2.1 Students and parents are to be fully advised of courses available and those for which the students appear to be best suited. Such advice may include that of repeating a year's study of course where appropriate.
- 2.3 Promotion 7->8, 8->9, 9-> 10
 - 2.3.1 That each student is promoted, except in cases where it can be demonstrated that to repeat the Year Level would be in the best interests of the student. This would be after consultation between parents and coordinators.
 - 2.3.2 That the Year Level Coordinator formally initiates the process of identifying students at risk after the mid year report. This stage involves preliminary discussion with teachers, the student and parents.
 - 2.3.3 That the Year Level Co-ordinator will monitor progress and consult with parents of students at academic risk, either formally or informally, following the term 3 Progress Reports.
 - 2.3.4 That when promotion is not considered to be the best option for the student, the Year Level Coordinator would consult the teachers involved and present their opinions to the meeting with the parents and the student.
 - 2.3.5 That after due consideration, the Level Coordinator may recommend the retention of the student at the current level to the parent.
- 2.4 Promotion Year 10->VCE
 - 2.4.1 That promotion to Year 11 be based on:
 - (a) The student being able to demonstrate a readiness for Year 11. The first opportunity for this will happen as a result of an interview during week 2 of term 3.
 - (b) Where a student has not demonstrated a readiness for Year 11 the student will be counselled about what they need to do prior to being given another opportunity to demonstrate their readiness.
 - (c) Where given every opportunity, a student has not be able to demonstrate readiness for Year 11 the student will have the full support of the MIPS coordinator to find an appropriate setting.

- (d) When promotion is not considered the best option for the student the Level Coordinator will consult with the teachers involved, the parents and the student.

2.5 Promotion from Year 11-> 12 Taking the Victorian Curriculum and Assessment Authority requirements into account: -

2.5.1 Transition from the first year of the two year VCE to the second year will be achieved after a process of course counselling. The course counselling process may lead to some students deferring their attempt of units 3 & 4 for one year.

2.5.2 Students who receive an 'N' for both English units I & 2 generally will be required to repeat these units before proceeding to English units 3 & 4.

2.6 Where agreement has been reached with the parent/guardian of the student that repeating the year would appear to be the best option for the student, progress during the following year would be monitored by the Level Coordinator and supported by the Student Services Team.

2.7 VCE Studies

While some students study Units 3 and/or 4 subjects in year 11, the College policy is that students should also study at least five Unit 3 and/or 4 subjects in year 12. However, in recognition of instances where special circumstances may arise, and at the sole discretion of the Principal or authorised delegate, exceptions may apply if:

1. The student has successfully completed 2 Unit 3 and/or 4 subjects in year 11 – the student may apply to undertake only four Unit 3 and/or 4 subjects in year 12.
2. Students who enrol in LOTE at the Victorian School of Languages to study Unit 3 or 4 LOTE and have successfully completed one subject at Unit 3 or 4 in year 11 – those students may apply to undertake only four Unit 3 and/or 4 subjects in year 12.
3. Students who undertake to complete VCE over a three-year time frame may apply to undertake fewer studies at year 12.

College community members will be provided with appropriate professional development relevant to this policy.

(Refer to the Victorian Government Schools Reference Guide at 4.1.5 for further information)

- Developed by Curriculum Committee (staff and student representation)
- Consultation with Senior Staff (meeting November 1989)
- Approved by staff (meeting, November 1989)
- Approved by Policy and Curriculum Sub-Committee (30.11.1989)
- Approved by Council, December 1989)
- Presented to Council June 1991 for amendment
- Reviewed and approved by Council 18/5/2000
- Amended at College Council 8 April 2003. (PD and cross reference added)
- Amended at Council 19 June 2007

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SUN/UV RISK AWARENESS POLICY

RATIONALE

Australia has the highest rate of skin cancer in the world. It is estimated that more than 75% of all skin cancers could be prevented by practising sun protection in early childhood and adolescence.

This Sun/UV Risk Awareness policy has been developed to ensure that all students and staff attending Gladstone Park Secondary College are protected from over-exposure to the harmful ultraviolet rays of the sun. This policy documents our sun protection practices in the areas of behaviour, curriculum and environment. These practices will be applied to all school activities including sports carnivals, excursions and camps.

