

# GPSC SCHOOL POLICIES

Gladstone Park Secondary College  
14-36 Taylor Drive Gladstone Park 3043



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## COMMUNICATION OF POLICIES & PROCEDURES POLICY

### **RATIONALE:**

The policies of the school guide and describe the main processes, functions and operations of the school. The development and review of policies is part of an agreed process to ensure that key stakeholders are part of the consultation and review process.

### **AIMS:**

To ensure that all policies frame and accurately reflect Gladstone Park Secondary College's operations, directions, and goals and meet all legislative, compliance and duty of care requirements.

To ensure that the school communicates these policies and procedures on the care, safety and welfare of students to the school community.

### **IMPLEMENTATION:**

- The policies describe the rationale, aims and implementations of the operations and directions of Gladstone Park Secondary College as a whole.
- The process of considering school policies will be managed by the principal and will be a continuous cycle, and will use a transparent and consultative process.
- New policies will be added and modified to reflect the growth and evolution of the new school and new programs as needed.
- All policies will use the school policy layout, meet legislative and compliance requirements, and have a designated review period
- When developing a new policy, the principal will consult with appropriate personnel in order to draft the initial policy statement. The draft policy may be circulated for comment to the appropriate committee/s, to staff members, to parents, to students before ratification by School Council.
- Policies will be developed taking into account DET policies, memos and circulars relating to a particular policy area.
- A database of policies and a review schedule to provide a timeline for reviews either annually or on a three-year basis is to be maintained.
- When reviewing an existing school policy as per the three-year review cycle, the principal will consult with staff and the appropriate Committee/s, and to School Council for ratification.
- Changes as a result of policy developments and / or reviews will be widely advised to students, staff and parents.
- Staff will be given opportunity to provide input into the policy development or review process.
- The focus of all school policies must remain the needs of students and school operations.
- Any concerns relating to the structure of the school should be directed to the principal or School Council President.
- Relevant policies will also be available through the staff network and school website for community observation and comment.

- Policy statements should be concise documents consisting of a rationale and guidelines for implementation. Additionally, they should both reflect and provide support for current practice.
- Where possible, if there is a broad based Education Department policy that does not require a local policy to be developed, the school should adopt the Departmental policy as applicable to Gladstone Park Secondary College. Similarly, in the absence of a GPSC policy on any subject the Department's policy or ruling will apply. Cross referencing with Departmental writings should form an integral part of each GPSC policy.

#### EVALUATION:

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

#### Communication Procedures and Schedule for the School Community

Policy	Staff	Students	Parents	General Community	Policy Review Date
<b>Student Welfare Documents</b>					
-Excursions, Incursions, External and Camping Policies & Procedures	-Brief in 1st Professional Learning days -Staff handbook -Policy manual -Staff network drive -PLT's		-All policies mentioned in the newsletter and available on request	-Available on request	
-On Site Supervision Policy Adverse Weather Conditions -Duty of Care Policy	-Brief in 1st Professional Learning days -Staff handbook -Policy manual -Staff network drive		-All policies mentioned in the newsletter and available on request -School website		
-Student Engagement & Wellbeing Policy Attendance Policy -Student Welfare Policy -Student Management Policy -Mandatory Reporting Policy & procedures	-Brief in 1st Professional Learning days -Staff handbook -Policy manual -Staff network drive -Student engagement workshops – staff meetings	-Student Representative Council	-All policies mentioned in the newsletter and available on request -Information Guide (in enrolment pack) -Parent Information Night		
-Internet Policy & Procedures	-Brief in 1st Professional Learning days -Staff handbook -Policy manual	-Enrolment pack -Assemblies -Student planner -In class	-All policies mentioned in the newsletter and available on request -Enrolment Pack	-Available on request	

	-Staff network drive -Staff PD sessions				
Anaphylaxis Policy & Procedures  Asthma Policy & Procedures	-Staff handbook -Policy manual -Staff network drive -Meeting at start of each year to review policy and anaphylactic /asthmatic children -Four Yearly mandated training program	-Individual meetings with students and parents of anaphylactic children -Classroom discussion re food handling issues	-All policies mentioned in the newsletter and available on request -Enrolment Information -Individual parent meetings with anaphylactic children.	-Available on request	
Care Arrangements for Ill students  -Distribution of Medication Policy & procedures  -First Aid Policy procedures	-Staff handbook -Policy manual -Staff network drive -Meeting at start of year to review each policy & provide medical details of students. -Update first aid qualifications, CPR qualifications & asthma procedures -OH&S and Evacuation Planning cycle.		-All policies mentioned in the newsletter and available on request -Information Guide (in enrolment pack) -Parent Information Night -Parents sent medical information & asthma plans to update at start of each year		
-Anti-Bullying & Cyber-Bullying Policy	-Staff handbook -Policy manual -Staff network drive -Wellbeing Team (Student Services and subschools) review of dealing with issues of bullying	-Student Diary -Assemblies	-All policies mentioned in the newsletter and available on request -Parent Information Night		
-Emergency Management Plan & Policy - Critical Incident Management Plan, Policy & procedures	-Staff handbook -Policy manual -Staff network drive -Review of policy and procedures in 1 <sup>st</sup> 3 days of school -Evacuation Drill/Lock in Lockdown drills	-Evacuation drills			
Sunsmart Policy	Staff handbook -Policy manual -Staff network drive -Review of policy and procedures in 1 <sup>st</sup> 3 days of school	-Student Diary -Enrolment pack	-Enrolment Pack -School newsletter -School website		
Complaints & Grievances Policy & Procedures	-Staff handbook -Policy manual -Staff network drive		-Enrolment Pack -School newsletter -School website	-School website -School Newsletter	



The addition of Education Department cross referencing adopted at College Council 19/11/2002. Extensive revisions to these Guidelines were adopted by Council on 20 March 2012.

Revisions and renaming (previously named Policy Development and

Evaluation Guidelines) adopted at School Council on 15/11/2016

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## ADMINISTRATION OF MEDICATION POLICY

### PURPOSE

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

### SCOPE

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

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

### POLICY

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

#### Authority to administer

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

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

Parents/carers can contact Rose Anda for a Medication Authority Form.

#### Administering medication

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

- the student's name



- the dosage required
- the time the medication needs to be administered.

Parents/carers need to ensure that the medication a student has at school is within its expiry date. If school staff become aware that the medication a student has at school has expired, they will promptly contact the student's parents/carers who will need to arrange for medication within the expiry date to be provided.

If a student needs to take medication at school or a school activity, the principal (or their nominee) will ensure that:

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

### *Self-administration*

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

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

### **Storing medication**

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

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

For most students, Gladstone Park Secondary College will store student medication at the sick bay].

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

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

- doing so does not create potentially unsafe access to the medication by other students.

### Warning

Gladstone Park Secondary College will not:

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

### Medication error

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

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

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

### FURTHER INFORMATION AND RESOURCES

- **First Aid Policy** – S:\School Organisation \ School Policy documents
- **Health Care Needs Policy** - S:\School Organisation \ School Policy documents
- **Administration of Medication Policy** – S:\School Organisation \ School Policy documents
- Medical Authority Form
- Medication Administration Log

### REVIEW CYCLE (3-4 YEARS)

This policy was last updated on 13/8/2019 and is scheduled for review in August 2022.

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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 adrenaline 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 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.

The college will fully comply with Ministerial Order 706 and the associated Guidelines related to anaphylaxis management in schools as published and amended by the Department from time to time.

### 3. INDIVIDUAL ANAPHYLAXIS MANAGEMENT PLANS

The Principal will ensure that an Individual Anaphylaxis 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.

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 student's medical condition that relates to the allergy and the potential for anaphylactic reaction, including the type of allergy/allergies the student has (based on a written diagnosis from a Medical Practitioner);
- strategies to minimise the risk of exposure to known and notified allergens while the student is under the care or supervision of School Staff, for in-school and out-of-school settings including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the School;
- the name of the person/s responsible for implementing the strategies;
- information on where the student's medication will be stored;
- the student's emergency contact details; and
- an Australian Society of Clinical Immunology and Allergy (ASCIA) Action Plan.

The student's Individual Management Plan will be reviewed, in consultation with the student's parents/ carers in all of the following circumstances:

- annually;
- if the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes ;
- as soon as practicable after a student has an anaphylactic reaction at school; and
- when a student is to participate in off-site activities such as camps and excursions or special events conducted, organised or attended by the school.

It is the responsibility of the parent to:

- provide the ASCIA Action Plan;
- inform the school if their child's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes and if relevant provide an updated ASCIA Action Plan;
- provide an up-to-date photo for the ASCIA Action Plan when the plan is provided to the school and when it is reviewed; and
- provide the School with an adrenaline autoinjector that is current and not expired for their child.

#### **4. PREVENTION STRATEGIES**

The School will put in place the following prevention strategies for all relevant in-school and out-of-school settings:

- Up-to-date photo lists of students at risk of anaphylaxis will be placed in the staff room, food technology rooms, canteen, PE staff room and first aid room;
- food technology classes will have separate and identified equipment for students at risk of anaphylaxis;
- school canteen staff will be educated on food handling procedures and risk of cross contamination of foods said to be 'safe';
- breakfast club and special events including incursions, sports, cultural days, excursions and camps will consider students with food allergies.
- Students' individual auto-injectors will be checked for expiration and new auto-injectors requested from families.

#### **5. MANAGEMENT AND EMERGENCY RESPONSE**

Procedures for emergency response to anaphylactic reactions are in the context of first aid responses as outlined in the School's First Aid Policy.

A complete and up to date list of students identified as having a medical condition that relates to allergy and the potential for anaphylactic reaction will be displayed in the staff room and in the first aid room. Individual Anaphylaxis Management Plans and ASCIA Action Plans, and the students' own and spare adrenaline autoinjectors will be kept in the first aid room.

Staff taking students at risk of anaphylaxis on out of school activities must familiarise themselves with the ASCIA Action Plan and take an Adrenaline Autoinjector with them.

The school will ensure that at least one Adrenaline Autoinjector is kept in a variety of First Aid Kits around the school. These will be back-ups in addition to those supplied by the individual students identified at risk.

#### **6. COMMUNICATION PLAN**

Staff will be briefed twice each calendar year about how to respond to an anaphylactic reaction by a student in various environments including:

- during normal school activities including in the classroom, in the school yard, in all school buildings and sites including gymnasiums and halls; and
- during off-site or out of school activities, including on excursions, school camps and at special events conducted or organised by the School.

Students at risk of anaphylaxis will be identified to staff through class lists and the staff notice board. The Daily Organiser will inform volunteers and casual relief staff of students at risk of anaphylaxis and their role in responding to an anaphylactic reaction.

Parents will be notified immediately of any anaphylactic reaction.

## **7. STAFF TRAINING**

The following School Staff will be appropriately trained:

- School Staff who conduct classes that students with a medical condition that relates to allergy and the potential for anaphylactic reaction; and
- any further School Staff that are determined by the Principal.

The identified School Staff will undertake the following training:

- an Anaphylaxis Management Training Course in the three years prior; and
- participate in a briefing, to occur twice per calendar year (with the first briefing to be held at the beginning of the school year) on:
  - the School's Anaphylaxis Management Policy;
  - the causes, symptoms and treatment of anaphylaxis;
  - the identities of the students with a medical condition that relates to an allergy and the potential for anaphylactic reaction, and where their medication is located;
  - how to use an adrenaline autoinjector, including hands on practise with a trainer adrenaline autoinjector device;
  - the School's general first aid and emergency response procedures; and
  - the location of, and access to, adrenaline autoinjector that have been provided by Parents or purchased by the School for general use.

The briefing must be conducted by a member of School Staff who has successfully completed an Anaphylaxis Management Training Course in the last 12 months.

In the event that the relevant training and briefing has not occurred, the Principal will develop an interim Individual Anaphylaxis Management Plan in consultation with the Parents of any affected student with a medical condition that relates to allergy and the potential for anaphylactic reaction. Training will be provided to relevant School Staff as soon as practicable after the student enrolls, and preferably before the student's first day at School.

Further information can be found in the Department's Anaphylaxis Guidelines for Victorian Government Schools:

<http://www.education.vic.gov.au/Documents/school/teachers/health/anaphylaxisguidelines14.docx.docx>

This policy should be read in conjunction with the First Aid Policy and Ministerial Order 706.

<http://www.education.vic.gov.au/Documents/school/teachers/health/ministerialorderword.docx>

Other resources:

<http://www.education.vic.gov.au/childhood/providers/health/Pages/anaphylaxis.aspx>

<http://www.education.vic.gov.au/Documents/school/teachers/health/RiskChecklistTemplate.docx>

**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<sup>®</sup>, twice yearly training and Ministerial Order 90.**

**Amended at Council on 21 May 2013 to reflect updated Departmental Guidelines. (S076-2013)**

**Amended at Council on 19 August 2014 to meet Ministerial Order 706.**

**Amended (reviewed and updated) at Council May 2018**

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## ASSESSMENT AND REPORTING POLICY

### RATIONALE

Assessment and reporting at Gladstone Park is an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning. Reports are made to students and parents (student reports) and to the local community (annual reports).

The College designs curriculum, and assesses and reports on student progress according to the Victorian Curriculum and Assessment Authority (VCAA) guidelines. Student achievement and progress is measured according to VCAA guidelines and is communicated to students and parents through written reports and parent-teacher interviews. The College and its students also participate in the National Assessment Program – Literacy and Numeracy (NAPLAN), the results of which are reported to parents, students and the community.

### GUIDELINES

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:

- To monitor the development of students.
- To determine the nature and extent of the knowledge and skills students have developed.
- To provide students with a range of opportunities to demonstrate their progress and achievements.
- To provide students with regular and constructive feedback in order to provide recognition, and to assist students in setting goals and accepting responsibility for their own work.
- To provide parents with regular feedback on their child's progress.
- To assist teachers in planning the subsequent phases of student learning.
- To assist the sub-schools, careers co-ordinators and student services in monitoring and supporting the welfare and progress of students.

### IMPLEMENTATION

The assessment and reporting of student progress at Gladstone Park will take various forms and follow the following processes:

- 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.
- At the beginning of any semester, students, parents and staff will have access to the course out-line.
- Teachers can use a variety of assessment methods and situations to gather information about the progress of students. All assessments will be purposeful and constructive, and items assessed may include knowledge, understanding, evaluation and other skills. The means of assessment may include both formative and summative methods.
- To provide various forms of assessment that best fit the area of learning. Formal examinations will be introduced in some subjects in Year 9 and in all subjects in Years 10-12.

- Formal reporting to parents will usually occur every 5 weeks. The progress of individual students will be available to parents through the Parent Portal of the School Management System.

## EVALUATION

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

For further information see:

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx>

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/reporting.aspx>

**Policy adopted by School Council on 21 November 1986.**

**Amended at Council 8 April 2003.**

**Amended at Council 16 November 2010 (reviewed and updated)**

**Amended (reviewed and updated) at Council 15 September 2015**

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## ASTHMA MANAGEMENT POLICY

### 1 BACKGROUND

Asthma is a disease of the airways, the small tubes which carry air in and out of the lungs. When you have asthma symptoms the muscles in the airways tighten and the lining of the airways swells and produces sticky mucus. These changes cause the airways to become narrow, so that there is less space for the air to flow into and out of the lungs. (National Asthma Council 2011)

The symptoms of asthma may include shortness of breath, wheezing, tightness in the chest and a dry, irritating, persistent cough. Symptoms may vary from person to person.

The key to asthma management in schools is to identify the students at risk, be aware of the potential asthma triggers and by having an asthma emergency management kit available with staff trained in the management of an asthma attack and in particular the use of asthma reliever medication.

### 2 PURPOSE

To provide, as far as possible, a safe and supportive environment in which students at risk of an asthma attack can participate equally in all aspects of the students learning.

To raise awareness about asthma generally as well as this Asthma Management Policy in the School's community.

To engage with parents/guardians of students diagnosed with asthma in assessing risks and developing asthma action plans as part of the School's overall student health support plans.

To ensure that all staff with a duty of care for students are trained to assess and manage an asthma emergency and that they complete an asthma education session at least every three years.

### 3 IMPLEMENTATION

There are several strategies for meeting the abovementioned purposes. They include:

#### **Asthma Management Plans**

The Asthma Foundation Victoria's School Action Plan should be completed by the student's medical/health professional in consultation with the parents/guardian. The Plan should be provided to the parents by the medical professional and then provided to the School by the parents/guardian.

The Plan must include:-

- \* the prescribed medication taken:
  - on a regular basis
  - as premedication to exercise
  - if the student is experiencing symptoms
- \* emergency contact details

- \* business and after hours contact details of the student's medical professional
- \* an asthma first aid section which should specify the use of at least 4 separate puffs of a blue reliever medication with 4 breaths taken per puff every 4 minutes, using a spacer if possible.

### **Staff Training**

All staff with a duty of care responsibility for the wellbeing of students should be trained in being able to manage an asthma emergency appropriately. Training should be conducted at least every three years.

Also, ensure that staff with a direct student wellbeing responsibility such as nurses, PE/sport teachers, first aid and camp organisers have completed the Emergency Asthma Management (EAM) course at least every three years.

The strategic placement of Asthma First Aid posters around the school.

### **Asthma First Aid Kits**

Gladstone Park will provide and maintain at least 5 asthma emergency management kits.

The asthma emergency first aid kit is to contain:

- \* a blue/grey reliever medication such as Airomir, Asmol or Ventolin
- \* at least two spacer devices to assist with effective inhalation of the reliever medication
- \* clear written instructions on how to use these medications and devices and the steps to be taken in treating severe asthma attack
- \* a record sheet/log for recording the details of a first aid incident, such as the number of puffs administered.

Note: Asthma spacers are single use only. To avoid infection transmission via mucus, spacers and masks must only be used by the one person. The reliever puffers may be used by more than one person as long as they have been used with a spacer.

### **Communication with parents/guardians**

It is imperative that students' health support plans are both current and accurate. To this end, regular communication with the student's parents about the student's successes, development, changes and any health and education concerns is essential. In particular, the frequency and severity of the student's asthma symptoms and use of medication at school. And, as part of the two way exchange, parents should ensure the School has up to date information on outside school incidents, medical treatment or changes to medications.

## **4 EVALUATION**

This policy will be reviewed in three years unless circumstances require an earlier revision.

Further information can be found at:

<http://www.education.vic.gov.au/school/principals/spag/health/Pages/conditionasthma.aspx>

<http://www.education.vic.gov.au/school/principals/spag/health/Pages/asthmaattack.aspx>

<http://www.education.vic.gov.au/school/principals/spag/health/Pages/healthcareneeds.aspx>

<http://www.education.vic.gov.au/childhood/providers/health/Pages/anaphylaxis.aspx>

**This new policy was adopted at School Council on 19 March 2013.**

**Amended (reviewed and updated) at Council May 2018**

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## AWARDS, SCHOLARSHIPS & COLOURS – REWARDING SUCCESS POLICY

### 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 and moderated by teacher judgement.
7. Boys and girls should receive awards (only on rare occasions would this not be the case).

#### 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:

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.

#### In general:

The Bronze Badges are awarded to Years 7 and 8 students at award ceremonies and or year Level assemblies.



The Silver Badges are awarded to Years 9 and 10 students at award ceremonies and or year Level assemblies.

The Gold Badges are awarded to Years 11 and 12 students at award ceremonies and or year Level assemblies.

Rare exemptions may apply.

**REVIEW:**

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

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

**Amended at School Council on May 16, 2017**

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## BULLYING PREVENTION POLICY

### PURPOSE

Gladstone Park is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

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

When responding to bullying behaviour, Gladstone Park aims to:

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

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

### SCOPE

This policy addresses how Gladstone Park aims to prevent, address and respond to student bullying behaviour. Gladstone Park recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our: *Student Code of Conduct* and *Student Wellbeing and Engagement Policy* and *Inclusion and Diversity policy*.

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

### POLICY DEFINITIONS

#### Bullying

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

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

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

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

Bullying has three main features:

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

Bullying can be:

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

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

#### Other distressing and inappropriate behaviours

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

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

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

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

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

## **BULLYING PREVENTION**

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

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

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In Pastoral Care classes at year 7, we promote resilience, assertiveness, conflict resolution and problem solving.
- The Peer Support Program and the Peer Mediation program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.

For further information about our engagement and wellbeing initiatives, please see our Student Wellbeing and Engagement policy.

## **INCIDENT RESPONSE**

### Reporting concerns to Gladstone Park

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

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

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

We encourage students to speak to their sub-school coordinators, however, students are welcome to discuss their concerns with any trusted member of staff including teachers and wellbeing staff

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Gladstone Park should contact the relevant sub-school

### Investigations

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

1. record the details of the allegations on Compass and
2. inform the relevant Year Level Coordinators.

The Year Level Coordinators are responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the coordinators may:

- speak to those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents



- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the year level coordinators in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

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

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

### Responses to bullying behaviours

When the year level coordinators have sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with Student Wellbeing Team, teachers, SSS, Assistant Principals, Principal, Department of Education and Training specialist staff.

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

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

Year Level Coordinators may implement all, or some of the following responses to bullying behaviours:

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

- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connect affected students with an older Student Mentor, resilience programs, etc.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours.
- Implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Gladstone Park understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

The sub-school team is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

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

- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy

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

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

This policy will be reviewed on an annual basis, or earlier as required, following analysis of school data on reported incidents of, and responses to bullying to ensure that the policy remains up to date, practical and effective.

Data will be collected through:

- discussion and consultation with students and parent/carers
- assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented
- Attitudes to School Survey
- Compass student management tool
- [Parent Opinion Survey](#)

Proposed amendments to this policy will be discussed with school council

This policy was last updated on 12<sup>th</sup> November 2019 and is scheduled for review in term 4 2020.

For further information see:

<http://www.education.vic.gov.au/school/principals/spag/safety/pages/bullying.aspx>

**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.**

**Amended and Renamed (Previously Anti-Bullying and Anti-Harassment Policy) at Council on 15/03/2016**

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## CAMPS, SPORTS AND EXCURSIONS POLICY

### RATIONALE

Camps, sports and excursions are an integral part of the college program, providing a range of experiences that maximise learning outcomes for all students. They also foster and encourage positive social interaction between students and between staff and students.

### GUIDELINES

1. All camps, sporting activities and excursions must be run according to the Department of Education's policies and guidelines.
2. All students should be encouraged to attend camps, sporting activities and excursions available to them. The school should use its regular means of communication with students and parents to do this.
3. All staff should be encouraged to participate in and attend camps, sporting activities and excursions; however the staffing of them should not unduly disrupt college programs.
4. All activities require the approval of the Principal or their delegate. Activities that also require School Council approval include:
  - all overnight excursions, sporting trips and camps
  - interstate and overseas visits
  - excursions requiring sea or air travel
  - excursions involving weekends or vacations
  - adventure activities
5. Camps and excursions should be organised and timed taking into consideration the college's academic program. The dates of sporting activities are normally set for the school by the relevant governing sporting body.
6. As a general principle, all camps and excursions should be fully self-funding, including the cost of teacher replacements, travel, accommodation, fuel, entry fees, etc. With sporting activities, travel costs should be covered. Subsidisation by the school may be considered on a case-by-case basis but must be approved by the Administration Committee whose signatures should appear on the budget for that camp or excursion.
7. Camps and excursions should be organised as either:
  - Year level - providing access to all students in the level. Cost should be a consideration in considering access; or
  - Curriculum-based - open to students taking the particular semester unit associated with the camp or excursion at the time it is run.
8. Sporting activities are open to all students of the relevant year levels through a try-out process.

### IMPLEMENTATION

1. The documentation for all proposed activities should be submitted for approval in a timely manner.
2. All camps documentation will include risk management for activities and a bushfire risk management for the camp site/s.
3. Parent/guardian permission is required for all attendees.
4. The teacher-in-charge is the Principal's representative for the duration of the camp, sporting activity or excursion.
5. Within the organisational procedure of camps, special needs of students (e.g. disabilities, dietary needs, medical conditions, etc) must be considered.
6. For camps, at least one attending staff member must have current First Aid accreditation and access to appropriate medical facilities.
7. All students are to be given the opportunity to pay for camps and excursions in instalments if the cost of the camp/excursion exceeds \$100.00. In cases of hardship, students may negotiate with the Assistant Business

Manager for alternative arrangements. Eligible families can also apply for financial assistance to the Victorian Government's Camps, Sports and Excursions Fund whilst it remains available.

8. If a proposed camp or excursion does not receive sufficient support from students eligible to attend it will not proceed.
9. A student may only be eligible for a refund if the camp, sporting activity or excursion does not proceed or if a medical certificate is supplied for their non-attendance. Where an outside agency is contracted for a camp or an interstate or overseas trip, then their terms and conditions will apply. These details will be communicated in the initial stages of organisation of the activity.
10. When continuation of the normal school program is not viable due to the involvement of large student numbers, an alternative program should be implemented for students not attending.