OBJECTIVES

The goals of the Sun/UV Risk Awareness policy are to:

- (a) Increase student and community awareness of skin cancer.
- (b) Assist students to develop strategies which encourage responsible decision making about skin protection.
- (c) Work towards a safe school environment which provides shade for students and staff.
- (d) Encourage students, parents and staff to wear protective clothing, hats and sunscreen during high risk times such as lunchtimes, sports, excursions and camps.
- (e) Ensure that parents are informed of the school's Sun/UV Risk Awareness policy.

IMPLEMENTATION

Behaviour:

- Encourage all students and staff to seek shade and/or to wear sun protective hats that shade the face, neck and ears during recess, lunchtime and during sporting and other high risk activities where there may be exposure to UV rays; wear clothing with sleeves and collars that are made from a closely woven fibre; and apply at least SPF 15 broad-spectrum water-resistant sunscreen before all outdoor activity and reapply every two hours.

School Organisation:

- School Uniform

Encourage use of a protective hat.

- Assemblies

Outdoor assemblies to be held early morning or in shade where possible.

- Physical Education and Sport Education

All students should be encouraged to be protected from the sun during outdoor physical education and sport classes.

- Camps and Excursions

Suitable hats, clothing and sunscreen should be required for all camps and excursions. These items must be listed on the clothing/equipment list. Sunscreen dispensers will be taken to all outdoor College swimming and athletic sports - for the use of the staff and students.

- Adult role models

Appropriate behaviour should be modelled by staff and encouragement provided to parents to reinforce the policy.

- Occupational Health and Safety

Consideration should be given to sun protection for all staff involved in outdoor activities including yard duty. Physical education and sport education teachers should be encouraged to take appropriate sun protection measures as they are particularly at risk from UV radiation. Sunscreen dispensers will be placed in the main staffroom, staff toilets and in the gym staffroom.

Curriculum

- Incorporate sun protection and skin cancer prevention programs into the appropriate subject areas of the school curriculum.
- Encourage students to be actively involved in initiatives to protect the school community from over-exposure to the sun.
- Promote sun protection throughout the year via the school newsletter, assemblies, daily messages, parent and staff meetings and whole school activities.

Environment

- Adequate provision of shade within the school grounds for students should be encouraged.
- Temporary shade structures should be considered as a short term measure.

This policy will be monitored by a committee, chaired by a Education Policy committee representative, and composed of a representative from SRC, Staff Welfare and Health Curriculum Leader who will ensure:

1. All new staff have been briefed on the Sun/UV Risk Awareness policy.
2. The Sun/UV Risk Awareness policy is included in the school diary each year.

3. Sunscreen is included on the school booklist.
4. Sunscreen is available for purchase at the Canteen.
5. Sun/UV Risk Awareness practices are promoted regularly from September through to May.
6. Through information provided by Cancer Council Victoria and other sources, the College will endeavour to remain up to date with Sun/UV exposure issues.

EVALUATION

A committee composed of a representative from SRC, Staff Welfare, Health Curriculum Leader, Nurse Educator and Education Policy and Welfare and convened by the Assistant Principal (Staff and Student Welfare) will review the effectiveness of this policy each year. It will:

1. Review the Sun/UV risk awareness and behaviour of students, staff, parents and guests visiting the school.
2. Assess the provision of shade in the school.
3. Assess the use of shade by students and staff.
4. Check plans for future buildings and grounds with regards to shade provision (in consultation with the School Council).
5. Evaluate and update the Sun/UV Risk awareness and the skin cancer prevention component of the curriculum in collaboration with the Health and Physical Education staff.

College community members will be provided with appropriate professional development relevant to this policy.

(Refer to the Victorian Government Schools Reference Guide at 4.5.11 and 4.4.4.7 for further information)

**Revised in July 2006 when SunSmart accreditation could no longer be maintained.
Approved at Council on 18 July 2006.**

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SUPPORT for STUDENTS ENGAGED in ELITE ACTIVITIES POLICY

Rationale:

The Support for Elite Student Activity Fund is designed to help students who have excelled and been invited to compete in any field at a state, national or international level, but are struggling to find funds to assist their activities. We aim to provide these students with financial support for their efforts. Rather than dispersing funds, the SRC will reimburse (fully or partially) legitimate expenditure e.g. airline fares, incurred in attending the activity.

Guidelines:

The Student Representative Council will set aside \$2,000 per year from fundraising efforts to help support these competitors. If the Student Representative Council does not receive any successful applications the amount will be carried over to the following year.

The amount that will be granted to successful applicants will be determined by the interview panel (see below).

The level of support will be based on criteria that include the following:

- the location of the competition (interstate, overseas, etc)
- the duration of the competition and the potential costs involved for accommodation, etc
- the level of competition
- family circumstances that might impact on the need for support

Applications:

Students must submit a written application and prepare a folio for an interview with a sub-committee of the Student Representative Council. The interview panel will consist of the school captains, two SRC Representatives and a supervising teacher. Students will be notified as soon as possible about the final outcome.

Review:

This policy will be reviewed in two years time or earlier if needed.

Adopted at Council on 14 September 2010.

TIME FRACTION POLICY

1.0 PREAMBLE

- The Secretary of the Department of Education and Early Childhood Development has delegated to the Principal, the power to adjust time fractions with certain limitations under the Ministerial order. Further delegation is NOT permitted under the Teaching Service Act. (Refer P2-6 of the new Personnel Manual)
- The purpose of this policy is to provide guidelines to the Principal who inevitably is the arbiter of the granting of change of time fraction.
- This document will be circulated to all staff in the college.
- Note that the Principal is delegated the responsibility of granting a change of time fraction and determining in the first instance when it will be taken.
- Any staff member who feels aggrieved by a decision of the Principal is invited to discuss the matter with the Principal in the first instance, and if the applicant still feels aggrieved, a further discussion may take place where the applicant may choose to have a representative. If this fails the applicant may appeal to the Merit Protection Board. It should be noted that the Secretary can override the Principal's decision.

2.0 GLADSTONE PARK SECONDARY COLLEGE STAFF CHANGE OF TIME FRACTION POLICY

Introduction

- The college is committed to offer flexible working conditions to staff whilst still maintaining a smooth educational program which balances the needs of all staff and students. It is Department policy that Time Fraction reduction must be permanent, except that nothing precludes an employee and employer agreeing to a subsequent time fraction increase at the same time.
- Teachers can therefore apply for a permanent time fraction reduction or a temporary time fraction reduction (which is actually a permanent time fraction reduction with a simultaneous signed mutual agreement to return to the former time fraction)

To allow equal access to part time positions and to accommodate teachers returning from Family Leave, approval for a permanent change of time fraction will be extremely rare as teachers will need to demonstrate that they have a superior entitlement to all other staff that year and in all future years. Normally, time fraction changes will be given on a temporary basis only, in the majority of instances, for one school year. (Note that "temporary" is defined as above).

Notes:

- Time fractions other than 1.00 (full time) range from 0.4 to 0.8 although it is expected that 0.7 would be the norm as this allows teachers to maximise their subject offerings and so has less impact on the viability of programs and the allotments of other staff members. Thus it maximises the number of teachers able to be offered part time positions.
- Preference will be given to staff members offering a degree of flexibility in the times they are available in order to maximise timetable options. The greater degree of flexibility the teacher is willing to offer, the greater the likelihood of their request being able to be accommodated.
- For all teachers in ongoing positions, time fraction changes are granted on an annual basis and each application will be considered individually on the basis of the following points:
 - a. the college's ability to make the school program and allotments work.

- b. ability of the college to timetable a reduction or increase for each applicant
- c. the effect of the time fraction change on other staff teaching in that learning area(or areas) or who will teach a particular year level or form
- In considering applications the Principal will take into account an applicant's personal circumstances e.g. Teachers returning from Family Leave with a very young child, will be given higher priority for a time fraction reduction for the first 2 years after they return. This is a higher priority, but not a guarantee.
- Where a teacher requests a particular half-day or full day off each week, this will be considered but no guarantee can be given that this can be accommodated.

Applications for Temporary Time Fraction Reduction should be submitted when requested in Term 4 of the year before the change is requested to commence. Late applications are not encouraged but will be considered. All applications will be given due and proper consideration.

Further information can be found at: <http://www.eduweb.vic.gov.au/hrweb/workm/appt/ptimeTS.htm>

Adopted at School Council on 19 August 2008.

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VISITORS TO SCHOOL POLICY

Rationale:

In school hours use: (8.00 am and 4.15 pm.)

At Gladstone Park Secondary College we recognise that parents, community members and other visitors attend the school from time to time. Indeed as part of our partnerships with the broader community we encourage this community engagement at GPSC. This is particularly so at GPSC where there is a shared school and public access library within the College grounds.

Interaction between the school and its community inevitably leads to the presence of a range of visitors. These may typically include parent and community volunteers; invited speakers; student teachers; sessional instructors; representatives of community, business and service groups; prospective parents and employees and local members of State and Commonwealth Parliaments.