#### **4. EVALUATION**

This policy will be reviewed in three years unless circumstances require an earlier revision.

For further information see:

<http://www.education.vic.gov.au/school/principals/spaq/safety/pages/excursions.aspx>

<http://www.education.vic.gov.au/about/programs/health/Pages/csef.aspx>

*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.**

**Renamed (previously Camps and Excursions), revised and adopted by Council on 16 June 2015**

**Amended and endorsed by School Council August 2017**

**Amended and presented to School Council March 2020**

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## CAMPS, SPORTS AND EXCURSIONS FUND 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 Australian Curriculum, the Victorian Essential Learning Standards (VELS) and senior secondary certificates (VCE and VCAL, including VET programs).

### GUIDELINES

The Department provides funding to schools through the Student Resource Package (SRP) and various programs. This includes funding for the standard curriculum program and associated education items, equipment and operational costs.

This policy sets out the different categories of financial contributions that parents/guardians make and the local administration of parent payments that 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** that parents/guardians pay the school to provide or may provide themselves, if appropriate. These items are essential to support instruction in the standard curriculum program and include: (e.g. stationery, text books, school uniforms where required, consumable items such as those use in Food Technology and Photography, items students take possession of, and activities such as excursions which all students are expected to attend).

**2. Optional items** that are provided in addition to the standard curriculum program, and are offered to all students. They are provided on a user-pays basis and if parents/guardians choose to access them for students, they will be required to pay for them. (e.g. student computer printing, school magazines, instrumental music, musical instrument hire, extra curricular programs or activities)

**3. Voluntary financial contributions** that parents/guardians, or anyone else, may be invited to make a donation to the school for the following purposes: (e.g. buildings and grounds beautification, additional computers, general voluntary financial contributions or donations)

Communication with parents and the administrative processes of payment will follow departmental policies and guidelines. 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.

## Financial Supports for Parents

There is a range of support options available for parents experiencing difficulty in paying for essential items including:

- the Camps, Sports and Excursions Fund, which is available for eligible families, to cover the costs of school trips, camps, sporting activities and excursions
- access to State Schools Relief support via the Principal to assist with clothing/uniforms

Also see:

<http://www.education.vic.gov.au/about/programs/health/Pages/csef.aspx>

<https://www.ssr.net.au>

<http://www.education.vic.gov.au/school/parents/financial/Pages/default.aspx>

## EVALUATION

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

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

<http://www.education.vic.gov.au/school/principals/spag/management/pages/parentpayments.aspx>

*Education and Training Reform Act 2006* (Sections 2.2.4.(1), 2.3.6 (1)(c), 2.2.

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

**Amended at Council on 18 December 2012 (to reflect the 2012 State Budget changes to EMA)**

**Renamed (previously Education Maintenance Allowance Policy) and amended at Council on 15 September 2015**

**Endorsed by School Council February 2018, 2019, 2020**

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**CAREER DEVELOPMENT POLICY****1. RATIONALE**

Career development is regarded as an integral and essential part of all students' education at Gladstone Park Secondary College. Its primary aim is to assist in the successful transition of all students from Gladstone Park to their subsequent pathway.

**2. GUIDELINES**

- 2.1 All students should have appropriate career development during their secondary schooling. This may be embedded into existing curriculum or as additional programs.
- 2.2 All students should participate in a Work Experience Program at Year 10 in accordance with Education Department guidelines.
- 2.3 It is the responsibility of the Careers Development Practitioner to ensure that appropriate career development programs are developed and implemented at the relevant year levels, and that an integrated Work Experience program operates at Year 10.
- 2.4 Links and pathways between VCE courses, VETiS programs, VCAL, TAFE Colleges and Industry Training Providers are to be fostered and maintained.
- 2.5 Links with local businesses, tertiary providers and organisations will be fostered, and the Careers Development Practitioner has the responsibility of liaising with the relevant sub-school and Learning Area leaders to maximise industry contacts and the utilisation of industry links in school programs and activities.
- 2.6 Destination data of exited students is collected and used to identify deficiencies and make appropriate amendments to the careers programs. This data is presented to the Education Policy Committee on an annual basis.

This policy should be read in conjunction with the School – Business/Community Partnerships Policy

For further information see:

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/workplace.aspx>

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/careers.aspx>

**Amended at Council 19 June 2007**

**Amended at Council 18 March 2014 (Reviewed, renamed (previously Work and Careers Education Policy) and updated)**

**Amended (reviewed and updated) at Council May 2018**

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## CASH HANDLING POLICY

### PURPOSE

To ensure that cash handling practices are consistent and transparent across the school.

### RATIONALE

Cash transactions are one of the most vulnerable areas of the school. The school will implement the measures outlined below, in accordance with Department guidelines, to safeguard and protect the staff involved in receipting and collection of monies and minimise the risks associated with cash handling.

### AIMS

- Minimise risk and protect staff/responsible persons involved in receipting and collection of cash.
- Provide a clear set of cash handling procedures to ensure all cash is receipted and recorded in CASES21 intact and in a timely manner.
- Provide clear understanding of the process and ensure it aligns with Departmental policy and guidelines.

### IMPLEMENTATION

- No monies are to be kept in classrooms.
- All receipts are to be processed in CASES21 as quickly as practicable upon receiving the funds.
- Segregation of duties will be maintained so that where possible no individual has the responsibility for more than one of the following:
  - receipting of cash and issuing receipts
  - preparing the banking
  - taking the monies to the bank
  - completion of the bank reconciliation.
  - If this is not possible due to lack of available staff, Segregation of Duties – Cash Checklist will be implemented and signed off for audit purposes.
- All monies collected in the classroom will be forwarded to the office in the plastic pockets (zip bag, etc.) provided to each teacher/classroom as soon as possible after collection.
- Where monies are received over the counter at the office they will be entered into CASES21 and an official receipt issued immediately to the payer.
- Money collected away from the classroom or general office is to be handed to the office on the day of receipt unless circumstances make this impracticable.
- Money received away from the office is to be double counted at the point of collection and a control receipt issued.
- Two staff will be designated as ‘Responsible Persons’ for all school fundraising or sanctioned events for the collection of monies. Form/s to be completed.
- No personal cheques are to be cashed.
- All cheques received by mail are to be entered in a remittance book, and all cheques, which have not already been crossed “not negotiable”, should be crossed as soon as they are received.
- Monies are to be kept in either a controlled access safe or cash drawer during the day. If funds are kept on the premises overnight, they must be locked in the secured safe.
- CASES21 bank deposit slip to be printed and reconciled with total receipts for the day and with the total of cash / cheques to be banked.
- Funds are to be banked (choose one of daily (recommended)/twice per week/weekly) and at different times of the day.
- No monies are to be left on the premises over the school vacation periods.
- No receipt is to be altered. Where a mistake is made approval must be sought before reversing the incorrect receipt. Copies of the incorrect receipt should be retained with details of why it was reversed.

- Prior to a receipt batch being updated a receipt can be reprinted if necessary. The word REPRINT appears on the receipt. After the batch has been updated, if a copy of the receipt is requested the Family Statement, Family Matching Transactions Report or the Family Transaction History can be printed.
- Discrepancies that cannot be accounted for must be reported to the Principal.
- All cases of suspected or actual theft of money, fraud, misappropriation or corruption are to be reported to the Executive Director, Audit and Risk Division [fraud.control@edumail.vic.gov.au](mailto:fraud.control@edumail.vic.gov.au)

#### EVALUATION

This policy is to be reviewed annually by School Council to confirm/enhance internal control procedures.

#### REFERENCES

*Finance Manual for Victorian Government Schools*

- Section 3 Risk Management
- Section 4 Internal Controls
- Section 10 Receivables Management and Cash Handling

*Internal Controls for Victorian Government Schools*

*Cash handling Resources*

- Cash Handling Best Practice Controls
- Cash Handling Authorised Form Fundraising Collection
- Cash Handling Authorised Form Ticket Sales Not at Office
- Cash Handling Authorised Form available from:  
<http://www.education.vic.gov.au/school/teachers/management/finance/Pages/guidelines.aspx>

**EVALUATION:** This policy will be reviewed annually.

This policy was adopted at School Council on 20 February 2018

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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. Funds from fundraising should also be considered towards the 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.

Guidelines for students are listed below. More detailed rules are in the student planner:

- Students should not wear casual clothes that vilify an individual or group based on race, religion, gender, sexuality or disability.
- Casual clothes must be deemed appropriate for a school setting bearing in mind that they are in full view of all Gladstone Park Secondary College students
- Weapons – fake or otherwise are not permitted as part of any costume or dress.
- Students should be identifiable at all times.

**Adopted at School Council on 19 August 2008.**

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

**Amendment to Clause 5 adopted by Council on 15 May 2012.**

**Amended and endorsed by School Council in August 2017**

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## CCTV POLICY

### INTRODUCTION

Closed Circuit Television Systems (CCTVS) are installed in Gladstone Park Secondary College

New CCTV systems will be introduced in consultation with staff, the School Council and DET Security Services. Where systems are already in operation, their operation will be reviewed regularly in consultation with staff and School Council.

#### 1. PURPOSE OF POLICY

The purpose of this policy is to regulate the use of Closed Circuit Television and its associated technology in the monitoring of both the internal and external environs of Gladstone Park Secondary College.

CCTV systems are installed (both internally and externally) in premises for the purpose of enhancing security of the building and its associated equipment and assets as well as creating a mindfulness among the occupants, at any one time, that a surveillance security system is in operation within and/or in the external environs of the premises during both the daylight and night hours each day. CCTV surveillance at the School is intended for the purposes of:

- protecting the school buildings and school assets, both during and after school hours;
- promoting the health and safety of staff, pupils and visitors;
- preventing bullying;
- reducing the incidence of crime and anti-social behaviour (including theft and vandalism);
- supporting the police in a bid to deter and detect crime;
- assisting in identifying, apprehending and prosecuting offenders; and
- ensuring that the school rules are respected so that the school can be properly managed.

#### 2. SCOPE

This policy relates directly to the location and use of CCTV and the monitoring, recording and subsequent use of such recorded material.

#### 3. GENERAL PRINCIPLES

DET and the Gladstone Park Secondary College School Council as the governing body has a responsibility for the protection of its property, equipment and other plant as well providing a sense of security to its employees, students and invitees to its premises. Gladstone Park Secondary College owes a duty of care under the provisions of Occupational Health and Safety Act 2004 and associated legislation and utilises CCTV systems and their associated monitoring and recording equipment as an added mode of security and surveillance for the purpose of enhancing the quality of life of the school community by integrating the best practices governing the public and private surveillance of its premises.

The use of the CCTV system will be conducted in a professional, ethical and legal manner and any diversion of the use of CCTV security technologies for other purposes is prohibited by this policy.

Information obtained through the CCTV system may only be released when authorised by the Principal.

CCTV monitoring of public areas for security purposes will be conducted in a manner consistent with all existing policies adopted by the school.

Video monitoring of public areas for security purposes within school premises is limited to uses that do not violate the individual's reasonable expectation to privacy.

Information obtained in violation of this policy may not be used in a disciplinary proceeding against an employee of the school or a student attending the school.

All CCTV systems and associated equipment will be required to be compliant with this policy following its adoption by the Gladstone Park Secondary College School Council.

**CCTV systems will not be used to monitor normal teacher/student classroom activity in school. CCTV systems will not be used to performance manage staff.**

#### 4. LOCATION OF CAMERAS

The location of cameras is a key consideration. Use of CCTV to monitor areas where individuals would have a reasonable expectation of privacy would be difficult to justify. Gladstone Park Secondary College School Council has endeavoured to select locations for the installation of CCTV cameras, which are least intrusive to protect the privacy of individuals. Cameras placed to record external areas are positioned in such a way as to prevent or minimise recording of passers-by or of another person's private property.

**CCTV Video Monitoring and Recording of Public Areas in Gladstone Park Secondary College may include the following:**

- **Protection of school buildings and property:** The building's perimeter, entrances and exits, lobbies and corridors, special storage areas, cashier locations, receiving areas for goods/services
- **Monitoring of Access Control Systems:** Monitor and record restricted access areas at entrances to buildings and other areas
- **Verification of Security Alarms:** Intrusion alarms, exit door controls, external alarms
- **Video Patrol of Public Areas:** Parking areas, Main entrance/exit gates, Traffic Control
- **Criminal Investigations (carried out by Victoria Police):** Robbery, burglary and theft surveillance

#### 5. COVERT SURVEILLANCE

Where Victoria Police requests to carry out covert surveillance on school premises, their request should be in writing and the school will seek legal advice.

#### 6. NOTIFICATION – SIGNAGE

Signage will displayed at Gladstone Park Secondary College. Example below.



**WARNING**

**CCTV cameras in operation**

## 7. STORAGE & RETENTION

Images captured by the CCTV system will be retained for a maximum of 28 days, except where the image identifies an issue and is retained specifically in the context of an investigation/prosecution of that issue.

## 8. ACCESS

Access will be restricted to authorised personnel. Supervising the access and maintenance of the CCTV System is the responsibility of the Principal. The Principal may delegate the administration of the CCTV System to another staff member. In certain circumstances, the recordings may also be viewed by other individuals in order to achieve the objectives set out above (such individuals may include Victoria Police, Assistant Principals, relevant Year Level Coordinators, other members of staff, representatives of the Department of Education and Skills, Health & Safety Representatives. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis.

## 9. RESPONSIBILITIES

The Principal will:

- Ensure that the use of CCTV systems is implemented in accordance with the policy set down by Gladstone Park Secondary College School Council
- Oversee and co-ordinate the use of CCTV monitoring for safety and security purposes.
- Ensure that all existing CCTV monitoring systems will be evaluated for compliance with this policy
- Ensure that the CCTV monitoring is consistent with the highest standards and protections
- Review camera locations and be responsible for the release of any information or recorded CCTV materials stored in compliance with this policy
- Ensure that the perimeter of view from fixed location cameras conforms to this policy both internally and externally
- Provide a list of the CCTV cameras and the associated monitoring equipment and the capabilities of such equipment, located in Gladstone Park Secondary College to the DET Incident Support and Operations Centre (ISOC).
- Approve the location of temporary cameras to be used during special events that have particular security requirements and ensure their withdrawal following such events. *NOTE: [Temporary cameras do not include mobile video equipment or hidden surveillance cameras used for authorised criminal investigations by Victoria Police.*
- Give consideration to both students and staff feedback/complaints regarding possible invasion of privacy or confidentiality due to the location of a particular CCTV camera or associated equipment
- Ensure that all areas being monitored are not in breach of an enhanced expectation of the privacy of individuals within the school and be mindful that no such infringement is likely to take place
- Advise ISOC that adequate signage at appropriate and prominent locations is displayed as detailed above
- Ensure that external cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of "Reasonable Expectation of Privacy"
- Ensure that camera control is solely to monitor suspicious behaviour, criminal damage etc. and not to monitor individual characteristics
- Ensure that camera control is not infringing an individual's reasonable expectation of privacy in public areas
- Ensure that where Victoria Police request to set up mobile video equipment for criminal investigations, legal advice has been obtained and such activities have the approval of the Principal and ISOC.



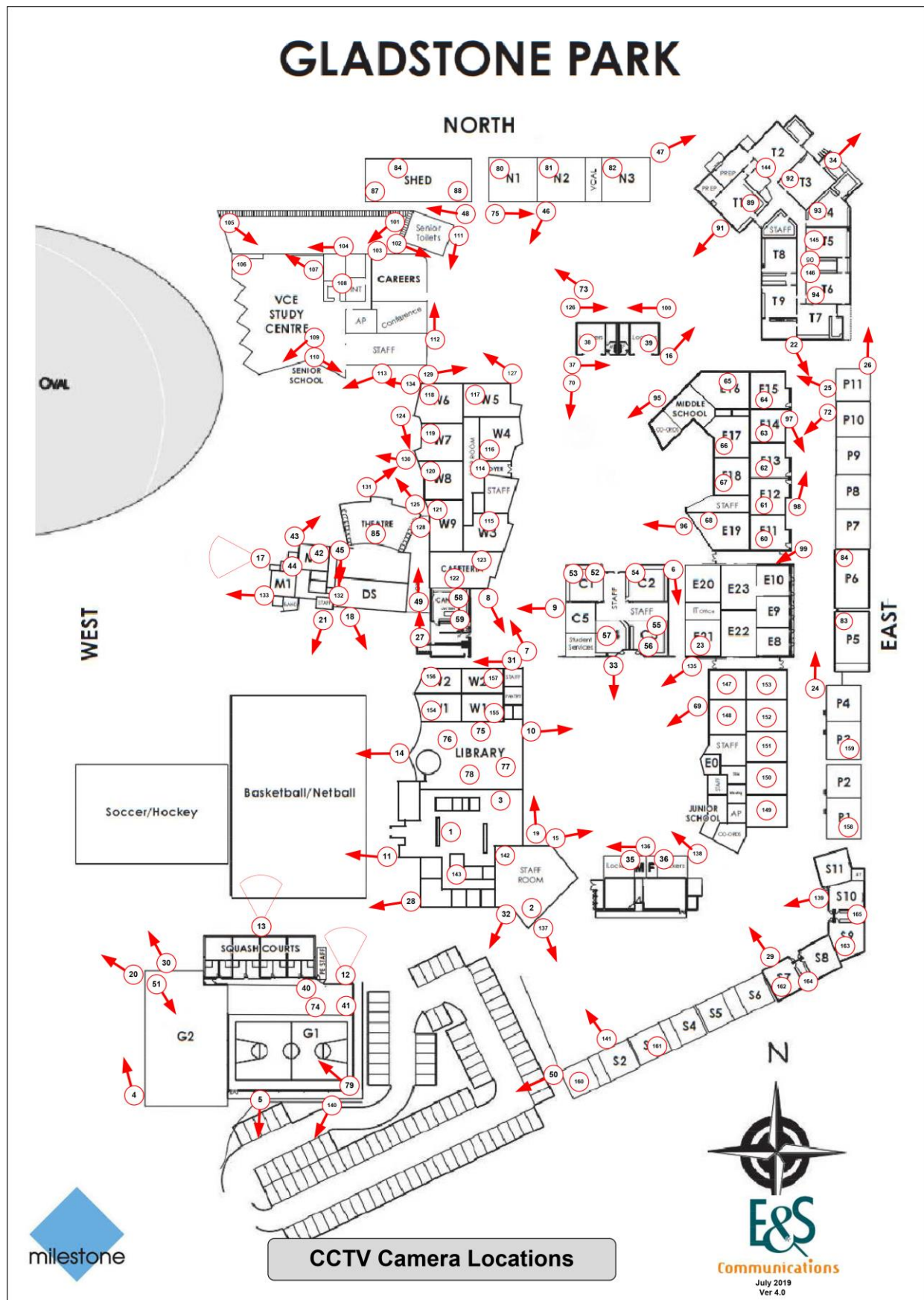
#### **10. IMPLEMENTATION & REVIEW**

The policy will be evaluated and reviewed according to the Education Policy Sub-committee review schedule approved by the Gladstone Park Secondary College School Council.

**Adopted at School Council May 2019.**



## Appendix 1 Camera location map





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## CHILD SAFETY POLICY

### STATEMENT OF COMMITMENT TO CHILD SAFETY

#### (Child Safe Standard 2)

Gladstone Park Secondary College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Gladstone Park Secondary College has zero tolerance for child abuse.

### PRINCIPLE OF INCLUSION

Gladstone Park Secondary College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of **Aboriginal and Torres Strait Islander** children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Gladstone Park Secondary College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Gladstone Park will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children;
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.
11. Appoint a Child Safety Officer

### CHILD SAFETY CODE OF CONDUCT

#### (Child Safe Standard 3)

Gladstone Park Secondary College is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to

complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Gladstone Park Secondary College will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Gladstone Park Secondary College will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

### **Acceptable Behaviours**

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety and adhering to the school's child safe policy at all times and
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership or child safety officer
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

### **Unacceptable Behaviours**

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse, develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context

- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

### 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 incidents involving the abuse of children with whom they have contact. They are to use professional judgement of available information and must report to Child Protection, Department of Health and Human Services all allegations or disclosures of physical abuse, sexual abuse, emotional abuse and neglect. They must also report to Child Protection when a belief is formed that a child has been harmed or is at risk of being harmed.

### 2. Purpose:

To ensure that the safety and wellbeing 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 make mandatory reporting reports and referrals under the Child, Youth and Families Act (2005).

### 3. Guidelines:

All Teachers registered to teach or who have permission to teach pursuant to the *Education and Training Reform Act 2006* (Vic), Principals and Nurses are mandated by law to report their belief on reasonable grounds of physical and/or sexual abuse to Department of Human Services Child Protection.

- Clear processes and protocols around responding to child abuse will be shared amongst all staff.
- Those persons not mandated may report any disclosures or concerns about children's safety to the Principal, the appropriate Sub-school Principal or Student Welfare Coordinator.

- Staff to whom the disclosure is made is encouraged to make the report with support from the Principal, a Sub-school 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.
- Teaching Staff will be trained on mandatory responsibilities annually.
- All concerns should be reported immediately to the Principal, or in his/her absence a Sub-school Principal or Student Welfare Coordinator. Staff are also able to consult further with Regional staff on 9488 9488.
- The Sub-school 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, the member of staff and/or the principal class officer or Student Welfare Coordinator will contact the Department of Human Services Child Protection by telephone as soon as possible to make an official notification on 1300664977 or after hours to the Child Protection Emergency Services on 131278. (Once a mandatory report has been made, the Education Department, Emergency Management Unit should be notified immediately on 9589 6266).
- Members of the Department of 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 reports, information gathered is 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 the Department of Human Services, Child Protection and Police. This 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 Unit.
- 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.
- The school considers the moral obligation for reporting the belief on reasonable grounds of physical and/or sexual abuse to extend also to children over the age of 17. In such cases where Child Protection does not take reports, reports will be made directly to Victoria Police. The closest Sexual Offences and Child Abuse Investigation Team (SOCIT) is Fawkner, 9355 6100. The school will offer supports in terms of counselling and referrals to all students regardless of age.

#### **4. Evaluation:**

This policy and its included Code of Conduct will be reviewed every two years and in the interim if legislative or other changes require.

## 5. References:

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/chilsafestandards.aspx>

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

<https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/default.aspx>

Ministerial Order 870

<http://www.vrqa.vic.gov.au/childsafe/Pages/default.html>

**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.**

**Amended at Council 18.2.2014. Reviewed and updated. And reference to young persons 17 years or older incorporated into policy and separate protocols removed.**

**This policy, amended and renamed (previously Mandatory Reporting of Child Abuse Policy) and its included Child Safety Code of Conduct was endorsed at School Council on 13 September 2016**

**Amended to make separate and distinct Mandatory Reporting Policy at School Council on 15/11/2016.**

**Amended at Council December 2018**

**Amended and presented at School Council March 2020**

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## CHILD SAFETY REPORTING OBLIGATIONS POLICY AND PROCEDURES

(Child Safe Standard 5)

### Purpose

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

### Scope

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

### Policy

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

Gladstone Park understands the important role our school plays in protecting children from abuse including:

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

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

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

### Mandatory Reporting

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

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

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

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

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually.

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

### **Child in need of protection**

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

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

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

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

### **Reportable Conduct**

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

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

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

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

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

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

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

### **Failure to disclose offence**

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as

practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 by another person aged 18 years or over.

Failure to disclose information to Victoria Police (by calling 000 or local police station) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

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

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

"Reasonable excuse" is defined by law and includes:

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

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

### **Failure to protect offence**

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

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

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

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

### **Grooming**

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



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

## **CHILD SAFETY REPORTING PROCEDURES AT GLADSTONE PARK**

### **For students**

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Gladstone Park they should start with their sub-school.

### **Managing disclosures made by students**

*When managing a disclosure you should:*

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

*When managing a disclosure you should AVOID:*

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

### **General procedures**

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

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

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

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

### **Reporting suspicions, disclosures or incidents of child abuse**

#### *Responsibilities of all school staff*

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

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

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

#### *Responsibilities of the principal team*

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

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

- Follow the Four Critical Actions as soon as possible, including:
  - Responding to an emergency
  - Reporting to authorities/referring to services
  - Contacting parents/carers and
  - Providing ongoing support.
- Make detailed notes of the incident or disclosure, including actions taken using the Responding to Suspected Child Abuse: Template and ensure that those notes are kept and stored securely in sub-school

files. They are also responsible for ensuring that any staff member who reported the incident, disclosure or suspicion to them also makes and keeps notes of the incident.

- At Gladstone Park, principal team will be responsible for ensuring that there is a prompt response to the disclosure and that the child is appropriately supported.