Others, including employees of relevant children's services agencies, trades people, talent scouts for sporting and arts organisations, official school photographers, commercial salespeople such as booksellers and uniform suppliers may also be present from time to time over the school year.

Knowledge of all persons on the school grounds is of particular importance in the event of an emergency situation at the school.

Out of school hours use:

There is no obligation to protect the students of Gladstone Park at these times. However the College wants to encourage the hiring out of its facilities, for example, the gym, Performing Arts centre and classrooms for community use. Outside hirers of these facilities are subject to the terms and conditions of their *Use Agreement*.

Objectives:

The purpose of this policy is to provide a framework for visitors to attend the school and at the same time provide for a safe, well organised learning environment for the students as well as the staff.

It is recognised that there are potential risks associated with allowing visitors into the School. Therefore, this policy also seeks to advise visitors of their obligations as well as information concerning the key procedures to be observed when at the school.

We also want to maintain our Joint Use Library and encourage members of the community to access the Library from the Taylor Drive entrance of the school.

Implementation:

The Principal is responsible for the implementation of this 'Visitors to School' policy and the attendant procedures. At all times the safety and privacy of students and staff is paramount.

Visitors will be expected to conduct themselves in a manner consistent with the School's stated values which include respect, honesty and cooperation. Also, confidentiality should be observed in respect of any information gained through a visitor's attendance at the school.

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Parents visiting the school for the purpose of an interview with a member of staff must present to the front Reception of the General Office where the teacher will be called to the Admin building and the interview will take place. Parents must not go directly to sub-school offices.

All other visitors are required to present to Reception/Office where they can explain the purpose of their visit. Once permission has been granted to be on the school premises during school instruction hours, the **Visitors Book** is to be signed and a **Visitor Pass** will be issued. The pass must be worn at all times and returned to Reception/Office on departure. Except where the Principal or his delegate has given specific approval, visitors are to be accompanied by a member of staff at all times. The only exception is where the Principal has invited community members to attend a specific function at the school e.g. at the Performing Arts Centre.

Any trades people and/or persons engaged to undertake work on school grounds must be approved by the Business Manager or the Facilities Officer and they must wear an acceptable (identifiable) uniform or school badge at all times. The exception to this is where a person is working in a designated and fenced off building site.

There is to be no public access to the school from Wolverton Drive (rear of school) during school hours, which for the purposes of this policy, are deemed to be between 8.00 am and 4.15 pm.

To assist in the application of this policy, signs have been prominently displayed throughout the school reminding visitors of their obligations to report to the Reception/Office and regarding the wearing of a visitor's pass.

Visitors to the school during school hours are to use the car park in Taylor Drive and not the school staff car park.

Evaluation:

This policy will be reviewed in three years time or earlier if required.

Adopted at School Council on 19 May 2009

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VOLUNTEERS IN SCHOOLS POLICY

Definition

In accordance with Division 6 of Part II of the *Education Act* 1958 a volunteer school worker means a person who without remuneration or reward voluntarily engages in school work namely:

- The carrying out of the functions of the council of a state school;
- The carrying out of activities for the welfare of a State school by the council or a parent's club or association;
- The giving of assistance in the work of a state school.

Purpose

To provide guidelines for parents/adults/young persons who volunteer to assist in the school.

Rationale

Volunteers add significantly to the human resources available to the school and consequently deserve encouragement, effective management, support and recognition.

Aims

- To maximise the number and variety of effective volunteers who contribute to the school.
- To provide volunteers with the support and recognition they deserve.
- To continue to strengthen the home-school partnership.

Guidelines

- The principal of the school or the school council may seek volunteers formally through the school newsletter, written invitations and personal approaches, as well as informally through conversations.
- The principal of the school council may terminate any invitation to a person to assist a school as a volunteer school worker.
- A volunteer school worker will at all times comply with any direction or instruction given to him/her by the principal.
- Volunteers will be provided with appropriate training before commencing their volunteer role to assist them in carrying out their tasks at school in an effective manner.
- Volunteers may be required to participate in training provided by the school, prior to working at the school, which covers areas as appropriate such as:
 - Occupational Health and Safety
 - Privacy and Confidentiality
 - Anti Discrimination/Equal Opportunity
 - Sexual Harassment Policy
 - Teacher Duty of Care
 - Teachers and Mandatory Reporting
 - School Policy & Student Management
 - Appropriate behaviour when working with students

- Volunteer Policy and any relevant codes of practice
 - Food Handling
- Volunteers are required to carry out tasks in a manner consistent with school expectations/values, including the maintenance of a professional, cooperative and confidential working environment.
 - Volunteers should maintain appropriate standards of conduct at all times – this includes speaking style/language, respect for personal space and care with any physical contact.
 - Volunteers will be expected to respect the professional standing and roles of school staff members.
 - School Staff members and volunteers will be expected to treat each other with respect.
 - Volunteers may be sought to assist with school camps and excursions. School Council requires that volunteers assisting with offsite school camps provide a satisfactory police records check prior to their participation.