If the principal/other nominated staff member responsible above is unavailable, members of the leadership team will take on the role and responsibilities described in this section.

### **Duty of care and ongoing support for students**

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

All staff have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students. All staff must ensure that a member of the principal team or other appropriate staff member is aware of any incidents, suspicions or disclosures of child abuse as soon as possible after they occur. This will allow appropriate supports to be put in place for the student affected.

### **For school visitors, volunteers and school community members**

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

Any person can make a report to DHHS Child Protection if they believe on reasonable grounds that a child is in need of protection. For contact details see the Four Critical Actions - [https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions\\_ChildAbuse.pdf](https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf)

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

### **Related Policies And Further Information**

Child Safety Policy

### **Review Cycle**

This Policy will be reviewed every two years and in the interim if legislative or other changes require.

**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.**

**Amended at Council 18.2.2014. Reviewed and updated. And reference to young persons 17 years or older incorporated into policy and separate protocols removed.**

**Incorporated into the Child Safety Policy at Council 13/09/2016**

**Reinstated as a separate policy and amended at School Council on 15/11/2016**

**Revised and renamed (previously “Mandatory Reporting Policy”) at Council December 2018**

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## COMPLAINTS POLICY

### PURPOSE

The purpose of this policy is to:

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

### SCOPE

This policy relates to complaints brought by parents, carers, students or members of our school community and applies to all matters relating to our school. In some limited instances, we may need to refer you to another Department of Education and Training process where there are different mechanisms in place to review certain decisions, for example, expulsion appeals.

### POLICY

Gladstone Park Secondary College is committed to continuous improvement. We value open communication with our families and are committed to understanding complaints and addressing them appropriately. We recognise that the complaints process provides an important opportunity for reflection and learning.

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

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

- raise and discuss issues in a courteous and respectful manner
- acknowledge that the goal is to achieve an outcome that is in the affected student's best interests and acceptable to all parties
- act in good faith and respect the privacy and confidentiality of those involved, as appropriate
- recognise that all parties, including the broader school community, have rights and responsibilities that must be balanced
- recognise that schools and the Department may be subject to legal constraints on their ability to act or disclose information in some circumstances.

### Preparation for raising a concern or complaint

Gladstone Park Secondary College encourages parents, carers or members of the community who may wish to submit a complaint to:

- carefully consider the issues you would like to discuss
- remember you may not have all the facts relating to the issues that you want to raise
- think about how the matter could be resolved
- be informed by checking the policies and guidelines set by the Department and Example School (see "Further Information and Resources" section below).

## Complaints process

Gladstone Park Secondary College is always happy to discuss with parents/carers and community members any concerns that they may have. Concerns in the first instance should be directed to Year Level Coordinators or the relevant Sub-school Principal. Where possible, school staff will work with you to ensure that your concerns are appropriately addressed.

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

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

1. Complaint received: Please either email or telephone the Sub-school Principal or College Principal, to outline your complaint so that we can fully understand what the issues are. We can discuss your complaint in a way that is convenient for you, whether in writing, in person or over the phone.
2. Information gathering: Depending on the issues raised in the complaint, the Sub-school Principal or College Principal or nominee may need to gather further information to properly understand the situation. This process may also involve speaking to others to obtain details about the situation or the concerns raised.
3. Response: After information gathering, the Sub-school Principal or College Principal will contact you with the information to discuss a resolution. This may occur through email, over the phone or in a resolution meeting. If we are unable to satisfactorily resolve the complaint together, and you would like to take further action about it, we will produce a written summary of the complaint and processes followed.
4. Timelines: Gladstone Park Secondary College will acknowledge receipt of your complaint as soon as possible (usually within 48 hours) and will seek to resolve complaints in a timely manner. Depending on the complexity of the complaint, the college may need some time to gather enough information to fully understand the circumstances of your complaint. We will endeavour to complete any necessary information gathering and provide a response where appropriate within 14 working days of the complaint being raised. In situations where further time is required, Gladstone Park Secondary College will consult with you and discuss any interim solutions to the dispute that can be put in place.

## Resolution

Where appropriate, Gladstone Park Secondary College may seek to resolve a complaint by:

- an apology or expression of regret
- a change of decision
- a change of policy, procedure or practice
- offering the opportunity for student counselling or other support
- other actions consistent with school values that are intended to support the student, parent and school relationship, engagement, and participation in the school community.

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

### **Escalation**

If a parent or community member is not satisfied that their complaint has been resolved by the school, or if their complaint is about the Principal, then the complaint should be referred to the North Western Victorian Region by phoning 94889488.

Gladstone Park Secondary College may also refer a complaint to North Western Victorian Region if we believe that we have done all we can to address the complaint.

For more information about the Department's Parent Complaints policy, including the role of the Regional Office, please see:

<http://www.education.vic.gov.au/school/parents/complaints/Pages/default.aspx>

<http://www.education.vic.gov.au/school/Principals/spag/community/Pages/parentcomplaints.aspx>

### **Review**

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

**Adopted at School Council on 21 June 2011**

**Cross referencing of policy adopted by Council 19 March 2013**

**Reviewed and renamed (previously "Parent Complaints Policy") at School Council in June 2018**

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**COMPUTER SOFTWARE COPYRIGHT PROTECTION POLICY**

1. Unauthorised copying of software is illegal under the Copyright Act 1968, as amended.
2. Use of illegal copies of software is illegal under the Copyright Act 1968, as amended.
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, as amended.
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 staff use of privately owned computers, tablets and smart phones for work or private purposes on College premises must be applied for and given in advance of the use of the device. 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. Student drives are to be wiped clean on an annual basis and all computers are cleaned when they are reimaged. This usually occurs on an annual basis.
10. The principal is to ensure that details of this policy are given the widest possible promulgation, and brought to the attention of the College community at least twice per year..

Further information can be found at:

<http://www.education.vic.gov.au/management/governance/copyright/> and,

<http://www.education.vic.gov.au/management/governance/copyright/resources/resourceschool.htm>

**Policy amended at College Council 8 April 2003.**

**Policy amended at College Council on 18 September 2012.**

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## CONFLICT OF INTEREST POLICY

### **RATIONALE:**

Employees of the Victorian Public Sector are required by the *Public Administration Act 2004* and the Code of Conduct for Victorian Public Sector Employees to declare and avoid any real or perceived conflicts of interest to help maintain community trust and confidence in the Public Sector. Employees of the Teaching service, employed under the *Education and Training Reform Act 2006* are also employees of the Victorian Public Sector.

This policy applies to all staff employed by Gladstone Park Secondary College, including ongoing, fixed term, part time and casual staff. This policy also applies to all members of the School Council and the Resources sub-committee of Council.

The policy outlines the principles applying to the declaration and management of actual, potential or perceived conflicts of interest.

### **AIMS:**

To protect the School interest in impartial and objective decision making.

To protect the reputation of the School by maintaining ethical standards of good judgment, fairness and integrity in all dealings.

To ensure that employees always observe the highest standard of business ethics.

To avoid any activity or interest that might reflect unfavourably upon a staff member's own integrity and good name, or upon the integrity and good name of the School.

An employee or Council member must avoid any conflict of interest, financial or otherwise, that might affect or may be seen to affect, the performance of the employee's official duties.

### **IMPLEMENTATION:**

All staff members, in the performance of their duties are required to act in good faith towards the School and the Education Department.

Staff members must ensure there is no conflict of interest between their personal interests and their duties, obligations and responsibilities to the School. Where such a conflict occurs, the interests of the School will be balanced against the interests of the staff member. Unless exceptional circumstances exist, the balance of interests will be resolved in favour of the School and in accordance with Education Department guidelines.

A conflict of interest can be financial or personal and involves the interests of a staff or School Council member, or members of their families or friends. A conflict may arise where an employee or Councilor could reasonably be perceived to be influenced by the private interest of facilitating employment for family members. A perceived conflict of interest exists where a reasonable person with knowledge of the relevant facts could form the view that an employee's private interest could improperly influence the performance of their duties, now or in the future.

Of their own volition staff and Council members must disclose actual or potential conflicts of interest to the Principal and stand down in any decision making process where they may be compromised. If the Principal discloses actual or potential conflict of interest he/she must advise School Council and stand down in any decision making process



where they may be compromised. If a Council member or sub-committee Council member discloses actual or potential conflict of interest he/she must advise School Council and the Principal and must not be present during the discussion unless invited to do so by the person presiding at the meeting and they must not be present when a vote is taken on the matter though they may be included in the quorum for that meeting.

Failure of a staff member, Principal, Council member or sub-committee member to disclose a potential or actual conflict of interest constitutes a breach of this policy and Education Department guidelines in relation to conflict of interest and may result in disciplinary action. Depending on the nature and impact of the conflict of interest situation, other action may be instigated, including legal action.

Where any actual, potential or perceived conflict of interest is identified and cannot be avoided, reasonable steps should be taken to manage it. If an employee is unsure about a possible conflict of interest or how to handle a possible conflict of interest they should seek advice from their Principal/Manager.

It is not appropriate for peers or subordinates of an employee who is compromised to be involved in the management of the conflict of interest. Such staff are not considered to be outside the sphere of influence of the staff member concerned.

Confidentiality is to be maintained at all times by all persons involved and the School will seek to ensure that confidential disclosures are protected from misuse. Nothing precludes either the staff member who has disclosed the conflict of interest or the Principal/Manager to whom the disclosure was made from seeking advice from the Human Resources area of the Education Department or the Department's legal liability branch, on any matters relating to this policy.

#### **EVALUATION:**

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

Further information is available from the Education Department's Human Resources website at:

<http://www.education.vic.gov.au/hrweb/workm/perform/conflict-of-interest.htm>

**This policy was adopted by Council on 20 March 2012.**

**Endorsed by School Council February 2018, 2019, 2020**

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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 Learning Area Leader 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 Learning Area Leader 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
- Religious prejudice
- Sexual prejudice
- 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 18<sup>th</sup> May 2010**

**Adopted at School Council on 20<sup>th</sup> August 2019**

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## CURRICULUM PROGRAM EVALUATION POLICY

### Rationale:

Curriculum and teaching and learning programs are subject to review and evaluation for the purposes of improving student outcomes and teaching practices. The College Strategic Plan will guide identification of curriculum areas for evidence-based evaluation based on the educational priorities of the school

### Broad Guidelines:

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

- 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
- A viable curriculum allows opportunity and time to learn
- Life-long learning is required for active and informed citizenship

Evaluations should:

- address the educational needs of Gladstone Park students
- 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 (with both a subject & Year-level focus).
- New and existing subjects and programs (including co-curricular programs)
- Pilot programs and other initiatives

### Sources of data:

Student Learning Achievement:

- School based assessments and VCE, VET, VCAL, Victorian Curriculum Achievement Standards results

- NAPLAN results
- On-demand testing results

**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 Teaching and Learning Co-ordinator, Performance and Development Co-ordinator, Sub-school Program Managers and Learning Area 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 of any new curriculum or teaching and learning program..

**Evaluation:**

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

For further information see:

<http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/curriculum.aspx>

**First adopted by College Council on 21 June 2005**

**Amended at Council on 21 June 2011**

**Amended at Council on 16 August 2016**

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## DRIVING SAFELY TO SCHOOL POLICY

### Rationale:

Many students in Year 12 and some in Year 11 obtain their driving licence throughout the year. As student safety is a primary concern in relation to students travelling to and from school in vehicles it is important that the conditions stipulated by the School be clearly understood and followed.

### Aim:

This policy seeks to set down the conditions under which a student may be given approval to drive a vehicle to and from school. Under the school's duty of care requirements the Principal has determined that only students issued with a *Gladstone Park Secondary College Licence* will be permitted to drive a vehicle to school.

### Implementation:

If a student has obtained their driver's licence and would like to drive to school, the student must obtain his or her *GPSC Licence* **before** they commence driving to school. The application form for the *GPSC Licence* is available from the Senior School office. An interview with the Senior School Principal is a necessary part of the approval process and will take place after completion of the student's application.

Students who drive to school must observe the following conditions or the *GPSC Licence* will be revoked:

- Park as close as possible to the western boundary of the school in Taylor Drive
- Students must not return to their vehicle any time during the school day
- They must drive slowly and courteously when parking as well as when driving to and from the school premises as there are many students of all ages plus other vehicles in the area
- The only passengers that are permitted are siblings of the driver, no other students are permitted
- The vehicle details and the names of any siblings who will travel with them must be registered at the Senior School office
- Students are not permitted to drive themselves to and from camps, excursions or other school activities

Where a driver does not follow these rules they will be suspended and forfeit the right to drive to school for the year.

The school takes no responsibility for damage to vehicles parked at the school, and parking is at the vehicle owner's own risk.

### Review:

This policy will be reviewed in three years' time or earlier if need arises.

**Adopted at Council on 20 December 2011 (New Policy)**

**Reviewed and amended at council August 2018.**

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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, welfare and discipline areas of this policy are consistent with the Student Services framework, the School Drug Education Work Plan and the Student Engagement Policy. The school's drug education utilises a whole school approach to health promotion, prevention and early intervention to student wellbeing and engagement, based on the principles of harm minimisation. It aims to promote resilience, and build on knowledge, skills and behaviours to enable young people to make responsible, healthy and safe choices. Drug-related policies, practices, programs and initiatives are connected with prevention and reduction of drug-related harm, and the building of resilience in individuals and the school community. The schools implements relevant and comprehensive drug education for all students as an ongoing core component of the curriculum.

### Policy /Program Development

- 1.1 A core team was responsible for the development, implementation and review of the School Drug Education Work Plan. See below 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-
  - Communication of education programs through Compass.
  - Provision of information for parents through meetings and/or information sessions.
  - Classroom activities and student consultation.

### Curriculum

- 2.1 All aspects of drug education are 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 recognises 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 will be followed in all cases of identified drug abuse by students within the college.
- 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 ***School Policy and Advisory Guide and the Emergency and Security Management Unit procedures*** 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 periodically in accordance with the school's policy review cycle.





6.2 This policy should be read in conjunction with the school's Welfare Policy and Student Engagement Policy.

For further information see:

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/drugeducation2.aspx>

<https://www.education.vic.gov.au/Documents/school/principals/health/drugslegal.pdf>

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

**School Number** 7858

**Principal** Lynne Gutterson

<i>Core Team Members</i>	<i>Position in School</i>
<b>Veronica Hoy</b>	Assistant Principal (Curriculum)
Fiona Woods	Learning Area Leader, Health and Physical Education
Roger Centofanti	Assistant Principal (Student Well-being)
Nicole Thornton	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, schools should consider a range of data and supporting documents to ensure strategies are evidence-based and appropriate to their 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

<p><b>Strengths</b></p>	<p>Core curriculum includes drug education (Year 7 Pastoral Care, Year 9 Science) as well as programs that enhance resilience and connectedness (Year 7 Pastoral Care, Year 8 Learning for Life, Year 9 Health and Physical Education).</p> <p>These curriculum based programs aim to increase student's knowledge, social and life skills and refusal skills towards licit and illicit drugs. Content is relevant to young people's experience and interests.</p> <p>Extensive extra-curricular programs that supports connectedness to school and wider community (e.g. Interschool sport, School musical and drama</p>	<p>There continues to be a strong focus on developing student connectedness.</p> <p>Student services continues to provide significant support for students at risk including liaising with external agencies when necessary.</p> <p>Attitudes to school survey indicates high level of school connectedness</p> <p>Policies and procedures remain well documented and have proven to be effective when an incident has occurred.</p> <p>Strong sub-school support structures for students</p>	<p>Staff are supported in seeking and attending professional development activities relating to drug and health education programs run in the school</p> <p>Introduction of extracurricular programs in response to emerging health related issues</p> <p>Consistent application of the schools policy and procedures in responding to drug related incidents.</p> <p>Drug Education is positioned within a broader health and personal learning curriculum.</p> <p>All teachers and support staff update on Mandatory</p>	<p>The learning environment is supportive and productive and promotes a culture of value and respect.</p> <p>Drug education includes use of interactive and I.T. based activities to engage students (e.g. Mouse Party). Problem solving and critical thinking is encouraged.</p> <p>Health Education promotes substantive discussion of ideas (e.g. year 9 Health and P.E. Risk Taking unit, Year 7 Pastoral Care smoking unit).</p> <p>DET Rights, Resilience and Respectful Relationships</p>
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	<p>productions, Art show).</p> <p>Co-Curricular programs run within school that enhance connectedness, resilience, informed decision making, and mental health issues such as stress and resilience (e.g. year 7 &amp; 8 cyber awareness programs, Year 8, 9 and 10 Health Days, Party Safe, Mental Health week).</p> <p>Year 12 students complete police education presentation prior to commencement of exams.</p>	<p>Lead School for Rights, Resilience and Respectful Relationships Program</p>	<p>Reporting on an annual basis</p>	<p>curriculum documents</p>
<p><b>Recommendations for future improvement 2019-2023</b></p>	<p>Curriculum programs in senior years remain largely dependent on student elective choices. Ensure that extra-curricular</p>	<p>Continue to provide support for at risk students through Student Services.</p> <p>Continue to analyse attitudes</p>	<p>Greater liaison between relevant staff to ensure all aspects of drug education are carefully planned and coordinated so as to ensure that a broad,</p>	<p>Continue to offer professional development, particularly to those staff who are less experienced in the</p>

	<p>programs that promote resilience, connectedness and educate about drug use targeting senior students continue to be included through programs offered through Senior School (e.g. Keys Please).</p> <p>Investigate and implement ways to integrate drug education and/or programs that enhance drug education at Year 8.</p>	<p>to school survey to identify trends in school connectedness.</p> <p>Strategic plan 2017 – 2020 includes student connectedness and student voice targets</p>	<p>integrated and sequential curricular approach is achieved.</p> <p>Drug and health education programs (both curricular and extra-curricular) are well documented and changes to current program are noted.</p> <p>New staff briefed on protocols for responding to drug related incidents as part of their induction program. This should be documented as part of the role of teacher/s responsible for new staff induction</p>	<p>delivery of drug education.</p>
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<div> 2018 Year 1 School: Gladstone Park Secondary College </div>					
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	Ensure that current State Government drug education resources are available to pastoral care teachers for the delivery of the Year 7 Drug education (tobacco) unit.	Year 7 Pastoral care teachers will be briefed on the delivery of the Drug Education (tobacco) unit. Current State Government resources made available to all Year 7 Pastoral Care teachers.	Health and Physical Education LA leader.	Term 3, week 2 (prior to commencement of Smoking unit)	Resource material available to all Pastoral Care staff.
Positive school climate and relationships	Review of policies (first aid, mandatory reporting,) to remain ongoing	Through 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	All school policies remain relevant.



	Improve school connectedness	In line with school strategic plan.	All staff.	Ongoing	<p>Improved trend in the Student Attitude to School survey results in the areas of Morale, Student Motivation and Student Distress</p> <p>Attendance data showing improvement</p> <p>Attendance monitored by sub-schools shows improvement</p>
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Targeted to needs and context	<p>Staff delivering drug education have access to relevant curriculum support materials</p> <p>Trialing of Year 8 Learning for Life program to include some drug education and to complement existing</p>	<p>Relevant key learning area leaders to ensure that all Year 7 pastoral care teachers and Year 9 science teachers are made aware of, and have access to a range of curriculum materials</p> <p>Faculty based (Science/Health and P.E.) meetings to keep staff up-to-date on available support material</p> <p>Year 8 P.E. teachers are resourced and trained in delivering relevant drug education curriculum.</p>	<p>Health and Physical Education and Science LA leaders</p> <p>(Junior School Principal, Junior School Program Manager, Health and P.E. LA leader</p>	<p>Prior to commencement of drug education units (term 3 Pastoral Care, term 2 Science)</p> <p>Terms 3 &amp; 4 2018.</p>	<p>All teachers involved in the delivery of drug education will have received updated curriculum information.</p> <p>Key stakeholders have met and discussed implementation of program.</p>

	curricular and extra-curricular activities		and other relevant staff).		Health and PE staff prepared.  Some classes held.
Effective pedagogy	Staff new to drug education to be offered relevant professional development activities	Health and P.E. LA leader/Performance and Development Coordinator/Science coordinator to make staff teaching drug education aware of relevant professional development	Health and P.E. LA leader/staff involved in delivery of drug education/Performance and Development Coordinator	Ongoing as Professional Development opportunities becomes available.	All Pastoral care teachers/Science teachers informed of relevant professional development
<b>2019</b> <b>Year 2</b> <b>School: Gladstone Park Secondary College</b>					
Theme area	RECOMMENDED ACTIONS	How	Who	When	Achievement milestones the practice measures or

	What needs to be improved	the activities, budget, equipment, IT, learning time, learning space	the individuals or teams responsible for implementation	the date, week, month, term, year for completion	lead indicators that describe success
Comprehensive and evidence-based practice	Review school drug education programs and ensure that they remain in line with current state government drug education guidelines	Health and P.E. and Science LA leaders to review drug education programs and ensure that they remain relevant and in line with guidelines	Health and P.E. and Science LA leaders	Prior to commencement of teaching specific drug education units	Updated course outlines to be placed on school network
Positive school climate and relationships	Continue to offer opportunities for parent involvement in school community through extra-curricular events, e.g. Art show, school musical and drama concerts. awards nights	Extra-curricular events continue to be part of the school calendar	LA areas, Principal, sub-school principals	Ongoing	School calendar to include details of events giving opportunities for parent involvement. School newsletter to include details
Targeted to needs and context	Targeted year 8 drug education to be implemented within the Learning for Life program in line with recommendations of key	All year 8 students participate in a program of 8 Learning for Life lessons throughout the year that include lessons on drug education	Junior School Principal, Health and P.E. LA leader, Health and P.E.	Terms 1-4	Evaluation survey of students participating in Learning for Life program

	<p>stakeholders undertaking review in 2018.</p> <p>Selected year 7 Pastoral Care classes to trial broader drug education unit</p>	<p>Teachers of selected year 7 Pastoral care Classes to introduce drug education in line with latest DET recommendations (currently Get Real) Teachers to give feedback on implementation of program</p>	<p>staff Junior School Program Manager.</p> <p>Selected Year 7 Pastoral Care teachers</p>	<p>Ongoing planning &amp; training - trial in Term 4</p>	<p>Decision on new classes for Year 7 Pastoral Care in 2020</p>
Effective pedagogy	<p>Consistent application of the schools policy and procedures in responding to drug related incidents is linked to curriculum programs</p>	<p>Year Level Coordinators to be briefed on dealing with drug related incidents in line with school policy and curriculum</p>	<p>Relevant sub-school principal.</p>	<p>Term 1</p>	<p>Staff, particularly those new to year level coordination will be made aware of school protocols in relation to drug related incidents (including smoking)</p>
<p><b>2020</b> Year 3</p> <p>School: Gladstone Park Secondary College</p>					

Theme area	<b>RECOMMENDED ACTIONS</b>  What needs to be improved	<b>How</b>  the activities, budget, equipment, IT, learning time, learning space	<b>Who</b>  the individuals or teams responsible for implementation	<b>When</b>  the date, week, month, term, year for completion	<b>Achievement milestones</b>  the practice measures or lead indicators that describe success
Comprehensive and evidence-based practice	Review school drug education programs and ensure that they remain in line with current state government drug education guidelines and meet student and community need	Health and P.E.& Science LA leaders, and sub-school program managers to review drug education programs and ensure that they remain relevant and in line with guidelines	Health and P.E.& Science LA leaders, and sub-school program managers	Term 1	Updated course outlines to be placed on school network
Positive school climate and relationships	Implementation of School Strategic plan – specifically with relation to student voice and student connectedness goals	School staff to be briefed on relevant student voice and student connectedness goals to be implemented as part of strategic plan	All staff	ongoing	Student Attitudes to School Survey data

Targeted to needs and context	Broader Drug Education program that focuses on a harm minimization approach to be implemented with respect to recommendations from evaluation of 2018 and 2019 trials	<p>Year 7 Pastoral Care teachers to be provided with professional development and class resources to deliver drug education unit.</p> <p>Health and PE staff to be provided with professional development and class resources to deliver Learning for Life program.</p>	<p>Year 7 Pastoral Care teachers</p> <p>Health and PE staff</p>	Prior to term 4	DET drug education materials
Effective pedagogy	Consistent application of the schools policy and procedures in responding to drug related incidents is linked to curriculum programs	Year Level Coordinators to be briefed on dealing with drug related incidents in line with school policy and curriculum	Relevant sub-school principal.	Term 1	Staff, particularly those new to year level coordination will be made aware of school protocols in relation to drug related incidents (including smoking)
<b>2021</b> <b>Year 4</b> <b>School: Gladstone Park Secondary College</b>					

Theme area	<b>RECOMMENDED ACTIONS</b>  What needs to be improved	<b>How</b>  the activities, budget, equipment, IT, learning time, learning space	<b>Who</b>  the individuals or teams responsible for implementation	<b>When</b>  the date, week, month, term, year for completion	<b>Achievement milestones</b>  the practice measures or lead indicators that describe success
Comprehensive and evidence-based practice	Evaluate current practices as part of the process of consultation of students, parents and staff for school review	Questions relevant to drug education and policy are included in consultation and evaluation processes for school review	School review team	ongoing	Drug education programs are considered and discussed in the school review
Positive school climate and relationships	Evaluate current practices as part of the process of consultation of students, parents and staff for school review	Questions relevant to drug education and policy are included in consultation and evaluation processes for school review	School review team	ongoing	Drug education programs are considered and discussed in the school review
Targeted to needs and context	Evaluate current practices as part of the process of consultation of students, parents and staff for school review	Questions relevant to drug education and policy are included in consultation and evaluation processes for school review	School review team	ongoing	Drug education programs are considered and discussed in the school review



Effective pedagogy	Evaluate current practices as part of the process of consultation of students, parents and staff for school review	Questions relevant to drug education and policy are included in consultation and evaluation processes for school review	School review team	ongoing	Drug education programs are considered and discussed in the school review
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## GLADSTONE PARK SECONDARY COLLEGE

## 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
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Principal's Detention	Principal's Detention	Principal's Detention	Counselling	Referral
Counselling	Counselling	Counselling	Lengthy Suspension	Expulsion
Referral	Suspension (if used at school)	Suspension	Police Liaison Officer	Police
	Referral	Referral	Council Inquiry	
	Police Contact			

Action should be taken as suggested in the **"School Policy and Advisory 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 14 December 2010 (Updated and cross-referenced)**

**Reviewed and amended at Council December 2018**

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## DUTY OF CARE POLICY

(Child Safe Standard 6)

### BACKGROUND:

All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students. Creating safe places for children to fully and actively participate in the life of the community benefits everyone. Gladstone Park Secondary College ensures that the children in its care are protected to the best of its ability and in line with their duty of care and the compulsory Child Safe standards. These Child Safe Standards are compulsory for all organisations providing services to children, and aim to drive cultural change in organisations so that protecting all children from abuse is embedded in the everyday thinking and practice of leaders, staff and volunteers. This will assist organisations to:

- prevent child abuse
- encourage reporting of any abuse that does occur
- improve responses to any allegations of child abuse

The Child Safe Standards also strongly promote the safety of Aboriginal children; children from culturally and/or linguistically diverse backgrounds and the safety of children with a disability.

Staff at our school understand that school activities involve different levels of risk and that particular care may need to be taken to support younger students or students with additional needs. Our school also understands that it is responsible for ensuring that the school premises are kept in good repair and will take reasonable steps to reduce the risk of members of our community suffering injury or damage because of the state of the premises.

### DEFINITION:

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

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

Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably

expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

#### **RATIONALE:**

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

#### **AIMS:**

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

#### **IMPLEMENTATION:**

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

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

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

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

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

- arriving late to class or leaving a class early
- arriving late to scheduled timetabled yard duty responsibilities
- failing to act appropriately to protect a student who claims to be bullied
- believing that a child is being abused but failing to report the matter appropriately
- being late to supervise the line-up of students after the bell has sounded

- leaving students unattended in the classroom
- failing to instruct a student who is not wearing a hat to play in the shade
- ignoring dangerous play
- leaving the school during time release without approval
- inadequate supervision on a school excursion

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

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

### **RISKS TO STUDENTS OUTSIDE THE SCHOOL ENVIRONMENT**

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

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

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

Staff are responsible for their students at all times.

The following instructions and notices [apply to all staff](#).

### **CLASSROOM SUPERVISION**

Teachers must **not** leave the classroom unattended at any time during a lesson.

It is **not** appropriate to leave students in the care of ancillary staff, voluntary staff, parents or trainee teachers (At law, the Duty of care cannot be delegated)



It is **not** appropriate to leave students in the care of external education providers for example incursions (At law, the Duty of care cannot be delegated)

In **an emergency situation** use the phone for the Principal or Assistant Principal or contact the teacher in the next room (if appropriate – send another student for assistance)

**No student should be left unsupervised outside the classroom** as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague's classroom, or to the Assistant Principal or Principal or by following the school's Student Behaviour Management Plan. Any action taken should be accompanied by documentation and appropriate follow up.

### MOVEMENT OF STUDENTS

Care needs to be taken in allowing students to leave the room to work in other areas of the school.

Use of students as monitors outside the room during class time must only occur with the approval of the Principal or Assistant Principal

Discretion is to be used when allowing students to visit the toilet during class time.

### YARD SUPERVISION

Yard supervision is an essential element in teachers' duty of care. It is now clearly established that in supervising students, teacher's duty of care is one of positive action.

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

Be aware that yard duty supervision within the school requires the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and duty of care responsibilities. Teachers are also expected to follow school policy whilst on yard duty.

Teachers are not to be on personal devices as this is a distraction from their duty of care. Teachers should interact with students as much as possible.

Teachers rostered for duty are to attend the designated area at the time indicated on the roster.

Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable.

The handing over of duty from one teacher to another must be quite definite and **must occur in the area of designated duty**. Where a relieving teacher does not arrive for duty, the teacher currently on duty should contact a member of the principal class or the general office by dialling 99330590.

No changes to the yard duty roster are to be made without the approval of the Assistant Principal.

Be alert and vigilant - intervene **immediately** if potentially dangerous behaviour is observed in the yard - enforce behaviour standards and logical consequences for breaches of safety rules.



You should always be on the move and highly visible.

### **EXCURSIONS, INCURSIONS AND CAMPS (*also refer to comprehensive policy for each*)**

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

Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.

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

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

Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities.

The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.

Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.

The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.

If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parents can be contacted and a senior staff member will remain at school until they arrive.

If crossing roads, students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

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

### **INFORMING STAFF OF THE LEGISLATIVE LIABILITY OF DUTY OF CARE**

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

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



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

Duty of Care will be an agenda item at staff meetings and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Guide.

Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions.

Staff will be directed to the student wellbeing policy annually

*References:*

*<http://www.education.vic.gov.au/school/principals/spag/safety/pages/dutyofcare.asp>*

**Evaluation:**

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

**Adopted at School Council on 15/11/2016.**

**Amended at school council March 2017**

**Amended at School Council February 2020**

**Amended and adopted by School Council March 2020**



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**EDUCATION SUPPORT TIME IN LIEU & RECALL POLICY****Rationale:**

An Education Support (ES) staff member may be asked to undertake work in addition to their ordinary hours of employment. In such circumstances, the staff member shall be granted time off in lieu equivalent to the additional time worked provided that prior approval has been granted for the additional time to be worked.

**Guidelines:**

- Time off in lieu shall be taken at the discretion of the Principal having regard to the operational needs of the school and the wishes of the employee.
- Time off in lieu can be taken on student free days at the discretion of the Principal.
- The requirement to work hours in excess of ordinary hours should only be where such work is unavoidable and reasonable notice is provided. Time in lieu will not be approved retrospectively.
- All work required in excess of an ES staff member's ordinary hours of work must be documented by the Principal.
- An ES staff member who is directed to work in excess of his or her ordinary hours of work may request not to do so where this would unreasonably affect personal or family commitments. The Principal shall not unreasonably refuse such a request.
- Time off in lieu may be granted on any day other than a day of approved leave.
- As an alternative to time off in lieu, the Principal and the ES staff member may agree to payment for time in lieu owed at the employee's normal rate of pay.
- Unless otherwise agreed between the Principal and the ES staff member, where time in lieu remains outstanding from the previous school year, at 30 June of the following school year the employee may elect to:
  - take time off equivalent to the time owed, commencing immediately; or
  - request payment at his or her normal rate of pay plus 50% for the additional time worked.

**Duties covered by Time in Lieu when performed out of normal working hours include:**

1. Parent/Teacher meetings
2. Staff meetings but strictly only if required to attend
3. School Council and School Council sub-committee meetings but strictly only if

- required to attend and if not a formally elected member
- 4 Professional Development attendance on non-working days
  - 5 Peak work output times e.g. exam photocopying/collation
  - 6 Other school meetings and duties as requested by the Principal class or Business Manager

**Records:**

- A personal record of time in lieu is to be kept by each ES staff member and time taken e.g. late starts and early finishes offset against time owed.
- Time in lieu for ES at ES1, Range 4 or higher will be self-managed under the supervision of the Principal and in line with this policy.

**Recall:**

The recall provision in the Victorian Government Schools Agreement 2013 may be exercised for Education Support staff members at Gladstone Park as follows:

- An ES staff member can be required to attend for duty and/or professional development up to a maximum of 6 days of the additional leave specified in clause 26(1)(b) of the Victorian Government Schools Agreement 2013.
- Attendance can only be required during one or two school vacation periods in a year at the commencement or conclusion of a school vacation period and the employee must be provided with reasonable notice, being not later than four weeks into the preceding term.
- An ES staff member can only be required to perform duties consistent with his or her role(s) when required to attend during school vacation periods unless the Principal and the employee otherwise agree.
- During a school vacation period an ES staff member at classification level 1 salary, ranges 1 and 2 cannot be required to work in isolated circumstances or to attend without the presence of a responsible manager.
- An ES staff member attending for duty and/or professional development will be paid the leave purchase allowance specified in the Victorian Government Schools Agreement 2013.
- ES staff at the ES1, range 1 or ES1, range 2 levels employed in the administration area/s may be recalled during January but won't be required at any other term break unless to attend professional development activities.
- Integration Aides will not generally be recalled for duty purposes but may be recalled to attend professional development activities.



- ES staff working in the kitchens may be recalled during one or two school vacation periods in a year for duty purposes and/or to attend professional development activities.

**This document should be read in conjunction with the Victorian Government Schools Agreement 2013.**

**Adopted at School Council on 19 November 2013 (New Policy)**

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## ELECTRONIC FUNDS MANAGEMENT POLICY

### PURPOSE

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

### SCOPE

This policy applies to:

- all staff/responsible persons involved in management of funds transacted electronically
- all transactions carried out by Gladstone Park Secondary College via the methods set out in this policy

### POLICY

Gladstone Park Secondary College has developed this policy consistently with the Schools Electronic Funds Management Guidelines and Section 4 Internal Controls of the Finance Manual for Victorian Government schools.

### Implementation

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

### EFTPOS

- The Principal of Gladstone Park Secondary College, will ensure all staff operating the merchant facility are aware of security requirements. At our school, this includes: individual authority and security tokens. School council minutes must record which staff are authorised to process transactions.
- No "Cash Out" will be permitted on any school EFTPOS facility.
- Gladstone Park Secondary College will accept EFTPOS transactions via telephone or post.
- Gladstone Park Secondary College school council has approved a minimum refund amount of \$10 and a maximum refund amount of \$200 to be processed through EFTPOS.

### **Direct Debit**

- All direct debit agreements must be approved and signed by school council prior to implementation.
- The school council requires all suppliers to provide tax invoices/statements to the school prior to direct debiting any funds from the school's account
- A direct debit facility allows an external source i.e. VicSuper (staff superannuation payments), Dell (student computer leasing payments) and Westpac (purchasing card payments), to a pre-arranged amount of funds from the school's official account on a pre-arranged date. Any such payments will be authorised as appropriate and required.
- Gladstone Park Secondary College will ensure adequate funds are available in the Official Account for the "sweep" of funds to the supplier.

### **Direct Deposit**

- Gladstone Park Secondary College utilises a "two user authorisation of payments" banking package, as it contains a greater degree of security and access controls.
- Creditor details will be kept up to date and the treatment of GST for creditors will be monitored.
- Payment transactions will be uploaded as a batch through the CASES21 system.
- All payments made through the internet banking system must be authorised by two authorised officers.
- Internal controls for Direct Deposit include:
  - the Principal and School council delegate being the responsible persons for the authorisation of payments including transfer of funds from the official account to payee accounts
  - the Business Manager must not have banking authorisation/signatory responsibilities other than for the transferring of funds between school bank accounts and accessing bank statements
  - personal identification number (PIN) information or software authorisation tokens are issued only to authorised persons
  - alternative procedures for processing, using the direct deposit facility, for periods of Business Manager's and Principal leave of absence include a new authority in place prior to leave being taken.

### **BPay**

Gladstone Park Secondary College school council will approve in writing the school council's decision for the utilisation of BPAY.

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

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

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

#### **FURTHER INFORMATION AND RESOURCES**

- Finance Manual for Victorian Government Schools
  - [Section 3 Risk Management](#)
  - [Section 4 Internal Controls](#)
  - [Section 10 Receivables Management and Cash Handling](#)
- Available from: [School Financial Guidelines](#)
- [Schools Electronic Funds Management Guidelines](#)
- CASES21 Finance Business Process Guide
  - [Section 1: Families](#)
- [Internal Controls for Victorian Government Schools](#)
- [ICT Security Policy](#)
- [Public Records Office Victoria](#)
- [Archives and Records Management Advice for Schools.](#)

#### **REVIEW CYCLE**

**This policy was adopted as the 'Internet Banking Policy' Adopted at Council on 15 March 2011.**

**Confirmed by Council on 21 February 2012.**

**Reconfirmed by Council on 18 February 2014.**

**Endorsed by School Council February 2018, 2019**

**This policy (previously titled 'Internet Banking Policy') was renamed as the 'Electronic Funds Management Policy' and endorsed by school council in February 2020 and is scheduled for endorsement in one year.**

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## ENROLMENT POLICY

### 1. BACKGROUND:

Due to the high demand for places, it is not possible to enrol all students who apply for places at Gladstone Park.

### 2. PURPOSE:

The College:

- is a zoned school and will accept all applicants who live at a permanent address within this zone
- endeavours to accommodate the siblings of current students\*
- will enrol all students who are successful in gaining a place in either the Select Entry Accelerated Learning (SEAL) class or the Language Immersion Class
- Will fill remaining positions based on Curriculum Grounds.

### 3. GUIDELINES:

For the purpose of student enrolment in Victorian government schools, the Department of Education considers permanent place of residence is the address at which a child permanently resides at the time of enrolment. If a child resides at multiple addresses, the child's 'permanent residence' is the address at which the child spends the majority of his/her weekdays.

At Gladstone Park Secondary College, permanent address is defined as one where:

- the home is owned by the parent or guardian
- the home is leased from a registered estate agent for a minimum of 12 months
- N.B. Staying with a relative or friend does not qualify you as "a resident"

In assessing your child's eligibility for enrolment, the school will ask for original or certified copies of:

- rental agreements or council rates notice or unconditional contracts of sale
- gas &/or electricity bill supplying to the stated address
- birth certificate

Documents should show the same address and parent's/carer's name as recorded on the school enrolment application form.

Note: Enrolment applications may not be successful if the requested documentation is not provided.

### 4. IMPLEMENTATION:

#### Grade 6 – Year 7 Enrolment Process

Enrolment of students from Grade 6 is jointly managed with local primary schools and follows state-wide procedures. *Enrolment Application Forms are provided by the Primary Schools and returned to them.* Proof of Residence and Curriculum Grounds forms are sent by Gladstone Park and returned to

us at the College. Year 8 – 12 enrolment information can be obtained by contacting the General Office at Gladstone Park, (see 'All Other Enrolments' below).

### **Grade 6 – 7 Enrolment Information Pack**

The following information is distributed to Primary Schools and available from the College at our Open Night. They can also be found on the school website at:

[www.gladstoneparksc.vic.edu.au](http://www.gladstoneparksc.vic.edu.au) Click on the drop down menu "Our School" and follow the "Enrolment" link.

[Enrolment at Gladstone Park](#)

[Open Day & Information Evening Flyer](#)

[College Tour Information Flyer](#)

[Select Entry Accelerated Learning Flyer](#)

[Language Immersion Program Flyer](#)

### **All Other Enrolments**

Prospective enrolments are required to follow this process:

1. Interested families are required to complete a [Consideration for Enrolment Form](#) and return it fully completed to the College along with the required documentation.
2. When the required documentation has been submitted to the college, the appropriate Sub-school Principal will contact you regarding your enrolment application.

### **Proof of Residence at a Permanent Address:**

When assessing enrolment applications, GPSC may make the following enquiries to verify the information provided about a student's permanent residence:

- Checking the electoral roll at an Australian Electoral Commission office or the Victorian Electoral Commission head office
- Checking with a real estate agent
- Checking whether the contact landline phone number provided is registered to the residence provided on the enrolment form
- For a rental property which is a studio apartment or a one bedroom unit, checking whether there are any regulations/codes limiting the occupancy of these apartments to one person per apartment.

Note: If, after reasonable enquiries, the Principal does not accept that the address provided on the enrolment application form is the genuine permanent residence of the student, the enrolment application may not be successful.

Also note:

- The placement offer may be withdrawn prior to the first day of attendance if the student's permanent place of residence changes or the school becomes aware that the address provided on the application form was not the genuine permanent residence for the student; and



- The new address is not within the designated neighbourhood area for the school.

In exceptional circumstances, where it is not possible to provide Gladstone Park with the required rates notice/rental agreement and/or amenities bill, the applicant may choose to make a Statutory Declaration as proof of permanent residence. **Please note that a Statutory Declaration must be a true and correct declaration, made with the understanding that a person who makes a false declaration is liable to the penalties of perjury.** The Principal reserves the right to seek to verify claims made within the Statutory Declaration and may make a judgment, based on all the information, as to whether there are grounds to enrol.

*\*Please note, sibling rights only apply to students enrolling from grade 6 to year 7*

#### **International Students:**

The college can enrol a maximum of 2 international students, providing they live within the school zone and their enrolment does not deny a placement for any other local student.

#### **5. EVALUATION:**

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

For further information see:

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/placement.aspx>

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/enrolment.aspx>

<http://www.education.vic.gov.au/Documents/school/principals/spag/participation/addressguidelines.docx>

**Adopted at Council on 17 March 2015 (New Policy)**

**Amended (reviewed and updated) at Council May 2018**

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## EXTERNAL STUDENT WELFARE AND SUPPORT WORKERS POLICY

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### 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 Welfare and Support Workers include, but are not confined to, health, youth and family workers. They are from external agencies such as Anglicare, Family First, Child First, Headspace, Department of Human Services (DHS), and North West Mental Health. They do not include Education Department employed staff or the Student Welfare staff employed by Gladstone Park.

### 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, Sub-school 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 16.

### Implementation:

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

Students' right to confidentiality will be maintained unless that right is in conflict with the need to share information due to a safety or wellbeing concern for a child.

Employees of external agencies working with students from Gladstone Park Secondary College must be compliant with our Child Safety Policy, which has been mandated by Ministerial Order 870. With regards to a student's right to confidentiality, external support workers should be made aware that:

- Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities; and
- Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk;

**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.

Further information can be found in the Department's School Policy and Advisory Guide at:

<http://www.education.vic.gov.au/management/governance/spag/safety/default.htm>

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

**This policy was reviewed during 2011 and the revisions adopted by Council on 19 Sept 2011.**

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

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External Welfare and Support Workers include, but are not confined to, health, youth and family workers. They are from external agencies such as Anglicare, Family First, Child First, Headspace, Department of Human Services (DHS), and North West Mental Health. They do not include Education Department employed staff or the Student Welfare staff employed by Gladstone Park.

1. The Principal, Sub-school 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 16. 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 Welfare and 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 must be obtained from the parents/guardians in writing before a worker can be assigned to any particular student, unless there is a significant risk involved. *(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 Welfare and 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 Welfare and Support Workers need to be made familiar with the Mandatory Reporting Guide, Child Safety Policy and Department of Education Duty of Care Policy pertaining to the risk of self-harm and/or risk of harm to others. External Welfare and Support Workers will be required to adhere to these protocols as stated and following assessment will refer appropriately.
10. External Welfare and 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. External Welfare and Support Workers will assist the Student Services Team and Year Level Coordinators in meeting and liaising with families and guardians of students.

## CONFIDENTIALITY

1. External Welfare and 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 Sub-school Principal in charge of welfare, or the relevant Sub-school Principal, the student(s) be located, and the parents be notified. Also, please refer to the Department's Suicide Awareness strategy at:  
<http://www.education.vic.gov.au/management/governance/spag/safety/protection/suicideawareness.htm>

Further information is also available at the Victorian Department of Health website:

<http://www.health.vic.gov.au/>

## RECORD KEEPING

1. External Welfare and 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 recorded on Compass by the external welfare or support worker.
2. External Welfare and 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 Welfare and 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 Student Wellbeing Coordinator and raise the matter with their Direct Line Management. The Sub-school Principal in charge of welfare will aim to resolve the conflict. If the matter should still be unresolved, the Sub-school Principal will refer the matter to the Principal and the Direct Line Manager of the External Welfare and Support worker.
2. In the case of a student or staff member having a grievance concerning the External Welfare and Support worker, the concern may be initially discussed with the worker and shall be submitted in writing to the Sub-school Principal in charge of Welfare. The Sub-school



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 Sub-school 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:** \_\_\_\_\_

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

This policy was reviewed during 2011 and the revisions adopted by Council on 19 Sept 2011.



This policy was updated and approved by School Council on 10<sup>th</sup> December 2019 and is scheduled for review in December 2021.

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## FIRST AID POLICY

### PURPOSE

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

### SCOPE

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

- *Anaphylaxis Policy*
- *Asthma Policy*

### POLICY

From time to time Gladstone Park Secondary College staff might need to administer first aid to students at school or school activities.

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

### Staffing

The principal will ensure that Gladstone Park Secondary College has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community.

Gladstone Park Secondary College's trained first aid officers are located in the general office / sick bay area.

The list of all trained officers is located on the OH&S noticeboard in the main staffroom.

### First aid kits

Gladstone Park Secondary College will maintain:

- A major first aid kit which will be stored in the general office in the sick bay area.
- Other first aid kits in Senior School, Technology, East gym, Theatre, Canteen and Science
- 10 portable first aid kits which may be used for excursions, camps, or yard duty. The portable first aid kits will be stored in the general office in the sick bay area

Rose Anda will be responsible for maintaining all first aid kits.

### Care for ill students

Students who are unwell should not attend school.





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

### **First aid management**

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

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero “000” for emergency medical services at any time.
- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
- If first aid is administered for a minor injury or condition, Gladstone Park Secondary College will notify parents/carers by phone call.
- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practical.
- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
- Whenever first aid treatment has been administered to a student Gladstone Park Secondary College will:
  - record the incident on CASES21
  - if first aid was administered in a medical emergency, report the incident to the Department’s Incident Support and Operations Centre on 1800 126 126.

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

### **FURTHER INFORMATION AND RESOURCES**

- **Anaphylaxis Management Policy** – S:\School Organisation \ School Policy documents
- **Asthma Management Policy** - S:\School Organisation \ School Policy documents
- **Health Care Needs Policy** - S:\School Organisation \ School Policy documents
- **Administration of Medication Policy** – S:\School Organisation \ School Policy documents

### **REVIEW CYCLE (3-4YEARS)**

**This policy was last updated on 13/8/2019 and is scheduled for review in August 2022.**



**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**

**Amended at Council on -- 17 September 2013 (Reviewed and updated)**

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## FUNDRAISING POLICY AND SRC

### **RATIONALE:**

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

### **PURPOSE:**

The purpose of fundraising may be to:

1. support various school and extra-curricular programs.
2. provide social services to clearly identified charities.

Some of the extra-curricular programs include:

- Breakfast Club, Italian Exchange, London-Paris Visual Arts Trip, G'day USA, Performing Arts (Musical Production, Gladdy's Got Talent, Instrumental Musical Concerts), Student Representative Council activities including Student Leadership programs, and the Year 12 End of Year Program.

Social Services include:

- Those identified by the VCAL program as part of students' Personal Development curriculum.
- Those charities as identified by the SRC.

### **GUIDELINES:**

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.
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. 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.
4. Activities which compromise or put at risk the school facilities, persons or reputation will not be approved.
5. Appropriate legal requirements must be adhered to at all times.

### **IMPLEMENTATION:**

1. All requests to raise money must be presented to the Administration Committee.
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
3. The selling of chocolates and /or lollies to students during the school day for the purpose of fundraising is **not** permitted.
4. SRC distribution of raised funds:

The SRC Internal Activities and Programs Fund is designed to support internal activities or programs of the school that either:

- Contribute to the development of students at Gladstone Park Secondary College
- Activities that represent and promote the school

The SRC aims to provide these programs/activities with financial support by providing funds for legitimate expenditure incurred.

Applications:

Any faculty or staff member who wishes to seek SRC funding are required to obtain an application form. Upon receiving the application, it will be reviewed by the whole SRC. Applicants will be notified once it has been confirmed and signed off by a relevant assistant principal, the overseeing SRC coordinator, and the SRC president (upon approval from the SRC).