Department of Education and Training policy states that ‘accredited police records checks are desirable for volunteer workers who come into contact with students at the school’.

- Volunteers are not to approach classroom teachers on controversial issues. Such issues are to be addressed through the Principal or Assistant Principal.
- If staff have any issues related to the volunteers program they should be brought to the attention of their Unit leader, Assistant Principal or Principal.
- Concerns by staff or parents regarding the work of a volunteer should be raised with the Principal or Assistant Principal immediately. Such concerns will be discussed promptly with the volunteer concerned and appropriate action taken.
- Volunteers, including school councillors, will be required to register at the administration on their arrival and departure. Volunteers will be invited to use staff toilets and staffroom facilities.
- Volunteer workers undertaking schoolwork on behalf of, and with the approval of, the school council or principal are indemnified as to their personal liability in similar terms to teachers.
- A volunteer school worker who suffers injury arising out of or in the course of engaging in any school work is entitled to be paid compensation in accordance with the provisions of the Workers Compensation Act 1995 as if the person was a worker employed by the Department and the personal injury suffered arose out of or in the course of employment with the Department.
- Individual or groups of volunteers will be acknowledged in the newsletter, publicising their contributions to the school.

College community members will be provided with appropriate professional development relevant to this policy.

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Evaluation

This policy will be reviewed in five years time or earlier if required.

This policy was adopted at College Council on 17 August 2004.

References:

- Victorian Government Schools Reference Guide
 - Duty of Care 4.6.1.2
 - Volunteer Workers (Police Records Checks) 6.38
 - Volunteer Workers Insurance 7.18.6.2
 - Liability Volunteer workers 6.16.2.2 and 4.13.3
 - Volunteer school workers (Type of Activities) 4.13.2
 - Compensation for personal injury suffered by a volunteer worker 4.13.4
 - Volunteers & Work Experience Students 6.9.2.5

Acknowledgement:

This policy was based on a sample policy was prepared by:

Joe Corbett, Assistant Regional Director with input from schools, which sent in policy, and DE&T Legal Unit, in February 2004

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WELFARE POLICY

1. **RATIONALE:**

Gladstone Park Secondary College is committed to providing a learning environment where students and staff are able to work in an atmosphere of trust, respect, safety and a sense of belonging and connectedness. The college focuses on students as individuals encouraging them to develop self-discipline, self-esteem and positive relationships.

2. **PURPOSE:**

- 2.1 Gladstone Park Secondary College aims to provide a broad, high quality curriculum in the eight learning areas. It seeks to develop and maintain curriculum programs that foster independent learning, working co-operatively and personal management. The Welfare Policy helps support this goal.
- 2.2 The college seeks to develop and maintain a harmonious and safe learning environment in which all members of the College are valued, regardless of gender, racial or ethnic background, location of residence, socio-economic status, sexual orientation, physical or intellectual disability or emotional status.
- 2.3 The college encourages students to participate effectively, to exercise self-discipline and moral judgement and commit themselves to democratic values, fair processes and concern for the common good.

3. **GUIDELINES:**

- 3.1 Individuals should be valued and treated with respect.
- 3.2 The rights and responsibilities of all members of the school community should be made clear and honoured.
- 3.3 The environment for learning should be safe and secure.
- 3.4 The college decision making processes should be collaborative and lead to commitment and cooperation.
- 3.5 The Welfare Policy and procedures should be implemented consistently.
- 3.6 The School Council Education Policy sub-committee is responsible for the ongoing evaluation of this policy.

4. **IMPLEMENTATION**

Implementation of the Welfare Policy requires that:

- 4.1 All members of the school community are responsible for the implementation of the Welfare Policy.
- 4.2 Appropriate Student Services support staff will be maintained at the School.
- 4.3 All teaching staff are responsible for awareness raising of the policy as outlined in the school diary/student planner.