#### **EVALUATION:**

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

For further information see:

<http://www.education.vic.gov.au/school/principals/spag/finance/Pages/generatedfunding.aspx>

**Adopted at Council on 18 August 2009**

**Amended at Council on 18 November 2014**

**Amended to include SRC distribution of funds at Council on 13<sup>th</sup> September, 2016**

**Endorsed by School Council February 2018, 2019, 2020**

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**HANDS OFF POLICY**

(Child Safe Standard 6)

**RATIONALE:**

As a state school, we have a responsibility to promote harmony and safety within our school community. All members of Gladstone Park Secondary College community realise the importance of respecting the rights of others. This policy is to promote an atmosphere and general conduct which discourages/limits the opportunities for Bullying and Harassment and promotes student/staff safety and security.

**IMPLEMENTATION:**

No student is to touch another student in a manner judged inappropriate by staff.

No student is to use any form of physical violence against other students, even in “fun” or as a “practical joke”.

Play fighting is not acceptable behaviour in the school environment.

Self-defence is defined as the minimum required force to put oneself in a position of safety. Retaliation or revenge will not be tolerated.

Bullying or any other kind of stand-over tactics will not be tolerated.

These principles and/or guidelines will be espoused by the Principal and other school leaders and staff at school assemblies, in the classroom and around the school.

School leaders and senior students are to model these guidelines at all times.

Year Level Coordinators and teachers should be involved in reinforcing this policy in their dealings with students at school before during and after school.

Students who are observed inappropriately touching another student will be instructed to stop. If he or she does not, he or she is to be referred to the Coordinator who will take action to modify the inappropriate behaviour. This may include issuing administration detentions and suspensions.

**BASIS OF DISCRETION:**

The Principal may use their discretionary powers in dealing with students who offend this policy.

**EVALUATION:**

This policy will be reviewed every three years and following significant incidents if they occur.

For further information, see:

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx>

**Adopted at School Council on 15/11/2016**

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## HEAD LICE POLICY

### 1. 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.

### 2. GUIDELINES

#### 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.

### 2. IMPLEMENTATION

The College's management plan incorporates the following:

- The College's Regional Nurse Educator will act as a head lice resource/support person who parents/guardians can contact at the school.
- 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.
- Protocols for inspections – where a child is suspected of having head lice, inspection will be conducted in a discrete manner by first aid trained staff, experienced in the detection of head lice. Parents/guardians will be notified of any inspections.
- A commitment to help reduce stigma and maintain confidentiality. Following head lice inspections or notification, parents/guardians of all students (not just those found to have head lice) will be notified with a pro forma letter (Head Lice Alert Notice) with information on checking for and treating head lice.
- A pro forma letter of notification (Head Lice Action Taken) will be given to parents/guardians of those students found to have head lice, which incorporates a detachable slip at the bottom, asking parents/guardians to indicate the treatment used and when it commenced.
- 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.

For further information see:

<http://www.education.vic.gov.au/school/principals/health/Pages/headlice.aspx>

<http://www.health.vic.gov.au/headlice/>

**Approved at Council on 18 July 2006.**

**Ammended at Council 17 March 2015.**

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## HEALTH CARE NEEDS POLICY

### PURPOSE

To ensure that Gladstone Park Secondary College provides appropriate support to students with health care needs.

### OBJECTIVE

To explain to Gladstone Park Secondary College parents, carers, staff and students the processes and procedures in place to support students with health care needs at school.

### SCOPE

This policy applies to:

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

### POLICY

This policy should be read with Gladstone Park Secondary College's *First Aid, Administration of Medication, Anaphylaxis* and *Asthma* policies.

#### Student health support planning

In order to provide appropriate support to students at Gladstone Park Secondary College who may need medical care or assistance, a Student Health Support Plan will be prepared by First Aid Coordinator and Integration Coordinator in consultation with the student, their parents, carers and treating medical practitioners.

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

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

[Note: Template health planning forms are available here: <http://www.education.vic.gov.au/school/principals/spag/health/Pages/supportplanning.aspx>]

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

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



Note: Template health planning forms are available here: <http://www.education.vic.gov.au/school/principals/spag/health/Pages/supportplanning.aspx>

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

Where necessary, Gladstone Park Secondary College may also request consent from parents and carers to consult with a student's medical practitioners, to assist in preparing the plan and ensure that appropriate school staff understand the student's needs.

Student Health Support Plans will be reviewed:

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

### **Management of confidential medical information**

Confidential medical information provided to Gladstone Park Secondary College to support a student will be:

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

### **FURTHER INFORMATION AND RESOURCES**

- School Policy and Advisory Guide:
  - Health Care Needs
  - Health Support Planning Forms
  - Complex Medical Needs
  - Administration of Medication Policy – S:\School Organisation\School Policy documents

### **REVIEW CYCLE (3-4 YEARS)**

- This policy was last updated on 13/8/2019 and is scheduled for review in August 2022.

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## HOMEWORK POLICY

### PURPOSE

The purpose of this policy is to outline to students, parents/carers and school staff Gladstone Park Secondary College's expectations for homework and at-home learning.

### SCOPE

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

### POLICY

Gladstone Park Secondary College expects students to further develop and consolidate their independent learning skills by completing homework tasks. Homework has a positive effect on learning and is an important part of reinforcing the concepts that are introduced in class. It also plays a significant role in building work ethic, self-discipline and responsibility.

Teachers at Gladstone Park Secondary College are encouraged to exercise their discretion in assigning tasks that are appropriate for their students. Homework assigned across different learning areas will be **coordinated by subschool program managers** to avoid unreasonable workloads for students.

#### Years 7 to 8

Homework tasks at these year levels may include daily independent reading, extended classwork, projects, essays, exercises and research. This should include revision for assessment tasks.

Generally, students will be expected to spend approximately 3 hours per week on homework tasks. Some tasks may be assigned to be completed during weekends and on the school holidays.

#### Years 9 to 10

Homework tasks at these year levels may include daily independent reading, extended classwork, projects, essays, exercises and research. This should include revision for assessment tasks.

Generally, students can expect homework tasks in these year levels to increase to take into account the expected level of independence and initiative of students.

Students will be expected to spend approximately 4 to 5 hours per week on homework tasks. Some tasks may be assigned to be completed during weekends and on the school holidays.

Year 10 students accelerating in a VCE subject should expect more homework in relation to this subject.

#### Years 11 to 12

Generally, students can expect homework tasks in these year levels to increase to take into account the expected level of independence and initiative of students.

At Year 11 and Year 12, students are expected to spend an increased amount of time completing homework tasks in preparation for VCE and VCAL.

Year 11 students can expect to spend between 7 to 8 hours of homework per week, and further study on weekends during assessment periods.

Year 12 students can expect to spend between 9 and 10 hours of homework per week, and further study on weekends during assessment periods. Year 12 students will also be provided with 5 periods per week of private study which they should use to complete homework and study tasks.

## **SHARED EXPECTATIONS AND RESPONSIBILITIES**

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

Gladstone Park Secondary College will support students by:

fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools

ensuring the school's homework policy is relevant to the needs of students

advising parents/carers of homework expectations at the beginning of the school year and provide them with a copy of the homework policy

ensuring students use homework diaries to provide a regular communication between parents and the school.

It is expected that teachers will:

equip students with the skills to solve problems

encourage real-life problem solving, logical thinking, creativity and imagination

set varied, challenging and meaningful tasks related to class work to suit the students' learning needs

give students enough time to complete homework, considering home obligations and extracurricular activities

assess homework and provide timely and practical feedback and support

help students develop organisational and time-management skills

ensure parents/carers are aware of the school's homework policy

develop strategies within the school to support parents/carers becoming active partners in homework

offer a wide range of opportunities for families to engage in their children's learning.

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

being aware of the school's homework policy

discussing with their parents/carers homework expectations

accepting responsibility for the completion of homework tasks within set time frames

following up on comments made by teachers

seeking assistance when difficulties arise

organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

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

developing a positive and productive approach to homework

ensuring there is a balance between the time spent on homework and recreational activities

reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity

attending parent teacher interviews to allow parents to talk to teachers about any concerns they have about the homework

attending the school events, productions or displays their child is involved in

ensuring students keep a homework diary

discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences

linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community

ensuring there is a quiet study area for students to complete their homework tasks.

### **SUPPORT FOR STUDENTS, PARENTS AND CARERS**

Teachers at Gladstone Park Secondary College understand that students have different learning styles and interests, and may approach learning activities and homework differently. If you are concerned that your child may not understand the homework tasks that have been set for him or her, or is spending a long period of time completing their homework, we encourage you to speak to their teachers or Year Level Coordinator.

Students who may benefit from support completing their homework tasks are encouraged to attend tutorial classes on Monday, Tuesday, Wednesday and Thursday afternoons between 3:15 and 4:10pm.



Students who are not up to date with their homework or classwork may be asked to attend after school catch up classes. These are run by subschools on Monday, Tuesday, Wednesday and Thursday afternoons between 3:15 and 4.10pm.

#### FURTHER INFORMATION AND RESOURCES

School Policy and Advisory Guide:

[Homework Guidelines](#)

[Homework Expectations](#)

#### REVIEW CYCLE

Approved at Council on 18 July 2006.

Amended at Council 17 March 2015.

Amended at Council in December 2019 using the Department of Education and Training template. This policy and is scheduled for review by December 2023.

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## INCLUSION AND DIVERSITY POLICY (INCLUDES EQUAL OPPORTUNITY AND SEXUAL HARASSMENT)

### PURPOSE

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

### POLICY DEFINITION

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

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

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

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

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

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

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

### INCLUSION AND DIVERSITY

GPSC is a single campus, co-educational Year 7 to 12 College of more than 1600 students that services a large residential community in the North Western suburbs of Melbourne. We have a culturally diverse enrolment. Gladstone Park is founded on a culture of respect: respect for the school,

our peers and ourselves. From this, all aspects of school life follow. Students thrive when there are high expectations, clear boundaries and the opportunity to be involved in all aspects of school life.

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

GPSC acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At GPSC we value the human rights of every student and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

GPSC will:

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

The commitment to inclusion and diversity is celebrated and promoted in the:

- Appointment of an Equal Opportunity Officer;
- Implementation of Student Engagement Policies;
- Celebration of diversity week (annually); and but not limited to
- Consideration in curriculum planning for religious holidays and observances

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

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

### Reasonable adjustments for students with disabilities

GPSC also understands that it has a legal obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist students with disabilities to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. Our school may consult through Student Support Group processes and in other less formal ways. For more information about support available for students with disabilities, and communicating with us in relation to a student's disability, please refer to our school's Program for Students with Disabilities or contact our Integration Manager on (03) 9933 0500 for further information.

### RELATED POLICIES AND RESOURCES

- GPSC Bullying Policy
- GPSC Child Safety Policy
- GPSC Hands off Policy
- GPSC Program for Students with Disabilities Policy
- GPSC Student Engagement Policy

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

- Other relevant Department policies and resources on the School Policy and Advisory Guide are:
  - Inclusive Education
  - Koorie Education
  - Teaching Aboriginal and Torres Strait Islander Culture
  - Safe Schools
  - Supports and Services
  - Program for Students with Disabilities

### REVIEW PERIOD

This policy was approved by School Council on 17<sup>th</sup> September 2019 and is scheduled for review in September 2022.

The school's Equal Opportunity Policy is retired when this policy comes into effect



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## INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM POLICY

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### 1. RATIONALE

The effective use of Information and Communication Technology (ICT) is integral to improved learning outcomes that enable young people to engage with and work in a complex world that relies on ICT. A well accepted model for the integration of digital technologies in the curriculum is the S.A.M.R. model, developed by Dr Ruben Puentedura. It describes four levels:

- Substitution – technology is used as a direct substitute for what you might do already, with no functional change.
- Augmentation – technology is a direct substitute, but there is functional improvement over what you did without the technology.
- Modification – technology allows you to significantly redesign the task.
- Redefinition – technology allows you to do what was previously not possible.

In this learning context and with the college's commitment to the availability of a substantial number of computer classrooms and other digital resources, it is important to ensure that students and staff continue to develop their expertise in using digital technologies in a wide range of curriculum areas. It is also important that digital technologies are used in a safe and responsible manner.

### 2. GUIDELINES

- 2.1 Digital technologies should be viewed as a teaching and learning tool and students should acquire ICT skills as part of a systematic and sequential program and through a variety of subject areas.
- 2.2 Subject-based access to computer classrooms should be determined on an annual basis and take into consideration Key Learning Area needs, new curriculum initiatives and the relative requirements of particular year levels.
- 2.3 Staff should continue to participate in and deliver school-based and external professional development to further improve the integration of digital technologies into the curriculum and ICT skills development for their students.
- 2.4 As an integral component of teaching and learning programs, digital technologies should be utilised safely and responsibly. Students must sign an Acceptable Use Agreement annually before they will be given permission to access school computers and school hosted software. This Acceptable Use Agreement makes clear reference to the college's **Anti-Bullying & Anti-Harassment policy**.
- 2.5 Only legitimately acquired software should be used or brought in to the school, and only in accordance with all applicable licence conditions.
- 2.6 The security of both hardware and software should be considered at all times when new equipment/software is purchased, installed and used.

### 3. IMPLEMENTATION

- 3.1 The use of digital technologies should be a regular part of students' learning experience across all Key Learning Areas. With the substantial number of computer classrooms, access to these classrooms should be a significant consideration in room-timetabling and be reviewed at least on an annual basis.
- 3.2 Co-ordination of the use of ICT within curriculum programs is the responsibility of the Sub-school Principal responsible for Teaching and Learning in conjunction with the Curriculum Co-ordinator and IT Manager. The continuing development of a cohesive and sequential digital learning program is overseen by the Curriculum Team having regard to relevant Key Improvement Strategies in the current Strategic Plan.
- 3.3 The development of staff expertise in integrating digital technologies across the curriculum is the responsibility of the Sub-school Principal responsible for Teaching and Learning in conjunction with the Professional Development Co-ordinator. Professional development in this area will be included in the teacher's Performance and Development Plan and Annual Review process.
- 3.4 Maintaining and updating the network of classroom computers and other digital technologies that support classroom learning is the responsibility of the Sub-school Principal responsible for Organisation in conjunction with Sub-school Principal responsible for Teaching and Learning and the IT Manager.

#### 4. EVALUATION

This policy will be reviewed as part of the School's policy regular review cycle or earlier as required.

This policy should be read in conjunction with **Anti-Bullying & Anti-Harassment policy** (p. xxx) and the **Personal Technology policy** (p. xxx).

*<http://www.education.vic.gov.au/Documents/school/teachers/health/ministerialorderword.docx>*

Further information is available from the Education Department's website at:

*<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/techsupport.aspx>*

**Policy adopted by School Council 16 September, 1993.**

**Policy update approved by School Council 23 February, 1995.**

**Amended at Council 8 April 2003.**

**Revised and re-titled in 2011 ... formerly Computers Across the Curriculum. Adopted by Council 19 September 2011.**

**Amended by School Council on 17 November 2015**

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## INVESTMENT POLICY

### Rationale

To ensure the schools funds are protected, monitored and managed in line with the budget and policies set out by the Department of Education and Training.

### Implementation

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

- Money will be adequately protected by investing only with institutions listed with the Australian Prudential Regulatory Authorities Authorised Deposit-taking institutions.
- The Business Manager will maintain an Investment Register and at the first meeting of the Resources Committee each year, provide the committee with the Investment Register for the previous year.
- Surplus funds will be reinvested in Cash Management accounts or 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 will be reported to each Resources Committee meeting for adoption.
- Where the investment balance in aggregate exceeds \$2,000,000, excluding cash on hand in a transactional bank account, investment and financial management will be undertaken by the Treasury Corporation of Victoria (TCV) unless otherwise approved in writing by the Treasurer in consultation with the Minister for Education.

### Evaluation

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

For further information see:

<http://www.education.vic.gov.au/school/principals/finance/Pages/guidelines.aspx>

**Approved by College Council on 16<sup>th</sup> August, 2016**

**Endorsed by School Council February 2018, 2019, 2020**

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## LITERACY & ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

### Rationale

Gladstone Park Secondary College acknowledges the diversity of student needs in the development of literacy including those students for whom English is an additional language (EAL). The College is committed to:

- developing and extending the literacy skills of all students
- supporting students with low literacy skills upon entry to the College
- ensuring that parents or guardians of newly arrived students for whom English is an additional language are aware of the English language support available for their children, and how it can be accessed.
- telling parents or guardians of newly arrived English as an Additional Language (EAL) students of their eligibility to attend an English language school/centre, if assessed as requiring an intensive English program.

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 EAL learners in all learning areas
- support students with low literacy 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 Victorian Curriculum Standards.

### Definitions

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

- come from a language background other than English
- speak a language other than English at home as their main language
- have been enrolled in an Australian school for less than five years
- attract Student Resource Package (SRP) funding.

The school uses a range of data to identify students with low literacy skills. This includes, though is not limited to:

- school reports
- NAPLAN data
- assessment against the Victorian Curriculum Standards
- educational or learning assessments
- psychologist reports

### New Arrivals Provision

The Department provides intensive EAL instruction to prepare students for participation in mainstream schools. Students typically attend an English language school/centre for between six

and twelve months, depending on their educational background and/or refugee/humanitarian status.

### Eligibility criteria

To be eligible to attend an English language school/centre students:

- must hold a visa that entitles them to enrol in a Victorian government school and attract SRP funding
- must speak a language other than English as their main language at home
- must have proficiency in English that is determined, at the local level by a school or English language school, to require intensive assistance to enable them to participate fully in mainstream classroom programs
- must begin at an English language school/centre
  - within 18 months of arrival if entering the first year of primary schooling
  - within six months of arrival if entering any other year of schooling
- at the time of enrolling in an English language school/centre, must be undertaking or intending to undertake primary or secondary education at a Victorian Government school as soon as practicable after completing the course.

### **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 Learning Area Leaders has a general role in developing literacy throughout the school
- EAL, English enhancement and corrective reading programs and after school tutoring offered to EAL and low literacy students
- Timetabling to support student access to corrective reading and English enhancement programs
- Transition data for EAL and low literacy students made available to relevant sub-school and teaching staff
- The employment of Multicultural Education Aides (MEAs) will be considered when a significant group of students with a particular language culture is identified.
- Longitudinal tracking of EAL and low literacy students through NAPLAN, Victorian Curriculum and teacher judgement data
- Reporting on progress of EAL students against the EAL Victorian Curriculum Standards
- Meeting the literacy and EAL professional learning needs of staff

### **Further information**

<https://www.education.vic.gov.au/school/teachers/teachingresources/literacynumeracy/Pages/literacyportal.aspx>

<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/default.aspx>

<https://www.education.vic.gov.au/school/principals/spag/curriculum/pages/esl.aspx>



## **Review**

This policy will be reviewed according to the school's policy review cycle.

**Adopted at School Council on 19 November 2002**

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

**Amended including renaming (previously Literacy & English as a Second Language Policy) at School Council August 2018**

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## LONG SERVICE LEAVE, LEAVE WITHOUT PAY AND PERSONAL LEAVE POLICY

### 1.0 PREAMBLE

- Under the Education and Training Reform Act 2006, the Secretary of the Department of Education and Early Childhood Development has delegated to the Principal the power to grant leave with certain limitations. Further delegation is NOT permitted under the Act. Refer also to the relevant sections of Ministerial Order 199, as amended.
- The purpose of this policy is to provide guidelines to the Principal who inevitably is the arbiter of the granting of leave.
- This document recognises the difference between Long Service Leave and Leave Without Pay. Long Service Leave is an entitlement accrued through years of service while Leave Without Pay is entirely at the discretion of the Principal.
- This document will be circulated to all staff in the school.
- 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 (LSL)

Long Service Leave is an entitlement but the school has a degree of discretion in regard to when it is approved. The aim is to assist the employee while considering the needs of the entire school. This is an excerpt from the relevant section of the Department's Human Resources website:

#### ***Making an application for long service leave***

*When applying for long service leave, applicants should indicate whether leave is required on full pay, half pay or a combination of the two. Applications for long service leave should be lodged with the principal before the intended commencement of leave. Unless otherwise approved by the employer, applications for long service leave must be lodged no later than two terms before the intended commencement of leave. Whilst long service leave is an entitlement, the timing of the leave is discretionary. However, it is important that where long service leave is not granted, arrangements should be made with the staff member to enable leave to be taken at an alternative date in the future.*

*Whilst no minimum period of long service leave applies, leave should not normally be granted for periods of less than one calendar week.*

*(See; <http://www.education.vic.gov.au/hrweb/employcond/Pages/lsl.aspx>)*

At Gladstone Park applications for LSL 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. For instance, it would prove difficult to grant assistant principals or timetablers leave at certain critical times. Similarly, the school does not want the Year 12 VCE program or students adversely affected. Hence, an early application for LSL means that allotments can be re-arranged to facilitate leave in the ensuing year.
- Whether the staff member can be replaced or duties can be reorganised to ensure the absence will be covered.
- The applicant's leave history.
- 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. Alternatively, it is easier to cover leave once VCE classes have left and other teachers become available.
- The number of staff members who have also submitted applications for this time, particularly those in the same faculty.

### 3.0 LEAVE WITHOUT PAY (LWOP)

Applications for 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 as set out below.
- 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. Alternatively, it is easier to cover leave once VCE classes have left and other teachers become available.
- The number of staff members who have also submitted applications for this time, particularly those in the same faculty.

While it is school policy to discourage applications 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:

- ***Compelling compassionate***

Where there is a compelling, compassionate reason for 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 school

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 adjacent to the first period granted. Under no circumstances will the school grant more than two years LWOP.

#### **4.0 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:

- 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)

**Entitlement:**

All full time staff are credited with 15 personal leave days (pro rata for part-time staff) per year. Required documents are necessary when:

- a. More than 5 days are taken in a calendar year
- b. More than 3 consecutive days are taken
- c. Leave is taken immediately before or after a public holiday or school vacation period
- d. Leave is taken on a day of Stop Work
- e. For any particular purpose
- f. Where the Principal doubts the authenticity of an illness or injury or the reason for absence

*Certificates of Attendance Only* are not accepted as medical certificates for full day absences.

A required document is a medical certificate or properly completed statutory declaration.

**Recording:**

Staff are required to enter their leave and submit documentation in the form of medical certificates or Statutory Declarations the week they return from leave.

If the leave is not recorded and/or the documentation not submitted by the week following that, *Sick Leave Without a Certificate* will be recorded by the administrator. This may result in a deduction from the salary in the next pay period if the staff member has exhausted all credits or has already taken more than 5 days (pro rata for part-time staff) in the calendar year.

**Religious Observance**

An employee may be granted leave without pay for observance of recognised religious festivals or feast days. Leave is not normally granted for participation in pilgrimages or religious conventions.

It is advisable for each employee to make one application for their total leave requirements for a calendar year.

**Teacher Notebook arrangements whilst on leave (for notebooks provisioned by the TPNP)**

The default position is: Any staff taking leave of more than one term, the teacher is required to return their provisioned notebook to Gladstone Park for the use of the replacement teacher.

Exceptions to the default position may apply for shorter leave if:

- the replacement teacher requires the notebook to carry out the tasks of roll marking and delivery of curriculum to the classes being replaced
- no other replacement computers/iPads are available.

*Loss/Damage:* Before the commencement of leave, the staff member will return the laptop to the IT department where they will carry out a checklist for damage. On return from leave, the replacement

teacher will return the laptop to the IT department where the same checklist will be carried out. The teacher responsible for any loss or damage will cover any costs incurred as determined by the warranty.

Further information can be found at:

<http://www.education.vic.gov.au/hrweb/employcond/Pages/lsl.aspx>

<http://www.education.vic.gov.au/hrweb/employcond/Pages/lwop.aspx>

<http://www.education.vic.gov.au/hrweb/employcond/Pages/slve.aspx>

**Adopted at School Council on 19 August 2008.**

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

**Amended at Council on 19 June 2012 to clarify the differences between LSL and LWOP.**

**Amended at Council on 18 September 2012 to clarify some aspects of Personal Leave.**

**Amended by Council on 17 September 2013 where, inter alia, the Religious Observance paragraph was added.**

**Amended by Council on 21 November 2017 where the Teacher Notebook Arrangements paragraph was added.**

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

For some manual handling tasks a combination of the risk control methods for reducing risk may be 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](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](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/](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/](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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## NUMERACY POLICY

### Rationale:

Gladstone Park Secondary College recognises that numeracy is an essential skill for students in becoming successful learners at school and life beyond school, and in preparing them for their future roles as family, community and workforce members.

Much of the explicit teaching of numeracy skills occurs in Mathematics. However, being numerate involves more than the application of routine procedures within the mathematics classroom. Students need to recognise that mathematics is constantly used outside the mathematics classroom and that numerate people apply mathematical skills in a wide range of familiar and unfamiliar situations.

### Objectives:

Gladstone Park Secondary College aims to ensure that:

- The teaching of mathematics provides the essential underpinning of a student's numeracy.
- All teachers understand the numeracy demands and opportunities in their teaching.
- In other Learning Areas, teachers will be able to reinforce what students have learned by getting them to apply their mathematical skills and understanding in a variety of contexts and situations, and thus help them become more numerate.

### Implementation:

1. The Maths curriculum and its teaching should aim to develop conceptual understanding and build the capacity and confidence of students to use mathematics.
2. Teachers in all Learning Areas reflect on formative, summative and diagnostic assessment to identify what students know and can do in terms of numeracy within their subject. They also reflect on the impact of their teaching on individual student's learning progress, and tailor their teaching using evidence.
3. The school will continue to provide an extensive after-school Mathematics tutoring program that:
  - Supports all students seeking extra assistance
  - Provides targeted support for those students whose progress is at risk
  - Challenges high achievers to further improve their skills
4. The school will continue with the use of the Numeracy Book at the junior level.
5. The school will continue the implementation of a range of ICT initiatives that support student learning in Mathematics and in numeracy across the curriculum.

6. The school will continue to encourage the use of teaching and learning mentors to provide individual and faculty support to Mathematics teachers and to strengthen links with feeder primary schools by providing Mathematics teaching support to local primary school teachers.
7. The Curriculum Committee and Mathematics Learning Area Leader will utilise a variety of data, including teacher judgement, NAPLAN numeracy results and VCE results to evaluate Mathematics curriculum programs and teaching and learning strategies.
8. The school will provide parents with regular updates on their child's academic progress in Mathematics through the progress and semester reporting program.

#### **4 Evaluation:**

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

Further information can be found at

<http://www.education.vic.gov.au/school/teachers/support/Pages/litnum.aspx>

**The original Numeracy policy was prepared in 1998 and amended by Council on 8 April 2003.**

**The current policy was rewritten in June 2012 and adopted by Council on 21 August 2012.**

**Amended at School Council in August 2017**

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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.
- providing a workplace free from occupational violence i.e. all forms of physical attacks and threatening conduct. Discrimination, sexual and other forms of harassment, bullying, violence and threatening behaviour are deemed unacceptable in any Education Department workplace.

### 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 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, including the risk factors associated with occupational violence.

**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.
- should report any incidents of occupational violence whether as a victim or a witness.



## 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, the Sexual Harassment Policy, the Parents Complaints Policy and the Prevention of Workplace Bullying and Harassment Policy, where appropriate.

Refer also to the DET Human Resources website at <http://www.education.vic.gov.au/hrweb/safetyhw/Pages/ohspolicyplan.aspx> for further information and the DET guide to its OH&S Management System found at <http://www.education.vic.gov.au/hrweb/safetyhw/Pages/ohsmgtssystem.aspx> as well as:

[www.education.vic.gov.au/Documents/school/.../ohsviolencecoursemanual.pdf](http://www.education.vic.gov.au/Documents/school/.../ohsviolencecoursemanual.pdf)

<https://aeuvic.asn.au/ohs-occupational-violence-schools-and-other-education-settings>

<https://www.worksafe.vic.gov.au/pages/safety-and-prevention/health-and-safety-topics/occupational-violence>

**Adopted at School Council in April 2003. Amended at School Council on 17 August 2010.**

**Amended at School Council on 15 February 2011.**

**Amended at School Council 19 March 2013 to add Occupational Violence references and additional cross references to other relevant policies.**

**Amended at School Council September 2017**

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## PARENT PAYMENTS POLICY

### SECTION 1 – Set by the Department of Education, cannot be modified

#### PARENT PAYMENT POLICY AND IMPLEMENTATION

##### Purpose

To ensure that parent payment practices are consistent, transparent and ensure that all children have access to the standard curriculum.

##### Rationale

The Victorian community shares a vision to build an education system that champions excellence and ensures that every child and young person has access to the opportunities to succeed in life, regardless of their background or circumstances.

Schools are best placed to make local decisions which ensure that all students can access a broad range of learning opportunities that support their expectations and promote their aspirations as they move through the education system. Parent contribution, in all forms, assists schools to provide an enriched learning and teaching program for every student and is highly valued by school communities.

Learning and teaching programs vary across schools based on local needs and circumstances and reflect each school's priorities, decisions and resources. This, in turn, informs the parent payment charges approved by school councils that may vary from one school to the next.

What can schools charge for?

The Education and Training Reform Act 2006 provides for instruction in the standard curriculum program to be free to all students in government schools. School councils are responsible for developing and approving school-level parent payment charges and can request payments from parents<sup>1</sup> under three categories only- Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

Essential Student Learning Items are those items, activities or services that are essential to support student learning of the standard curriculum. These are items that the school considers essential for all students and which students take possession of. Parents may choose to provide the items themselves or buy the items from the school where practical and appropriate.

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<sup>1</sup> Parent' in the policy has the same meaning as in the *Education and Training Reform Act 2006*, which is: 'parent', in relation to a child, includes a guardian and every person who has parental responsibility for the child including parental responsibility under the *Family Law Act 1975* of the Commonwealth and any person with whom a child normally or regularly resides.

Optional Items are those items, activities or services that are offered in addition to or support instruction in the standard curriculum program. These are provided on a user-pays basis so that if parents choose to access them for students, they are required to pay for them.

#### Voluntary Financial Contributions

Parents can be invited to make a donation to the school for a general or specific purpose, e.g. school grounds projects, library fund or for new equipment. Only some Voluntary Financial Contributions are tax-deductible.

The attached diagram "Understanding Parent Payment Categories" provides examples of items and materials under each category.

In implementing this policy, schools must adhere to the following principles:

#### Principles

- Educational value: Student learning, aspirations and wellbeing are paramount when schools determine their parent payments practices
- Access, equity and inclusion: All students have access to the standard curriculum program and participation of all students to the full school program is facilitated
- Affordability: Cost to parents is kept to a minimum and is affordable for most families at the school
- Engagement and Support: Early identification and engagement strategies by the school ensure parents are well informed of the payment options and supports available for those experiencing hardship
- Respect and Confidentiality: Parents and students experiencing hardship are treated with respect, dignity, sensitivity and without judgement and the identity and personal information of all parents and students are kept confidential in respect to parent payments
- Transparency and Accountability: School parent payment practices are well communicated, clear and transparent and their impact on student programs and families are reviewed by school councils

#### Cost and support to parents

When school councils consider the proposed requests for parent payments the cost is kept to a minimum and is affordable to most parents at the school.

School principals must ensure that:

- items students consume or take possession of are accurately costed
- payment requests are broadly itemised within the appropriate category
- parents are advised that they have the option of purchasing equivalent Essential Student Learning Items themselves, in consultation with the school

- information on payment options is available, accessible and easily understood to all parents so that they know what to expect and what supports they can access
- parents are provided with early notice of annual payment requests for school fees (i.e. a minimum of six weeks' notice prior to the end of the previous school year). This enables parents to save and budget accordingly.
- parents are provided with reasonable notice of any other payment requests that arise during the school year- ensuring parents have a clear understanding of the full financial contribution being sought
- the status and details of any financial arrangements are kept confidential and only shared with relevant school personnel
- parents experiencing hardship are not pursued for outstanding school fees from one year to the next
- use of debt collectors to obtain outstanding school funds owed to the school from parents is not permitted
- there will be only one reminder notice to parents for voluntary financial contributions per year
- Invoices/statements for unpaid essential or optional items accepted by parents are not generated more than monthly or according to the parent payment arrangement with the school.

### **Support for families**

Families may experience financial difficulties and may be unable to meet the full or part payments requested. Principals and school councils exercise sensitivity to the differing financial circumstances of students and their families when considering parent payment fees. There are a range of support options available to support and assist parents. These can be accessed through "Cost support for families."

Consideration to hardship arrangements in respect to payment requests is provided to families experiencing long-term hardship or short-term crisis on a confidential, case by case basis. All schools have written hardship arrangements that include a proactive approach to providing support for parents experiencing financial difficulty.

All parents are provided the name and contact details of a nominated parent payment contact person at the school who they can discuss payment arrangements with.

### **Engaging with parents**

In respect to each school's development of its parent payments, school councils will engage in effective communication with the school community and have strategies in place to ensure they are aware of and understand the needs and views of parents.

### **Review of policy implementation**



Schools will monitor the effectiveness and impact of the implementation of this policy at least annually as part of its ongoing improvement and report back to the school community.

The full Parent Payment Policy is available from the Department's [School Policy and Advisory Guide](#).

Answers to the most commonly asked questions about school costs for parents see:

[Frequently Asked Questions – For Parents](#)

# Understanding Parent Payment Categories

## Schools

### What does the legislation say?

The Education and Training Reform Act (2006) provides for free instruction in the standard curriculum program to all students in government schools. The Act also empowers school councils to charge fees to parents for goods and services provided by the school to a child.

In the Act, a 'Parent' includes a guardian and every person who has parental responsibility for a child including parental responsibility under the Commonwealth Family Law Act 1975 and any person with whom a child normally or regularly resides.

### What do schools pay for as part of 'free instruction'?



Free instruction is the teaching staff, administration and the provision of facilities in connection with the instruction of the standard curriculum program, including reasonable adjustments for students with disabilities.

The standard curriculum for Years F-10 means implementation of the Victorian Curriculum F-10.

The standard curriculum for senior secondary schools means a program that enables a student to be awarded a VCE or VCAL qualification.

### What principles govern parent payment practice?

Educational Value | Access, Equity & Inclusion | Affordability  
Engagement & Support | Respect & Confidentiality | Transparency & Accountability

## Parents

### What may parents be asked to pay for?

#### Schools can request payment for Essential Student Learning Items



These are items, activities or services that the school deems **essential** to student learning of the standard curriculum.

Where practical and appropriate, parents may choose to purchase items through the school or provide their own.

These may also be either:

#### Items the student takes temporary or permanent possession of

- e.g.
- textbooks, activity books, exercise books
  - stationery, book bags
  - student ID cards, locks
  - cooking ingredients students will consume
  - materials for final products that students take home (technology projects, build-your-own kits, dioramas)
  - Picture Exchange Communication Systems

#### Activities associated with instruction that all students are expected to attend

i.e. travel, entry fees or accommodation

- e.g.
- excursions
  - incursions
  - school sports
  - work placements

Parents can be asked to pay for items, activities and services in the three Parent Payment Categories:

Essential Student Learning Items,  
Optional Items and  
Voluntary Financial Contributions.

Schools determine how items, activities and services are classified within these categories based on the learning and teaching program of their school.

#### Schools can request payment for Optional Items

These are items, activities or services that are **optional** and are offered in addition to the standard curriculum.

Students may access these on a user-pays basis.

These may be either:

#### Items the student purchases or hires

- e.g.
- school magazines, class photos
  - functions, formals, graduation dinners
  - materials for extra curricular programs
  - student accident insurance

#### Activities the student purchases

- e.g.
- fees for extra curricular programs or activities, such as instrumental music tuition
  - fees for guest speakers
  - camps, excursions, incursions, sports
  - entry fees for school run performances

#### Items and/or materials that are more expensive than required to meet the standard curriculum

- e.g.
- use of silver in metal work instead of copper
  - supplementary exam revision guides

Support for families experiencing hardship is available at every school and each school has a parent payment contact person. See your school's policy for more information.

For more information on Parent Payments and Personal Devices, visit the DET website at: [www.education.vic.gov.au](http://www.education.vic.gov.au)

Schools can invite  
**Voluntary Financial Contributions**  
for



- e.g.
- Building or Library fund (Tax deductible)
  - Voluntary contributions for a specific purpose, such as equipment, materials, services.
  - General voluntary contributions





## **SECTION 2 – GPSC has developed its own implementation approach; using elements outlined by DET that need to be covered to comply with the policy**

### **Parent Payment Charges**

Gladstone Park Secondary College is committed to providing rich educational opportunities across all learning areas. The college provides many resources to support student learning. For example, the school has committed to the provision of desktop computers and appropriate software in many classrooms to assist in learning across the whole curriculum. In addition, reliable and modern specialised equipment is provided in many specific curriculum areas such as science, physical education, visual arts, performing arts, and digital media.

The college requests parent payment to allow students to have access to up-to-date and relevant learning tools, materials and equipment that will enrich their learning experiences and their understanding of the curriculum.

Below is the specification of the items, description and costs within the three payment categories:

**Essential Student Learning Items** comprise additional curriculum resources, publications, software, equipment, activities and programs that supplement and enrich student instruction.

These provisions are mostly shared in class rather than parents having to purchase them individually.

**Optional Items** are those activities or services provided to particular students or groups of students that attract a fee or other charge such as an elective subject fee, the school magazine or graduation dinner.

Charges vary and are published in student handbooks available on the school website.

They will also be posted to parents along with other information before the 2nd week of November each year.

**Voluntary Financial Contributions** contribute to the maintenance of our bank of standard and high spec computers so that parents are not required to financially participate in a Bring Your Own Device program.

This contribution also assists with the painting and landscaping programs.

Parents are invited to contribute a nominated amount or any other amount.

### **Payment Arrangements and Methods**

A payment facility for most items will also be available through the Compass Parent Portal. All fees and charges can be paid by BPAY, cheque, cash, VISA, MasterCard or EFTPOS. Cheques should be made payable to Gladstone Park Secondary College. Payment will only be accepted if it is accompanied by other required documentation such as properly completed Permission forms.

Payment by instalment is welcome and can be arranged: in person at the General Office, by phone on 9933 0500, by email to [gladstone.park.sc@edumail.vic.gov.au](mailto:gladstone.park.sc@edumail.vic.gov.au) with a subject line of Instalment Payment Plan request.

### **Family Support Options**

The following arrangements are in place to assist families experiencing financial hardship:

- Camps, Sports and Excursion Fund
- State Schools Relief
- Referral to government and non-government assistance schemes
- Access to donated uniform items and other provisions held at the school
- Student Services advice and assistance
- Reduction or waiving of fees and charges
- Provision of canteen vouchers to students
- A modest annual budget to be used at the Principal's discretion for short term assistance

### **Consideration of Hardship**

The school recognises that some families will experience financial hardship from time to time. Family circumstances are many and varied so the school will consider each on an individual basis.

Families can make direct contact (by phone, email or in person) or may be referred by any staff member for assistance. This contact or referral can be to the Principal, Business Manager, Student Services or anyone else staff consider may be able to help.

Discussions and/or meetings will allow discrete and confidential provision of information about support options available.

Also see:

<http://www.education.vic.gov.au/about/programs/health/Pages/csef.aspx>

<https://www.ssr.net.au>

<http://www.education.vic.gov.au/school/parents/financial/Pages/default.aspx>

### **Communication with families**

This policy (which is inclusive of implementation information) will be available to the school community in the school's Education Policies Document on the school website.

In term 1 and term 3 the school will post or email family financial statements of account to the person nominated to receive correspondence for a particular student. These will be sent in term 1 and term 3.

Parent issues, complaints or general inquiries about school charges can be raised by calling the school on 9933 0500 or be emailing [gladstone.park.sc@edumail.vic.gov.au](mailto:gladstone.park.sc@edumail.vic.gov.au), attention Finance Manager.

### **Monitoring and review of the implementation of the policy**

School Council will review this policy and its implementation in term 3 each year. Opinion will be sought from parents on School Council about the efficacy of the policy (ease of payment process, access to assistance, clarity of communication).

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

<http://www.education.vic.gov.au/school/principals/spag/management/Pages/parentpayments.aspx>

*Education and Training Reform Act 2006* [SECTIONS 1,2,2 (1)(B); 2.2.4. (1); 2.3.6 (1)(C); 2.2.7; SCHEDULE 1]

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

**Amended at Council on 18 December 2012 (to reflect the 2012 State Budget changes to EMA)**

**Amended at Council on 15 September 2015**

**Amended at Council on 13<sup>th</sup> September, 2016**

**Amended at Council December, 2018**

**Endorsed by School Council February 2019, 2020**

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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](http://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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## PETTY CASH POLICY

### PURPOSE

The purpose of petty cash is to meet minor payments, up to a limit of \$50 on any one item.

### IMPREST SYSTEM

Petty cash advances are to be maintained on an imprest system.

This means that only the aggregate of the actual monthly payments are claimed by way of reimbursement. Therefore, the amount of the advance is accounted for at any time by the production of cash/vouchers totalling the advance.

### APPROVAL OF PAYMENTS

All petty cash payments should be supported by a voucher written in ink and approved by an authorised person. Completed vouchers should also be marked 'paid' and signed off by the payee and authorised person to prevent them from being resubmitted and paid again. Relevant documentation must be attached to the Petty Cash voucher.

The maximum amount held for petty cash purposes is \$1,000.

### RECOUPMENT

Whenever the petty cash needs replenishment:

- Total the payments to date;
- Ensure the total payments made plus the balance of cash on hand equal the amount in advance;
- Summarise the expenditure incurred to accounts payable on reimbursement;
- Prepare the payment voucher to replenish the advance to its fixed amount ie a cheque is drawn for the total payment made;
- Make the cheques payable to 'Cash' and ensure cheque is signed by authorised persons.

A new record of petty cash payment schedule is to be used after each recoup of the advance amount

### SECURITY

Only one officer is to be the custodian of the petty cash advance and will be accountable for it, therefore, no other person should access the advance.

Cash on hand is to be kept in the lockable safe at all times.

The cash on hand must be fully adjusted and banked at the end of each year.

### PETTY CASH RECONCILIATION

The principal should carry out checks at least twice per year and check that the petty cash reconciles. The custodian should not be given advance warning of these checks. The check should not be at the end of a reconciliation period and is intended to ensure that:

- Records are up to date;
- Loans are not being taken from the advance;
- Security is being maintained over the advance and vouchers
- The custodian must be present at all times during the check.



#### **PETTY CASH CHECKLIST**

- Petty cash payments are limited to \$50 per item
- Petty cash kept in a secure location and separate from other funds
- IOUs are not accepted
- No personal cheques are cashed
- Petty cash voucher is written in ink to support each payment and appropriately approved
- Petty cash vouchers signed off by both the custodian and payee upon payment to the claimant
- All relevant documentation securely attached

#### **EVALUATION**

**This policy will be reviewed annually.**

**Adopted at School Council on 20 February 2018**

**Endorsed by School Council February 2019, 2020**

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## PERSONAL TECHNOLOGY POLICY

### RATIONALE

The school wants to create an environment where technology supports learning, but does not distract students in class. There has been a rapid increase in individual ownership of highly capable technological items such as mobile/smart phones, and smart watches. Many parents wish their children to have access to a mobile device so that they can be contactable, especially after school.

On the other hand, we as a school, are responsible for the health and safety of our students and need to provide an environment with reduced distractions to student learning.

There is a growing volume of global research that indicates a real need to limit the amount of screen time we have each day, for the sake of our physical and emotional wellbeing. Schools share that responsibility with their families.

The change in our Personal Technology Policy at Gladstone Park is about helping our students to be safe and healthy and on track with their learning. We believe these changes will:

- Enable our students to concentrate and engage more fully in class, away from notifications, distractions and the urge to check their device;
- Assist us to create a safer and more supportive learning environment as devices not on the school network cannot be monitored and inappropriate sites cannot be blocked;
- Encourage our students to develop stronger social skills and build deeper and more respectful relationships with their peers;
- Empower our students to improve their physical and mental health by unplugging during the day.

Each student will continue to have access to powerful learning technology by way of the school-provided computers and a variety of specialist equipment. As a school, we remain committed to providing valuable opportunities to integrate technology in learning and to help equip students with skill to be responsible digital citizens and be safe online.

As we implement this policy from the beginning of term three, Monday 15<sup>th</sup> July 2019, we will continue to consult, monitor and evaluate our practices in light of government policy, new research and the best interests of our students.

### DEFINITIONS

For the purposes of this policy, personal technology is defined as any electronic device that has the capability to take, send or receive images, calls or texts. This includes, but is not limited to mobile phones, smart watches, iPads and other tablet computers, dedicated game consoles and any other internet-connected devices.

## GUIDELINES

**During the school day, from the first bell until the last bell (8:45am – 3:10pm):**

- All personal technology devices must be turned off and locked in the student's locker.
- They may not be accessed at all during the school day (unless the student is leaving early and has an Early Leavers' pass)
- Senior students who need to use their laptop for school related work at recess or lunchtime, must go to either the Study Centre (for year 12) or the library
- No mobile phones are allowed in the library area from 8:00am – 3:10pm
- Students are not to take devices on Interschool Sports Events.

Should a personal technology device be heard or seen by a teacher at any time during the school day, the following protocol will apply:

First offence:

- the device will be confiscated by any member of staff
- the device will be placed in a named envelope and given to the office staff for placement in the school safe until collection and recorded as a confiscation on Compass
- the device will be released to a parent/guardian when they visit the College to collect the device

Second offence:

- same as for the first offence with the addition of a Principal's Detention

Third offence:

- same as for first offence with the addition of a suspension (which may be downgraded to a Saturday Detention at parent's request)

Fourth and subsequent offences:

- same as for first offence with the addition of a suspension

**This policy also applies to school related events such as excursions (see below for exemptions).  
Phones must be placed in student lockers before getting on the bus.**

### **Parent/Student Contact:**

If parents need to make urgent contact with their children between the hours of 8:45am and 3:10pm, they are to contact the school reception on 99330500 or by email to [gladstone.park.sc@edumail.vic.gov.au](mailto:gladstone.park.sc@edumail.vic.gov.au).

If students need to make urgent contact with parents during the day, they should do so via their sub-schools. A dedicated telephone will be made available for year 12 students in the study centre.



## EXEMPTIONS

There may be circumstances in which a student may apply to the Principal for an exemption from this policy on the basis of health requirements particular to that student. If this is the case, please contact the principal of the relevant sub-school.

Year 12 students are permitted to take their personal technology with them if they have permission to attend the shops at lunchtime (relevant lunch pass card also needs to be carried).

Year 12 students have permission to use their personal technology on Tee Shirt Signing Day and Celebration Day, which both occur after formal classes have ceased.

For certain excursions where the teacher requires the personal devices be taken for safety, in the case of limited supervision, or for educational purposes. For example: Year 9 City Experience.

Whole School Athletics Day and Swim Day - however students must not take or publish photos of other students or staff without their express permission.

Camps, overseas or interstate trips.

## INSURANCE

Students are responsible for their personal technology. Please note that the Gladstone Park does not have accident insurance for accidental property damage. The College takes no responsibility for the safekeeping of personal devices.

Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items, including personal mobile devices that may be brought to school. Students are responsible for items brought to school.

## CAMPS AND EXCURSIONS

Gladstone Park will provide students and their parents and carers with information about items that can be brought to special activities and events.

## REVIEW

This policy will be reviewed periodically, particularly in the light of potential developments in technology and eLearning.

This policy should be read in conjunction with the Information and Communication Technology Across the Curriculum Policy

Refer to <http://www.education.vic.gov.au/school/principals/spaq/safety/Pages/mobilephones.aspx> for further information

**Adopted by College Council on 18 June 2002.**

**Amended at Council 8 April 2003.**

**Revised by Council 15 February 2005**



**Revised by Council on 19 March 2013**

**Renamed (Previously Mobile Phone Policy), revised and adopted by Council on 19 May 2015**

**Revised by Council on 18<sup>th</sup> June 2019**

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## PREVENTION OF WORKPLACE BULLYING AND HARASSMENT POLICY

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### 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 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:

- 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
- Parents Complaints 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 10<sup>th</sup> 2004 and presented to and adopted by College Council on November 16<sup>th</sup> 2004**

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

**Cross-referencing of policy updated and adopted by Council 19 March 2013.**

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## PRIVACY POLICY

### PURPOSE OF THIS POLICY

To ensure the College maintains privacy of information.

### POLICY

GPSC will:

- adopt the Department's Schools' Privacy Policy (this can be achieved by creating a link to the policy on the school's website)
- abide by legislative privacy requirements in relation to how personal and health information is collected, used, disclosed and stored
- be reasonable and fair in how this information is treated, not only for the benefit of staff and students, but also to protect the school's reputation
- abide by freedom of information requirements - for details, see: Freedom of Information

**Note:** The school's privacy policy will be provided to anyone who requests a copy, and is available through the school website.

### LEGISLATION

Victorian privacy law applies to all staff, service providers (contractors) and agents, (whether paid or unpaid) of the Department, and covers student records, staff files and information held by the Department and all government schools.

The Privacy and Data Protection Act 2014 applies to all forms of recorded information or opinion about an individual who can be identified, including photographs and emails. It establishes standards for the collection, handling and disposal of personal information and places special restrictions on 'sensitive information' such as:

- racial or ethnic origin
- political views
- religious beliefs
- sexual preference
- membership of groups
- criminal record.