- 4.4 A working partnership between parents, staff and students is recognised as being integral to the policy's success.

5. EVALUATION

This policy will be reviewed every three years or earlier if needed.

This policy should be read in conjunction with the school's Drug Education and Student Engagement policies.

(Refer to the Education Department's Schools Reference Guide at 4.6 for further information)

Policy prepared by the Welfare Sub-Committee, June-December, 1992

Policy adopted by School Council 10 December, 1992.

Policy update adopted by School Council 19 September, 1996.

Amended at Council on 8 April 2003.

Amended at Council on 14 December 2010 (Updated and cross-referenced)

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WORK AND CAREERS EDUCATION POLICY

1. RATIONALE

Work and Careers Education is regarded as an integral and essential part of all students' education at Gladstone Park Secondary College.

2. GUIDELINES

- 2.1 All students should have some appropriate Careers or Work Education during their secondary schooling. This may be incorporated as units in existing subjects or as a major component of a course.
- 2.2 All students should take part in a Work Experience Program at some point in their school career and in accordance with Education Department guidelines.
- 2.3 It is the responsibility of the Work Education and Careers Co-ordinator to ensure that appropriate Work Education and Course Counselling programs are developed and implemented at all year levels, and that an integrated Work Experience program operates at the appropriate Year Level.
- 2.4 Links and pathways between VCE courses, VET in Schools programs, VCAL, T.A.F.E. Colleges and Industry Training Providers are to be fostered and maintained.
- 2.5 Links with local businesses and organisations will be fostered at every opportunity, and the Careers Co-ordinator has the responsibility of liaising with every Key Learning Area to maximise industry contacts and the utilisation of industry links in the classroom.
- 2.6 Partnerships be formed and maintained with agencies holding a brief to support and assist students making the transition from school to the work environment.
- 2.7 Data as to the destination of exit students is to be collected.

- 3. College community members will be provided with appropriate professional development relevant to this policy.

(Refer to the Victorian Government Schools Reference Guide at 4.9 for further information)

Amended at Council 19 June 2007

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STANDING ORDERS OF COLLEGE COUNCIL

A. RESPONSIBILITIES OF COUNCIL:

- (1) The Council shall
 - 1.1 be responsible for the general educational policy and curriculum which will be followed in the school;
 - 1.2 prepare annual budget statements for all Council accounts and ensure that all monies coming into the hands of the Council are expended for approved purposes;
 - 1.3 oversee the use, maintenance, improvement and alteration of all school buildings and grounds, and additions thereto;
 - 1.4 employ such staff as provided for by DE&T and such other staff as are necessary to assist the Council;
 - 1.5 promote the general well-being of students and staff of the school;
 - 1.6 carry out all other duties as prescribed by the Government.
- (2) The Council may form and dissolve such advisory Committees as the Council deems necessary for its operation.

B. MEMBERSHIP OF THE COUNCIL:

- (3) The Council shall consist of FIFTEEN members and shall be constituted as follows:
 - 3.1 SIX non DE&T employed parents of students of the school, elected in the manner prescribed by the regulations;
 - 3.2 FOUR DE&T employed employees of the college elected in the manner prescribed by the regulations;
 - 3.3 the Principal, who shall be an ex-officio member and who shall be entitled to vote on any matter before the Council;
 - 3.4 FOUR non DE&T persons having special interest in the educational program of the college, appointed by co-option by the Council;
- (4) Persons elected or appointed to the Council shall ordinarily be entitled to hold office for a period of two years from the time of their election or appointment, except for those described under 3.4 above, who may be appointed for a period of one or two years. Casual vacancies may be filled by due election for the remainder of the term of office.
- (5) The College Business Manager and/or Assistant Business Manager may be invited to attend all Council Meetings to address issues related to finance and budgeting. A person attending Council simply by virtue of their office as the Business Manager and/or Assistant Business Manager will not have a vote. The Business Manager and/or Assistant Business Manager will have the right to address the meeting at the discretion of the chairperson.
- (6) At the first meeting following the Annual General Meeting, the Council shall elect office bearers as follows: President and Vice-President (who must not be DE&T employees) and any others deemed necessary. The Principal shall act as Secretary.