*The Health Records Act 2001* establishes standards for the collection, handling and disposal of health information including a person's

- physical, mental or psychological health
- disability.

Health information can also include access to health services and the nature of these services; however this type of information does not have to be recorded to be classified as health information.

### OBJECTIVES AND PRINCIPLES

The objectives of privacy laws are to:

- balance the public interest in the free flow of information while protecting personal and health information

- empower individuals to manage, as far as practicable, how personal and health information is used and disclosed
- promote responsible, open and accountable information handling practices
- regulate personal information handling by applying a set of information privacy principles.

Information privacy principles create rights and obligations about personal and health information; however these only apply when they do not contravene any other Act of Parliament. In most cases there will be no contradiction as the relevant action falls within one of the exceptions within the information privacy principles.

### **SCHOOL COMPLIANCE STRATEGIES**

GPSC will:

- review the school's privacy practices regularly as part of the cycle of review for policies
- ensure all staff, including volunteers, are aware and compliant with the Schools' Privacy Policy and supporting documents
- treat all privacy complaints in the strictest confidence and seeking advice from the Privacy team as needed, on (03) 8688 7967 or [privacy@edumail.vic.gov.au](mailto:privacy@edumail.vic.gov.au)

### **PRIVACY EXEMPTIONS**

Personal and health information can be disclosed for a purpose other than for which it was collected and without the person's consent when the disclosure is:

- necessary to lessen or prevent a threat to life, health or safety
- required, authorised or permitted by law or for law enforcement purposes
- used for research or compilation of statistics in the public interest, in certain limited circumstances. Any research in schools must be first approved by the Office for Policy, Research and Innovation.

See: [Conducting Research](#)

### **PRIVACY AND DUTY OF CARE**

Privacy laws recognise and permit schools collecting, using and disclosing information so that they can comply with their duty of care to students. A key element of duty of care is that the processes and procedures used are documented and records kept.

See: [Duty of Care](#)

### **PRIVACY AND PARENTS/GUARDIANS**

To assist decision making about a student's needs, the school will inform parents/guardians of the student's academic progress, behaviour, educational options or special educational requirements.

Privacy laws do not restrict this use of the information, as this is the purpose for which it is collected.

### **Court orders**

Unless a court order is made under the Family Law Act, both parents of a student have the same rights to access information about the student. See: [Decision Making Responsibilities for Students](#)

### **Enrolment information**

The Schools will:

provide a privacy collection notice with the enrolment form explaining to the parents and student why this information is being collected, what it is used for, where it might be disclosed and how they can access information held about them

only use the information collected during enrolment for the purposes that it was collected for. Disclosure for an unrelated purpose requires parental consent or in the case of a secondary student the content of the parent and student, unless the circumstances fall within one of the above privacy exemptions.

See: [Admission](#)

### Health information

Health related information can be kept confidential by the principal, or shared with:

- selected staff to the extent they need to know to care for the student, or
- all staff when they need to know in case of emergencies.

**Note 1:** Counselling services are health services and records are confidential health records. Confidentiality of information disclosed during a counselling session must be maintained unless the student provides consent or the situation falls into a privacy exemption category.

**Note 2:** Career counselling is not a health service.

See: [First Aid Needs](#)

### Transfers

Transferring student information between Victorian government schools is allowed when:

- parents/guardians are informed of the process
- schools meet the Department's standards in transferring files.

### ACCESS TO INFORMATION

The privacy laws do not change the individual's right to access their information that is held by a government school. The individual's right to access remains via a request made under the *Freedom of Information Act 1982*.

Privacy legislation encourages organisations to be open and transparent about what personal and health information they hold about individuals. When it is appropriate schools can provide individuals with informal access to their own personal or health information. However, the person seeking access should make a request under the *Freedom of Information Act 1982* if records hold information:

- provided by a third party
- that identifies a third party or
- that may cause harm to the individual or others.

See: [Freedom of Information](#)



## COMPLAINTS

When a complaint is made:

- that a member of staff has breached privacy then the principal should attempt to resolve the matter. If required regional complaints staff can provide the principal with assistance. However schools and regions that receive privacy complaints can also contact the Department's Privacy team on (03) 8688 7967 or [privacy@edumail.vic.gov.au](mailto:privacy@edumail.vic.gov.au) when needed for advice.
- to the Victorian Health Complaints Commissioner about 'an interference with health privacy' by a school, this will be sent to the Department's Privacy team who will inform the region and school
- about a school to the Office of the Victorian Information Commissioner; this will most likely be referred to the Department's Secretary
- and the complainant is not satisfied with the Department's investigation and response, the complaint can then be taken to the Office of the Victorian Information Commissioner. In most circumstances the regional director and school will be informed about the investigation.

## RELATED POLICIES

[Archives and Records](#)

[Supervision and Access](#)

[Transfers](#)

## RELATED LEGISLATION

*Health Records Act 2001*

*Privacy and Data Protection Act 2014*

## DEPARTMENT RESOURCES

For further details, see:

<https://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx>

[Information for Parents - Schools' Privacy Policy](#)

[Information Privacy Policy](#)

[Privacy: Information for Schools](#)

Last Update by DET: 29 January 2018

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

**This policy was reviewed in 2012 and a revised policy adopted at Council on 18 Sept 2012.**

**This policy was revised in 2013 to expand the Website reference & adopted at Council 18 Feb 2014.**



**This policy was revised in 2018 to directly reflect and comply with the DET Information and Privacy Policy. This change was adopted at School Council on 20 February 2018**

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## PROGRAM FOR STUDENTS WITH DISABILITIES POLICY

### 1. AIMS AND RATIONALE

Gladstone Park SC is committed to improving the learning outcomes of all students, by acknowledging and catering for their diverse learning needs. A key element of this commitment is an emphasis on improving the learning outcomes for students with disabilities.

The integration of students with disabilities in schooling is beneficial to:

- the students involved
- the general student body
- the school community

We believe that students with disabilities benefit greatly from being able to partake in the regular schooling available and accessible to other students.

The successful integration of students with disabilities in schooling also gives other students a realistic, humane and broad view of the world they live in.

We also believe that the integration of students with disabilities encourages people to recognise that as a community we have a responsibility towards all people in our community.

### 2. GUIDELINES

The Department of Education and Early Childhood Development (DEECD) provides guidelines for the Program for Students with Disabilities and the school fully implements these.

The Program for Students with Disabilities aims to maximise student potential growth in education and learning, and ensure that students with disabilities are valued and participate in all aspects of school life, consistent with optimal and relevant goals and aspirations. There are three specific objectives:

1. *Student learning* – Student potential for growth and development in academic, personal and interpersonal learning, and independence in learning is maximised and is consistent with their goals and aspirations.
2. *Student engagement and wellbeing* – Students are motivated and are able to participate fully in their education and wider school life, consistent with optimal and relevant goals and aspirations.
3. *Student pathways and transitions* – Students successfully transition to, throughout and from school, and the pathways selected maximise their potential for growth and development while they attend school and after they leave school.

### 3. IMPLEMENTATION

- 3.1** The Integration Co-ordinator, reporting to the Assistant Principal – Teaching and Learning, oversees and administrates Integration in the school. They will be responsible for:

- Submitting funding applications and requests for resources necessary for effective integration of students
- Identifying additional requirements if necessary including:
  - integration aides
  - physical access to and around school
  - transport requirements
  - interpreters or note takers;
  - other support services e.g. visiting teachers
  - speech therapy
  - physiotherapy and occupational therapy
  - equipment and physical aides
- Managing the overall program and day-to-day needs of Integration students.
- Liaising with the school community on issues of integration
- Increasing awareness of Integration in the school community
- Reviewing the Integration program each year

**3.2.** Each child funded under the Program for Students with Disabilities is additionally supported by a Student Support Group. A Student Support Group is a cooperative partnership between the parent/guardian/carer(s), school representatives and professionals to ensure coordinated support for the student's educational needs. This is achieved through the development of specific educational goals and a tailored educational program.

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

This shall be worked out collaboratively between the Integration Co-ordinator, parent, classroom teachers and Integration aide (if appropriate). The Curriculum Co-ordinator will be informed of any significant changes in these areas.

#### **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. This may include a formal meeting of the Student Support Group.

4.1.2 A file for each student, recording relevant comments and decisions made in reviews and meetings will be established and maintained.

4.1.3 This file will be kept by the Integration Co-ordinator who will be responsible for passing on relevant information to class teachers and other people involved in the student's welfare.

## **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 Assistant Principal - Teaching and Learning and the Integration Co-ordinator at the end of each year.

4.2.2 Such a review will include:

- a review of each child under the integration scheme
- any reports 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.

Further information can be found at:

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/default.htm>

**Amended at College Council 8 April 2003.**

**The current policy was rewritten in August 2012 and adopted by Council on 18 Sept 2012.**

**The committee recommends that Council endorse the renamed and reviewed policy to 'Program for Students with Disabilities Policy' on 11<sup>th</sup> September 2018.**

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**PURCHASING, CASH HANDLING AND FINANCIAL DELEGATION POLICY**

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**Purpose:**

Proper purchasing procedures ensure that all monies coming into the school are receipted in an appropriated manner and used for proper purposes, that all financial transactions are recorded in a timely manner, that they are supported by appropriate documentation and, that the accounting records report the true financial position of the school in a clear manner. This ensures they can be relied upon with confidence to provide a basis for informed financial decision making as well as record keeping for audit purposes.

The purpose of the financial delegation schedule is to ensure that all financial transactions are properly authorised and processed by persons acting within their designated authority and to ensure segregation of duties to minimise potential areas of risk.

**Scope:**

Gladstone Park expenditure regardless of funding source, includes the following types of commitments:

- Memorandum of understanding
- Purchase orders
- Formal contracts and agreements

**Policy Statement:**

Goods and services procured must be fit for purpose and represent value for money ensuring probity in the procurement process. Purchases from all suppliers must be covered by an official Gladstone Park purchase order unless direct invoice procedures are in place, or where cash used in accordance with DET procedures and instructions.

Where cash is transacted it must be fully accounted for and kept secure while at school and in transit.

Only authorised and appropriately trained staff will undertake cash handling, banking and related duties and where possible, full segregation of duties will be maintained for cash receipting, banking and verification / reconciliation.

The following practices and resources will be undertaken to support appropriate cash transactions.

- Locked and access controlled safe is available but large amounts of money are not kept onsite, and only school money is stored there.
- Locked and access controlled cash box is available for petty cash transactions and a limit of \$100 applies.
- Numbered Petty Cash vouchers are used, signed off by the payee and Petty Cash Officer and reconciled by the Petty Cash Officer and Assistant Business Manager.
- All cash transactions are recorded through CASES21 and receipts supplied to payers.

- In the case of CASES21 being unavailable, manual receipts will be issued and recording through CASES21 done when the system is again available.
- No receipts shall be altered and no duplicate receipts issued. If an error is made the receipt will be cancelled and the original of the incorrect receipt attached to the cancelling documentation.
- If a duplicate receipt is requested an acknowledgement on school letterhead or a family or sundry debtor statement should be provided.
- Personal cheques will not be cashed under any circumstances.
- Money collected from areas other than the general office should be submitted to the Assistant Business Manager by the teacher in charge. The Assistant Business Manager will count, reconcile and have the money immediately receipted through CASES21.
- Reconciliation of the Official account will be regularly undertaken and discrepancies reported to the Business Manager and Principal.
- CCTV cameras are in operation in both receipting areas of the general office with the consent and at the request of Accounts Receivable staff.

Gifts other than items of small intrinsic value should not be accepted from suppliers or prospective suppliers as per DET guidelines. If a conflict of interest exists the person must immediately declare this conflict.

**Definitions:**

Purchase Order: A formal document initiated by the school and forwarded to a supplier normally used to form the basis of a one-off contract between the two parties for the supply of goods and/or services to the school.

Quote: A submission from a supplier that specifies the cost of supplying goods and/or services, or a record of a published price from a supplier's website.

Tender: A competitive process used to seek bids from suppliers.

**Internal Controls for the Purchase of goods and services at Gladstone Park:**

- The purchase order system is used to initiate expenditure and is the school's formal commitment to pay creditors for goods or services.
- Quotes and tenders are obtained as required in accordance with the published purchasing thresholds below.

If the purchase is	then the process is
Less than or equal to \$2,500 (GST inclusive)	A minimum of one quote (maybe verbal or written)
Greater than \$2,500 and equal to \$25,000 (GST inclusive)	A minimum of one written quote
Greater than \$25,000 and equal to \$150,000 (GST inclusive)	A minimum of three written quotes to be sought.
Greater than \$150,000 (GST inclusive)	Public tender process.

- All orders are approved: purchase orders are signed by the school principal or authorised nominee/s i.e. the Business Manager, the Assistant Business Manager or the Finance Officer.
- Duplicate copies of purchase orders are maintained by the school.
- The person receiving the goods is different from the person authorising the order.
- Goods are checked against delivery documents.
- Delivery docket checked against the invoice and purchase order.
- School copy of purchase order and original invoice are endorsed as being received and paid.
- Person checking invoice for correctness signs to accept responsibility.

#### **Internal Controls for the Purchase of goods and services at Gladstone Park using the Purchasing Card (Westpac Visa Card):**

- Only one purchasing card will be approved. This may be reviewed at a later date and put to School Council for approval.
- Only the principal will be eligible to use this purchasing card and it will be issued in the principal's name.
- The purchasing card will be used only to purchase goods and services required by the school.
- There will be no cash advance transactions made using the purchasing card.
- The purchasing card will not be used to pay for tips or gratuities.
- The expenditure limit is set to \$2,500. This may be reviewed at a later date and put to School Council for approval.
- The expenditure limit for any one transaction is set to \$1,000.
- The school council president is appointed as the "Authorisation Officer" for this card.
- An "Undertaking by the Cardholder" is completed by the principal.
- The principal receives a DET briefing on the use of the purchasing card.
- The principal's name, card details and other information will be minuted at school council.
- The purchasing card will be stored in the safe and access will be restricted.
- The cardholder will ensure that any discrepancies in the monthly statement are followed up with WBC and promptly advised to the Authorisation Officer.
- The purchasing card statements including principal's (cardholder) verifying signature and the school council president's (Authorisation Officer) authorising signature along with relevant CASES21F reports are tabled at school council meetings.





- When goods ordered using the purchasing card are delivered the principal (cardholder) will be notified and they will check the delivered goods against the delivery docket and purchase order.
- The cardholder will arrange for credits on the School Purchasing Card to be raised where goods, services, equipment or material are not delivered or are not provided in accordance with original expectations.
- All Westpac Visa Card purchasing card procedures and controls will be met.
- A purchasing card register will be maintained and stored with the purchasing card in the safe and electronically.
- The principal will complete the Letter of Assurance document and submitted to DET annually.
- The purchasing card will be recalled and cancelled when a cardholder leaves the school or when the card is no longer required.
- If the purchasing card is lost or stolen, the principal (cardholder) will immediately inform Westpac.



# Financial Delegation Schedule

Transaction Type	Scope	Limits, Restrictions	Bank Statements, C21  Undertake bank reconciliation	Requisition  Authority to sign purchasing request and/or negotiate contract terms - vouch for the necessity and appropriateness of the request and that it is within budget	Purchase Order  Authority to sign purchase orders / incur credit debt  - check that the request is within budget and commit to pay from the appropriate account / incur the debt and guarantee that there is enough credit available to make the purchase	Payment Voucher, bank token  Authority to sign payment vouchers as processing officer - verify that all proper procedures and processes have been followed	Cheques, Payment Vouchers, bank token  Authority to sign cheques, authorise internet banking payments and sign payment vouchers / declarations / Purchasing Card statements as certifying officer - approve the payment and guarantee that there is enough money available to make the payment	Purchasing Card Statements  Authority to sign monthly purchasing card statements as verifying and authorising officers	Formal Contracts Authority to sign contractual agreements - agree to make all required payments in a timely manner and abide by the terms of the contract	Example Transaction
Accounts Receivable	Cash, EFTPOS and BPay transactions conducted at the school counters	In accordance with school, DEECD, ATO and other guidelines and thresholds and processed through the DET accounting system.		NA	NA	Accounts Receivable staff	NA	NA	NA	Receipt of payments from students and parents for school fees and charges and daily settlement of EFTPOS terminal
Daily Reconciliation	Reconciliation of Cash, EFTPOS and BPay transactions conducted at the school counters	In accordance with school, DEECD, ATO and other guidelines and thresholds and processed through the DET accounting system.	Assistant Business Manager  Finance Officer	NA	NA	Assistant Business Manager  Finance Officer	NA	NA	NA	Reconciliation of Receipt of payments from students and parents for school fees and charges
Banking	Depositing of daily receipts to the bank	Security Company. Confirmation of deposit verified through daily bank reconciliation done.		NA	NA	NA	NA	NA	NA	Physical transport of cash to the bank



Purchase goods and services, make reimbursements	Within area of responsibility and within budget for the acquisition of appropriate goods, services, licences or for the hire or lease of appropriate resources or facilities to support curriculum programs only	In accordance with School, DET, ATO and other guidelines and thresholds		Either of the: Subprogram Coordinator  Camp / Excursion Organiser	Either of the: Business Manager  Assistant Business Manager  Finance Officer	Either of the: Business Manager  Assistant Business Manager  Finance Officer	Authorised Signatories x 2	NA	NA	Purchase class materials, reference materials, entry costs
Enter into contracts for acquisition or supply of goods and services	Within area of responsibility and within budget	In accordance with School, DET, ATO and other guidelines and thresholds		Business Manager (RFQ, RFI, RFT)  Principal	Business Manager	Either of the: Business Manager  Assistant Business Manager  Finance Officer	Authorised Signatories x 2	NA	Both of the: Principal  School Council President	Cleaning contracts, contracts with RTOs for VETiS, Minor Works Contracts
Enter into contracts for architectural works including project management for construction	Within area of responsibility, within budget or approved capital plan	In accordance with School, DET, ATO and other guidelines and thresholds		Principal  Business Manager	Business Manager	Either of the: Business Manager  Assistant Business Manager  Finance Officer	Authorised Signatories x 2	NA	Both of the: Principal  School Council President	Capital Assets - concept drawings and/or construction specifications



Enter into contracts for building works > \$150,000	Within area of responsibility, within budget or approved capital plan	In accordance with School, DET, ATO and other guidelines and thresholds		DET Representative  Principal  School Council	Principal Business Manager	Either of the: Business Manager  Assistant Business Manager  Finance Officer	Authorised Signatories x 2	NA	Both of the: Principal  School Council President	Capital Assets - major works/construction for buildings or grounds
Credit purchases	Using purchasing card within area of responsibility and within budget	Up to \$1,000 per transaction and \$2,500 per month, and in accordance with School, DET, ATO and other guidelines and thresholds		Subprogram Coordinator  Camp / Excursion Organiser	Principal	Either of the: Business Manager  Assistant Business Manager  Finance Officer	Authorised Signatories x 2	Principal – Verifier  School Council President – Authoriser	NA	Online and other purchases requiring credit card payment
Payment of salaries and allowances	Within area of responsibility, within budget	In accordance with school, DEECD, ATO, Superannuation, WorkCover and other guidelines and thresholds and processed through the DET accounting system. Must be accompanied by a properly authorised hard copy time sheet.		NA	NA	Either of the: Business Manager  Assistant Business Manager  Finance Officer	Authorised Signatories x 2	NA	NA	Fortnightly staff salary and allowance payments for locally employed staff, relief staff and casual relief teachers.



Payment of salaries and allowances	Within area of responsibility, within budget	In accordance with school, DEECD, ATO and other guidelines and thresholds and processed centrally.		NA	NA	Business Manager	Principal	NA	NA	Fortnightly staff salary and allowance payments for centrally employed staff.
Payment of Taxes - GST	Monthly Business Activity Statement for taxable expenditure and revenue	In accordance with the ATO, DEECD and other guidelines and processed through the DET accounting system.		Principal  Business Manager	Principal  Business Manager	Either of the: Business Manager  Assistant Business Manager  Finance Officer	Authorised Signatories x 2	NA	NA	Tax Clearing Account invoice
Payment of Taxes - FBT	Annual Fringe Benefit Tax Declaration /payment	In accordance with the ATO, DEECD and other guidelines and reported to DET.		Principal  Business Manager	Principal  Business Manager	Either of the: Business Manager  Assistant Business Manager  Finance Officer	Authorised Signatories x 2	NA	NA	Annual FBT Declaration and reimbursement to DET

- Delegations need to be exercised with due regard to budget limitations.
- Delegations apply to particular positions within the school, not individuals.
- A delegate may not exercise any delegation that will result in any benefit to them personally.
- Financial records will be retained on site and electronically in accordance with the Public Records Office of Victoria – PROS 01/01 General Retention Authority and Disposal for School Records

## References:

### Related Documents

- School Policy and Advisory Guide - Finance
- Student Resource Package Guide
- Financial Manual for Victorian Government Schools
- Internal Controls for Victorian Government Schools
- Financial Reporting for Schools
- Schools Electronic Funds Management Guidelines – A guide to electronic payments and receipts
- School Level Payroll Requirements
- Chart of Accounts for Victorian Government Schools
- CASES21 Finance Business Process Guide
- Schools purchasing card – Department guidelines and procedures
- Ministerial Guidelines and Directions
- Westpac Administration Guide

### Related Websites

- School Finance <http://www.education.vic.gov.au/school/principals/finance/pages/default.aspx>
- CASES21 Finance <http://www.education.vic.gov.au/school/principals/finance/pages/default.aspx>
- School Policy and Advisory Guide
- <http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>
- Tax Resource Centre <https://edugate.eduweb.vic.gov.au/Services/Finance/Pages/Tax.aspx>
- Australian Taxation Office [www.ato.gov.au/](http://www.ato.gov.au/)
- Department of Treasury and Finance [www.dtf.vic.gov.au/](http://www.dtf.vic.gov.au/)
- Australian Prudential Regulatory Authority [www.apra.gov.au](http://www.apra.gov.au)

### Related Legislation

- Education and Training Reform Act 2006
- Education and Training Reform Regulations 2007
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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 19 May 2015**

**This policy was renamed (previously Purchasing and Financial Delegation Policy) and amended, and adopted at School Council on 06/12/2016**

**Endorsed by School Council February 2018, 2019, 2020**

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## RESPECT FOR SCHOOL STAFF POLICY

### PURPOSE

To ensure that members of our community understand Gladstone Park Secondary College's expectations for appropriate interactions with school staff.

### POLICY

Staff at Gladstone Park Secondary College, including teachers, education support staff, office staff, the assistant principals and principal are committed to providing a supportive learning environment for all our students. Our staff take their work very seriously and feel privileged to be able to play an important role in each child's education.

All staff at Gladstone Park Secondary College have a right to a safe and supportive work environment.

Gladstone Park Secondary College expects that all parents/carers and visitors to our school behave in an appropriate and respectful manner to school staff at all times.

There will be a zero tolerance approach to any aggression, intimidation, threats or harassment of school staff, by any means (e.g. in person, by phone, by email, on social media etc). These behaviours may lead to exclusion from school grounds and school activities.

The principal may report aggressive, intimidating, threatening or otherwise inappropriate conduct to Victoria Police. The Department of Education and Training may also take legal or other appropriate action against community members or parents/carers who pose a threat to the safety and wellbeing of school staff.

Gladstone Park Secondary College expects all members of our community to act consistently with our culture of respect. We are committed to ensuring that staff, parents/carers and students are able to work together in an appropriate and respectful way.

### REVIEW CYCLE

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

**Adopted by School Council June 2018**

***(Return to front page)***



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**SCHOOL – BUSINESS/COMMUNITY PARTNERSHIPS POLICY**

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**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 agreement is produced which outlines the principles, options and method that will guide the school through the partnership process.

**The role of school council:**

School Council approval is required for all arrangements, formal agreements and partnerships between the school and an 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.

**For further information see:**

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

**REVIEW:**

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

**Adopted at Council on 21 June 2011.** (This policy replaces the Developing School-Business/Community Relationships policy)

**Reviewed and Amended at Council June 2018.**

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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.education.vic.gov.au/hrweb/Documents/Complaints\\_Misconduct\\_and\\_Unsatisfactory-Performance\\_VPS.pdf](http://www.education.vic.gov.au/hrweb/Documents/Complaints_Misconduct_and_Unsatisfactory-Performance_VPS.pdf)

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 2010* addresses sexual harassment in Part 6. Section 92 (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 92(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:

- 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.

More information on the Student Incident Advisory Unit may be accessed from the department website: Student Safety: Critical Incidents- Student Critical Incident & Advisory Unit (SCIAU)

### **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 2010*, 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**

***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.education.vic.gov.au/hrweb/Documents/Complaints\\_Misconduct\\_and\\_Unsatisfactory-Performance\\_VPS.pdf](http://www.education.vic.gov.au/hrweb/Documents/Complaints_Misconduct_and_Unsatisfactory-Performance_VPS.pdf)

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.