C. PROCEEDINGS OF THE COUNCIL:

- (7) The following provisions shall apply:
- (a) a quorum shall comprise at least one-half of the members of the Council and a majority of those present must be parent or co-opted members.
 - (b) the President of the Council, or in their absence the Vice-President or another member (non DE&T) elected to preside, shall preside at any meeting of the Council;
 - (c) the Council shall meet at least twice per school term;
 - (d) the decision of the majority of those present at any meeting of the Council shall be the decision of the council;
 - (e) no member of the Council shall be entitled to vote either in the Council or in a committee of the Council or in a joint-committee of members of the Council and officers of the school on any matter in which the member or the member's immediate family has a direct pecuniary interest, and if a member does vote on any such matter the vote shall be disallowed.
 - (f) Council is to be given one month to consider submissions that involve a single expenditure over the value of \$20,000 except where the paperwork for the expenditure has been tabled at Council the meeting prior or if the expenditure has been unanimously recommended by the Resources Committee and supporting documentation has been supplied to Councillors with the usual council papers mail out the week before.

D. COUNCIL MEETINGS:

- (8) In any case not provided for in these standing orders, resort shall be made to the rules, forms and usages of parliament.
 - (9) At least once each year and a publicly convened meeting, the Council shall:
 - present a financial statement for the preceding year
 - present a President's report of the preceding year
 - present a Principal's report of the preceding year
 - carry out all other items contained in the regulations.
 - (10) All normal Council meetings shall conduct business in the following order:
 - 10.1 recording of attendance and absences;
 - 10.2 confirmation of minutes of the previous meeting;
 - 10.3 business arising from the minutes of the previous meeting;
 - 10.4 confirmation of outwards correspondence;
 - 10.5 tabling and consideration of inwards correspondence, decisions required being made or deferred after each item;
 - 10.6 presentation of financial statements and passing of payments;
 - 10.7 presentation of reports from the Principal and all Committees.
 - 10.8 general business.
 - (11) A normal Council meeting may not run longer than three hours unless, by vote of Council, one thirty minute extension is agreed to.
 - (12) A special meeting of the Council may be called at any time provided that all members are notified of a meeting 's time, date, place and purpose. The council President or deputy must call a meeting if asked to do so by any three members. The meeting may only deal with the purpose for which it was called. The order of business at a special meeting shall be the order in which such business stands in the notice thereof.
 - (13) Whenever a division is required, or demanded by any member, the members voting in the affirmative shall first hold up their hands, and then those voting in the negative shall hold up their
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hands, and the result shall be declared by the presiding member and recorded in the minutes.

- (14) Any member may request a Council vote on the urgency of any motion on the grounds of insufficient notice, unless the Council votes it urgent the motion shall be deferred to another meeting.
- (15) Except by decision of the Council, motions shall be moved in the order in which they have been received and recorded by the Secretary in the published agenda and sub-committee minutes and if not so moved or postponed shall be struck out.
- (16) Any member desirous of making a motion or amendment or taking part in discussion thereon shall address the presiding member, and shall not be interrupted unless called to order, when he shall wait until the member (if any) calling to order has been heard thereon and the question of order disposed of, then the member speaking may proceed with the subject.
- (17) If two or more members wish to speak at the same time the presiding member shall decide which is entitled to priority.

E. NOTICE TO MEMBERS:

- (18) A copy of the minutes of each meeting shall be made available to all Council members no later than ten school days after the meeting.
- (19) A copy of the financial statement to be presented at the forthcoming meeting shall be provided to all Council members or made available to all Council members at the school's general office at least two days prior to the meeting.
- (20) The Secretary shall produce and distribute, at least two days prior to the meeting, an agenda comprising the following:
 - (a) order of business as in (10) above;
 - (b) summaries of Inwards Correspondence {see (21 & 22) below};
 - (c) notice of any member's intention to discuss a particular subject at the meeting;
 - (d) copies of all (prepared) notices of motion to be put to the Council at the forthcoming meeting;
 - (e) a copy of any reading material relating to issues raised under (b) and (c) above - as provided by members raising issues under (b) and (c) above.
- (21) All Inwards Correspondence received before the Agenda is compiled shall be summarised and included on the Agenda, as follows-
 - (a) by the relevant Committee at its meeting or, if not practicable,
 - (b) by a staff member on the Committee or, if no relevant Committee exists,
 - (c) by the Secretary.
- (22) Any correspondence summarised under the terms of 20(b) shall, where possible, be accompanied by a recommendations from that Committee.
- (23) All Inwards Correspondence received after the Agenda is compiled and before the meeting shall be orally summarised by the Secretary.
- (24) Members or Committees wanting items to be included on the meeting agenda as described above must give those items in writing to the Secretary at least five days prior to the meeting, unless, at the discretion of the members attending the meeting, additional agenda items may be tabled/raised on the night.

F. INFORMATION FOR NEW MEMBERS:

- (25) The Secretary shall ensure that all new members receive a copy of these standing orders and other relevant information as soon as possible after taking up office.

RESOURCES COMMITTEE

1. Membership

- 1.1 Membership of *Resources Committee* shall not be more than 15 people.
- 1.2 The committee is chaired by the Treasurer of School Council and is therefore, either a parent or co-opted member.
- 1.3 The Sub-school Principal nominated by the Principal is the Executive Officer for the *Resources Committee*.
- 1.4 The membership is to be made up of:
 - the Principal
 - the Business Manager
 - the Sub-school Principal nominated by the Principal
 - co-opted members
 - members of School Council
- 1.5 Co-opted members will be selected in order to have representation from parents at all year levels. School Council should encourage such membership and representation.

2. Quorum

- 2.1 There must be at least 4 members present, the majority of whom are *School Council* representatives

3. Attendance

- 3.1 It is expected that both co-opted and regular members make a commitment to attend the meetings.
- 3.2 The *Resources Committee* will meet at least twice per school term and prior to normal School Council meetings.

4. Role

The role of this committee in relation to the Schools' financial management is:

- to develop the school's annual budget with the help of the Principal
- to ensure that the annual budget supports the school strategic plan
- to present the recommended budget to council for approval and adoption
- to regularly monitor and report to council on progress against the budget
- to ensure there is an adequate internal control system to promote operational efficiency and to minimise financial risk
- to ensure that the school has an appropriate investment policy and that this policy is approved by council annually
- to monitor the status of investment
- to assist in the completion of the *Summary of Financial Commitments* which is required by Education Department annually, and in determining the level of uncommitted reserves
- to make recommendations to council on fund-raising activities and liaise with the school groups concerned with these activities
- where required, assist in the completion of school tenders e.g. cleaning contracts, waste removal contracts, school council building contracts

- to review the annual audited financial statement and the auditor's report and assist with follow-up where appropriate
- to assist the Principal in ensuring that the school operates to a balanced budget and that all liabilities and financial commitments are brought to account in the relevant year.

EDUCATION POLICY COMMITTEE

1. Membership

- 1.1 Membership of *Education Policy Committee* shall not be more than 15 people.
- 1.6 The committee is chaired by a member of school council who is either a parent or co-opted member.
- 1.7 The Sub-school Principal in charge of curriculum is the Executive Officer for the *Education Policy Committee*.
- 1.8 The membership is to be made up of
 - members of School Council
 - the Sub-school Principals
 - up to four co-opted members
- 1.9 Co-opted members will be selected in order to have representation from parents at all year levels.
- 1.10 After the balance of parents on *Education Policy Committee* from School Council is established expressions of interest to 'fill the gaps' will be sought by the School Council President.

2. Quorum

- 2.1 There must be at least 4 members present, the majority of whom are *School Council* representatives

3. Attendance

- 3.1 It is expected that both co-opted and regular members make a commitment to attend the meetings.
- 3.2 School community members not on the *Education Policy Committee* who wish to attend should notify the convenor of the committee prior to the meeting.

4. Role

The role of this committee in relation to School Policy and Curriculum Programs is:

- * to continually review educational and curriculum issues.
- * to receive and consider recommendations re school policy from other bodies in the school (e.g.. Curriculum Committee, Staff meetings, Student Representative Council, Faculty co-coordinators, Staff Association, Key Learning Area coordinators, Friends of the School Committee and the Principal and Local Consultative Committee).
- * to discuss recommendations/input to policy development and/or review and prepare for School Council. Direct School Council enquiries/revisions to originating body for further discussion/amendment.
- * to revise school policies to reflect decisions of School Council.
- * to revise school policies to reflect Departmental decisions and/or initiatives.
- * to assist with issues related to student welfare in the broad sense.

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- * to provide a forum for the reporting of the integration, sport, welfare and equal opportunity coordinators activities and programs.
- * to assist the various committees or groups to support welfare issues within the school.

REVISED and ADOPTED by Council on 17.8. 2004

Paragraphs B 3.4 and (4) amended by Council 15.2.2005

Education Policy Committee statement and paragraph C (f) revised and adopted by Council on 20.3.2007

Resources Role statement revised and approved by Council 19.6.2007

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