#### **Departmental Contacts**

Central; Conduct and Ethics – (03) 9637 2594

Diversity and Equity – (03) 9637 2457

Regional; North-Western Metropolitan Region – (03) 9488 9488

At GPSC; The Principal – (03) 9933 0500

Victorian Equal Opportunity and Human Rights Commission 1300 292 153

This policy should be read in conjunction with the Occupational Health and Safety Policy, the Parents Complaints Policy and the Prevention of Workplace Bullying and Harassment Policy, where appropriate.

**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.)**

**Cross-referencing of policy adopted by Council 19 March 2013.**

**Amended at School Council on 15/03/2016**

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**SHARED USE OF SCHOOL FACILITIES POLICY****1. BACKGROUND:**

Under legislation, School Council is authorised to hire and licence school facilities where these are not required for ordinary school purposes and are to be used for recreational, sporting or cultural activities, and for polling on federal and state election days.

**2. PURPOSE:**

School Council recognises the need for different groups within the local community to access the school's facilities outside of school hours.

Some of these groups include:

- sporting organisations who use the gym for training and competition purposes
- local dance and drama organisations who use the Performing Arts Centre for rehearsals, performances and competitions
- local schools who use the Performing Arts Centre for musical productions and concerts
- cultural and community groups who use the school classrooms for educational purposes
- the Australian Electoral Commission and Victorian Electoral Commission which use the school facilities for polling on election days.

**3. GUIDELINES:**

3.1 The School Council is responsible for the determination and approval of the hiring and licensing of school facilities. It does this through delegation of the power for approval to the School Principal and Business Manager.

3.2 Any organisation hiring school facilities must meet the legislative requirement of being a recreational, sporting or cultural organisation or appropriate government agency.

3.3 Appropriate legal requirements must be adhered to at all times.

**4. IMPLEMENTATION:**

4.1 All requests to use the school's facilities must be made through the Business Manager who will then liaise with the School Principal to consider the request.

4.2 Requests must include details of:

- the organisation making the request
- date/s of the proposed activity
- the type of activity

4.3 Requests will be approved or denied on the basis of suitability of the activity and availability of the facility. If there is a conflict of demand with respect to the use of school premises on election days, the facilities must be made available for use as a polling place.

4.4 These arrangements will be reviewed regularly as a matter of course or if a particular issue arises.

## **5. EVALUATION:**

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

For further information see:

<http://www.education.vic.gov.au/school/principals/spag/infrastructure/Pages/sharedfacilities.aspx>

**Adopted at Council on 17 March 2015 (New Policy)**

**Endorsed by School Council February 2018, 2019, 2020**

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## STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

### PURPOSE

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

### POLICY

Gladstone Park Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Gladstone Park Secondary College support and promote the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, objective, values and expectations of our school community.

### VISION

Gladstone Park Secondary College's vision is to provide a first-class education for local students, rivalling that of its non-government counterparts and that is safe and supportive for all students. Gladstone Park aims to equip students with the necessary tools to succeed through high school and beyond in whatever pathway they choose. Gladstone Park challenges students with high expectations in all areas of school life. Extra-Curricular programs offered at Gladstone Park aim to enrich the learning culture and make coming to school an enjoyable and safe experience for all.

### MISSION

Gladstone Park Secondary College's mission is to provide and maintain an environment that is conducive to learning and develops teacher capacity to maximise student growth.

### OBJECTIVE

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.

## VALUES

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

## BEHAVIOURAL EXPECTATIONS

Gladstone Park Secondary College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

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 qqDay 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; Gladly'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.



## UNREASONABLE BEHAVIOURS

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our Visitors to School Policy).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
- the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- sending demanding, rude, confronting or threatening letters, emails or text messages
- sexist, racist, homophobic, transphobic or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values and School Philosophy may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action

Inappropriate student behaviour will be managed in accordance with our school's Student Wellbeing and Engagement Policy and Bullying Prevention Policy.



Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

#### **REVIEW CYCLE**

**Adopted at School Council February 2020.**

**To be reviewed in 3 years**

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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)
- Absent from class with a medical certificate

**This means that the maximum number of allowable days absent per semester is 10 for students in Years 7-10. As the second semester is shorter for students in Years 11 and 12, the maximum number of allowable days absent is 10 in semester 1 and 8 in semester 2.**

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.**

Students in Years 11 and 12 must have an actual attendance of at least 80%, i.e. in class or on an approved school activity, irrespective of the number of approved absences; otherwise they will fail unless there are rare and exceptional circumstances as determined and at the discretion of the Senior School Principal.

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.



For further information see:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/attendance.aspx>

**Amended at Council on 15 November 2011. (Added specific year 11 & 12 requirements)**

**Further minor clarification adopted by Council on 20 December 2011.**

**This policy has been updated to reflect current practices on 11 September 2018.**

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## STUDENT DRESS CODE

### PURPOSE

The purpose of the Student Dress Code is to outline Gladstone Park Secondary College's (GPSC) requirements for student dress and appearance and to provide information about uniform purchase and support, dress code implementation and exemption processes.

This dress code has been developed by GPSC's School Council in close consultation with our school community to ensure that it respects the rights of individual students whilst reflecting the values and interests of our community. The School council will liaise regularly with appropriate suppliers to ensure the availability of uniform items.

The Student Dress Code aims to:

- foster a sense of community and belonging and encourages students to develop pride in their appearance
- support GPSC's commitment to ensuring that our students feel equal and are dressed safely and appropriately for school activities.
- reduce student competition on the basis of clothing
- enhance the profile and identity of the school and its students within the wider community.

The School Council has developed a dress code that we believe provides a range of choices for students and is cost effective for families.

### SCOPE

Students are expected to comply with this Student Dress Code while traveling to and from school, during school hours and when attending school activities, unless otherwise specified by the College.

### UNIFORM AND APPEARANCE

GPSC's compulsory school uniform items include:

- White school shirt with GPSC logo worn with either:
  - GPSC tartan skirt worn with white socks in Terms 1 & 4 and black tights in Terms 2 & 3. Worn with black school shoes.
- Or
- Tailored grey trousers or shorts worn with white socks and black school shoes.
- GPSC dress worn with white socks and black school shoes.

### SPORT:

- GPSC School sports shirt.
- GPSC School approved black tracksuit pants or green shorts.
- Plain white socks and supportive runners.

If specific uniforms are required for specialist sports such as basketball, netball etc. These uniforms will be provided by the school for the duration of the sports competition.

Optional Items:

- GPSC woollen Jumper
- GPSC Green scarf
- GPSC School hat
- GPSC School tie
- GPSC School blazer
- GPSC School soft-shell jacket

Separate items of uniform are available to Year 12 students in order to enhance their identity as senior students of the College and are determined each year by that specific cohort.

Any changes in uniform should be implemented with at least twelve months lead time, to ensure adequate notice to parents and retailers.

### **General appearance**

While at school, travelling to or from school or participating in school activities, GPSC students must comply with the following:

- Uniforms must be clean and tidy
- All students must be of neat appearance.
- Boys must be either clean shaven or with neat and trim facial hair.
- Students are encouraged to follow Sun Smart practices.
- Dresses and skirts should be no shorter than 10cm from the middle of the knee
- Additional layers of clothing may be worn underneath the uniform for added warmth, provided these undergarments are completely hidden.

### **Jewellery and cosmetics**

Minimal jewellery is permitted under the following guidelines:-

Piercings: Apart from earrings, all visible facial and body piercings are banned.

Earrings: A maximum of two small plain sleepers or simple studs per ear are allowed.

Watches: Must be plain and discreet.

Bracelets: Medical alert bracelets are approved, however religious bracelets may only be worn with the Principal's written permission.



Rings: One plain ring is permitted.

Necklace: One chain with or without religious/cultural insignia, can be worn under shirt or dress as long as it is not visible. No other necklaces are permitted. (Please note: safety in practical classes may require students to remove jewellery.)

Make up: No visible make-up or nail polish is to be worn.

### **Hair and Sun Safety**

Hair accessories should be white, black or bottle green. Hair is to be kept clean, tidy and where necessary tied to keep it safe. Only natural hair colour is allowed.

Head scarves for Islamic students should be plain and white, black or bottle green in colour.

As we are a secondary school, we expect students to take responsibility for being sun smart by wearing sunscreen and by choosing to wear a school hat during outdoor activities. Hats are not to be worn inside.

Students are permitted to wear sunglasses during outdoor activities. Sunglasses should be close-fitting, wrap-around that meet the Australian Standards 1067 and cover as much of the eye area as possible.

### **PURCHASE OF UNIFORMS**

Uniform items can be purchased:

- On-line at: [shopwww.lowesaus.com.au](http://shopwww.lowesaus.com.au)
- Lowes Broadmeadows - Shop G126 Broadmeadows Shopping Centre Pascoe Vale Road, Broadmeadows 3047 Phone: (03) 9309 6401
- Top School Wear 137 Military Road, Avondale Heights 3034 Phone: (03) 9331 1066

### **Support for families experiencing difficulty**

Please contact the Principal or the uniform representative in the main office to discuss support that we may be able to provide to families experiencing difficulty meeting uniform costs, including information about eligibility for uniform support through State Schools' Relief. Further information about State Schools' Relief is also available on their website: <https://www.ssr.net.au/>

GPSC also has uniforms available to families to borrow on request.

### **IMPLEMENTATION**

GPSC will ensure that this Student Dress Code is communicated to all families and students through our website. We will assist students who may be experiencing difficulties complying with this policy where possible.

Sanctions will be applied to those students out of uniform without permission.

### **EXEMPTIONS TO STUDENT DRESS CODE**

We recognise that there may be situations where the application of this dress code may affect students unequally.

Students and their parents or carers may apply either in writing or in person to the Principal for an exemption to this Student Dress Code if:

- an aspect of this code prevents the student from complying with a requirement of their religious, ethnic or cultural beliefs or background
- the student has a particular disability or health condition that requires a departure from the dress code
- the student or their parents/carers can demonstrate particular economic hardship that prevents them from complying with the dress code.

When the Principal receives a request for an exemption, they will:

- consider the grounds for the exemption request
- explain the process to the student and/or their parents/carers
- encourage the student and/or their parents/carers to support their application with evidence.

The Principal or delegate will then try to negotiate a resolution that is acceptable to all parties. If an exemption is not allowed, then written reasons will be provided to the student and/or their parents or carers.

The principal has the ultimate authority to interpret the College uniform.

### **CONCERNS ABOUT THIS STUDENT DRESS CODE**

GPSC welcomes feedback from the school community in relation to this Student Dress Code. If you have a concern or complaint about the Student Dress Code, further information about raising a concern or complaint is available in our school's *Complaint Policy*, available via the GPSC website.

### **FURTHER INFORMATION AND RESOURCES**



- GPSC Sun & UV Protection Policy
- GPSC Complaints Policy
- GPSC Student Engagement Policy
- Department of Education and Training Student Dress Code
- Department of Education and Training Student Engagement policies and guidelines.

#### **REVIEW CYCLE**

This Student Dress Code was last approved by School Council on 17/09/2019 and is scheduled for review in September of 2020.

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## STUDENT PROMOTION POLICY

### 1. PURPOSE

The policy is designed to reflect the Victorian Department of Education and Training's (DET) policy regarding student promotion. This policy advises that schools should regularly promote students to the next year level with their peer group, using their professional expertise and judgment in relation to these matters.

Students are retained at their current year level only in exceptional circumstances where the school considers it is required for the long-term benefit of the student, considering their attendance and/or their academic progress and their social and welfare needs. This policy ensures that parents/guardians will be fully advised of the options that the school considers to best meet individual student needs and that the school will receive the consent of parents/guardians if retention is advised.

### 2. GUIDELINES

2.1 Students and parents will be fully advised of courses available and those for which the students appear to be best suited. Such advice may include repeating a year level where appropriate.

2.2 Promotion from Years 7 to 8, 8 to 9, 9 to 10

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.

2.2.1 The relevant sub-school formally initiates the process of identifying students at risk. This stage involves preliminary discussion with teachers, the student and their parents/guardians.

2.2.2 The relevant sub-school monitors the student's progress and consults with parents/guardians as part of this process.

2.2.3 After due consideration, the relevant sub-school may recommend the retention of the student at the current level.

2.3 Promotion from Year 10 to VCE

2.3.1 Promotion to VCE is based on:

- a) The student being able to demonstrate a readiness for VCE. The first opportunity for this will happen as a result of an interview during week 2 of term 3.
- b) When promotion into VCE is considered to be in the best interest of the student, the relevant sub-school will notify the student and their parents/guardians of their success.
- c) Where a student has not demonstrated a readiness for VCE the student and their parents/guardians will be counselled about what the student needs to do prior to being given further opportunities to demonstrate their readiness. At this time, the student will also be provided with information relating to alternative pathways.

- d) Where given every opportunity, and a student has not be able to demonstrate readiness for VCE, the student will have the full support of the Careers Practitioner to find a more appropriate setting. At this time the relevant sub-school will consult with the parents/guardians and the student and the teachers involved.

## 2.4 Promotion from Year 10 to VCAL

### 2.4.1 Promotion to VCAL is based on:

- a) The student being able to demonstrate suitability for VCAL. The first opportunity for this will happen as a result of an interview during week 2 of term 3.
- b) Students interested in moving into VCAL must also attend a VCAL information session with their parents/guardians early in term 3. Students will also attend a subsequent VCAL interview with the VCAL coordinator and a representative from Senior School.
- c) When promotion into VCAL is considered to be in the best interest of the student, the relevant sub-school will notify the student of their success.
- d) Where given every opportunity, but a student has not been able to demonstrate readiness for VCAL at GPSC, the student will have the full support of the Careers Practitioner to find an appropriate setting. At this time the relevant sub-school will consult with the parents/guardians and the student and the teachers involved.

## 2.5 Movement from VCE to VCAL

### 2.5.1 Some students attempt VCE but find it difficult to achieve success. Others may reconsider their pathway:

- a) There is some limited opportunity for students to move from Year 11 VCE into VCAL at midyear or alternatively for the start of Year 12.
- b) Students interested in moving into VCAL for the start of Year 12 must attend a VCAL information session with their parents early in term 3.
- c) When promotion into VCAL is considered the best option for the student, the relevant sub-school staff will communicate this to the student and their parents/guardians.

## 2.6 Promotion from Year 11 to 12 (Giving consideration to the Victorian Curriculum and Assessment Authority requirements):

2.6.1 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 in some subjects for one year.

2.6.2 Students who do not satisfy the VCE English requirements in Year 11 will be counselled about a suitable pathway.



2.7 Where agreement has been reached with the parent/guardian of the student that repeating the year would be the best option for the student, progress during the following year will be monitored by the relevant sub-school and supported by the Careers Practitioner and Student Services where required.

For further information see:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/attendance.aspx>

**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**

**Amended at Council 17 June 2014**

**Amended at Council 20 August 2019**

***(Return to front page)***

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## STUDENT WELLBEING AND ENGAGEMENT POLICY

### PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Gladstone Park Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### SCOPE

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

### CONTENTS

School profile

School values, philosophy and vision

Engagement strategies

Identifying students in need of support

Student rights and responsibilities

Student behavioural expectations

Engaging with families

Evaluation

### POLICY

#### 1. School profile

Gladstone Park is a single campus, co-educational year 7-12 college of around 1640 students that services a large resident community in the North Western suburbs of Melbourne. We have a culturally diverse enrolment and a Student Family Occupation (SFO) index of 0.619. Our staffing profile has 107.3 Effective

Full Time (EFT) teachers and 23.6 EFT support staff. The vast majority of students enrolled come from the 5 neighbourhood primary schools; however, more than 25 government, catholic and independent primary schools also feed our enrolments. There is pressure on our enrolments with our ceiling being 1575 and waiting lists at each year level.

We run a Select Entry Accelerated Learning class at each year level and teach languages using the Content Learning In Language (CLIL) methodology for select Languages Immersion classes at each year level. A significant proportion of students come from non-English speaking background therefore we have English as an Additional Language (EAL) classes at every year level and employ two Multicultural Aides.

There are around 20 Program for Students with a Disability (PSD) funded students at each year level and we run reading and math programs, including after-school tutorial classes for students in need. Student welfare support is a priority and the school employ's two full time social workers and a Mental Health Professional to complement the Department of Education and Training supplied Student Support Service Officer (SSSO) staff. Specialist welfare programs and extra-curricular programs support the education of our students.

## 2. School values, philosophy and vision

The vision for Gladstone Park is to provide a first-class education for local students, rivalling that of its non-government counterparts and that is safe and supportive for all students. Gladstone Park aims to equip students with the necessary tools to succeed through high school and beyond in whatever pathway they choose. Gladstone Park challenges students with high expectations in all areas of school life. Extra-Curricular programs offered at Gladstone Park aim to enrich the learning culture and make coming to school an enjoyable and safe experience for all.

We aim to provide and maintain an environment that is conducive to learning and develops teacher capacity to maximise student growth.

The core school values at Gladstone Park are:

Cooperation	Responsibility	Persistence	Tolerance
Honesty	Respect	Equality	

## 3. Engagement strategies

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 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 are involved in a *Health Day* 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.

*Gladstone Park Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.*

*A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:*

#### Universal

- *high and consistent expectations of all staff, students and parents and carers*
- *prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing*
- *creating a culture that is inclusive, engaging and supportive*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Gladstone Park Secondary College use the Department of Education Pedagogical Model, with a particular focus on High Impact Teaching Strategies, as an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at Gladstone Park Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- *our school's Statement of Values are promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community*
- *carefully planned transition programs to support students moving into different stages of their schooling*
- *positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings Student Leadership Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Sub-school Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning*
- *we engage in Positive Behaviours for Learning (PBL) with our staff and students, which includes programs such as Respectful Relationships and Bully Zero*
- *programs, incursions and excursions developed to address issue specific behaviour such as anger management programs and suicide ideation*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*

#### Targeted

- *Program Managers in each sub-school have overall responsibility for monitoring the health and wellbeing of students in their year, and ensure act as a point of contact for is allocated students who may need additional support*
- *all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *Gladstone Park Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan*
- *wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

#### Individual

**[This section should include student specific strategies that may be considered and applied on a case by case basis. Where possible, we encourage schools to explain the strategies, which can include links to information on the Department's School Policy Advisory Guide.]**

- *Student Support Groups, see:*  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to ChildFirst, Headspace*
- *Navigators*
- *Lookout*

**The text below is included as a sample only:**

*Gladstone Park Secondary College implements a range of strategies that support and promote individual engagement. These can include:*

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *referring the student to:*
  - *school-based wellbeing supports*
  - *Student Support Services*
  - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*
  - *Re-engagement programs such as Navigators*

*Where necessary the school will support the student's family to engage by:*

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*

- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *and with other complex needs that require ongoing support and monitoring.*

#### 4. Identifying students in need of support

*Gladstone Park Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Gladstone Park Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:*

- *personal, health and learning information gathered upon enrolment and while the student is enrolled*
- *attendance records*
- *academic performance*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *attendance, detention and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*

#### 5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

## 6. Student behavioural expectations

*Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Gladstone Park Secondary College's Bullying policy.*

*When a student acts in breach of the behaviour standards of our school community, Gladstone Park Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.*

*Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.*

*Disciplinary measures that may be applied include:*

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *referral to the Year Level Coordinator*
- *detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

## 7. Engaging with families

Gladstone Park Secondary College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families



- including families in Student Support Groups, and developing individual plans for students.

#### **8. Evaluation**

Gladstone Park Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

#### **REVIEW CYCLE**

**This policy was adopted as the 'Student Engagement Policy' 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.**

**Amended by Council on 15/11/2016.**

**This Student Wellbeing and Engagement Policy combines and revises two previous policies - the Student Engagement Policy and the Welfare Policy. It was endorsed by School Council in February, 2020.**

**It is scheduled for review on or before May 2021.**

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## SUN AND UV PROTECTION POLICY

### RATIONALE

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin and eye damage and increases the risk of developing skin cancer. Australia has the highest rate of skin cancer in the world. Adolescence and childhood are critical periods during which sun exposure is likely to contribute to skin cancer later in life. It is estimated that more than 75% of all skin cancers could be prevented by practising sun protection in childhood and adolescence. This policy has been developed as part of our commitment to a safe school environment, to reduce the risk to students and staff of exposure to UV radiation from the sun.

This policy documents our sun protection practices which apply to all school activities including sports carnivals, excursions and camps.

### OBJECTIVES

The goals of this policy are to:

- Increase student and whole school awareness of skin cancer and other damage caused by exposure to UV radiation.
- Work towards a safe school environment which provides shade and other sun protective measures for the school community.
- Encourage students, parents and staff to use a combination of sun protective measures when UV index levels reach 3 and above
- Ensure that parents are informed of the school's Sun and UV Protection policy.

### IMPLEMENTATION

**From the beginning of September until the end of April:**

- All summer uniform rules include shirts and tunics that cover the shoulders well, with a collar that sits close to the neck and above the collarbone. Skirts cannot be shorter than a length just above the knee. Long pants may be worn by any student. The sport uniform includes a school approved baseball cap.
- SPF 30+ broad spectrum, water resistant sunscreen is available for staff and students and students are encouraged to bring their own sunscreen to school. Staff will encourage students to use sunscreen and provide time for students to apply sunscreen. Students are educated about correct use of sunscreen and the level of protection it provides.
- The planning and scheduling of outdoor activities and events will take into account UV danger and protection. Students are encouraged to use shade when outside.
- Staff and visitors will be encouraged to use a combination of sun protection measures (clothing, hats, sunglasses, sunscreen and shade), thereby acting as role models for students.

**Ongoing throughout the year:**

- Shade is available in the school grounds where students congregate for lunch and outdoor activities; and shade provision will be considered in plans for future buildings.
- Sun protection will be incorporated into appropriate areas of the curriculum; students will be encouraged to be involved in activities to promote and model sun protection measures to the whole school community.
- The college's OHS risk management practice includes consideration of sun and UV protection and sun protection information is communicated to the whole school community through a variety of media including publishing the SunSmart UV alert on the college website.

## **EVALUATION**

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

For further information see:

<http://www.education.vic.gov.au/school/principals/spag/health/pages/sun.aspx>

<http://www.sunsmart.com.au/>

**Revised in July 2006 when SunSmart accreditation could no longer be maintained.**

**Approved at Council on 18 July 2006.**

**Renamed (previously Sun/UV Risk Awareness), revised and adopted by Council on 18 August 2015**

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**SUPPORT FOR STUDENTS ENGAGED IN ELITE ACTIVITIES POLICY****Rationale:**

The Elite Student Activity Support Fund is designed to support students who have been invited to participate in and compete in any field at state, national or international level activity that they've committed significant time, training and development towards.

The SRC aims to provide these students with financial support by providing grants up to \$750 for their efforts. Rather than dispersing funds, the SRC will reimburse (fully or partially) legitimate expenditure (e.g. airline fares, competition fees) incurred in participating.

The fund also aims to:

- Promote excellence in academic, sporting, arts or leadership achievements within Gladstone Park Secondary College
- Contribute to the development of students at Gladstone Park Secondary College
- Facilitate opportunities for students to develop their academic, sporting, arts or leadership talents

The SRC defines elite activities as “an established activity, program or competition that would benefit an individual that has committed significant time to training and development.”

**Guidelines:**

The Student Representative Council will set aside a minimum of \$2,000 per year from fundraising efforts to help support students engaged in elite activities.

The following criteria will be used in determining the funding amount to successful candidates.

Level	Maximum Funding	Criteria
0	Nil	Applicant did not meet requirements The cost of the elite activity was less than \$150 Unsuccessful application
1	\$200	Elite activity at local/state level.
2	\$400	Elite activity at interstate/national level.

3	\$750	Competitions at international level. Other international programs/activities will be dealt with case by case by the sub-committee.
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Applications for funding of activities that cost between \$150-\$200 will be fully funded by the SRC. Activities that cost less than \$150 will not be funded by the SRC.

The level of support will also 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

Successful applicants will be reimbursed after their participation in the elite activity, unless the applicant has applied for Special Consideration and this is accepted.

#### **Applications:**

Applicants must submit a hard copy application form, and prepare supporting documents for review by a sub-committee of the Student Representative Council. Supporting documents include a letter of recommendation for participation and details of the elite activity with any cost breakdowns when possible,

The review panel will consist of the SRC president, two SRC cabinet members (secretaries/student relations students) and a supervising teacher. Applicants will be notified of the outcome within fourteen (14) business days.

Applicants are encouraged to sign a talent release declaration on the application form for 'the SRC' to promote their achievements in the school community.

Applications are accepted between January – October of the school year. No applications are accepted between November – December.

#### **Review:**

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

**First adopted at Council on 14 September 2010.**

**Adopted at Council on 14 September 2010.**

**This policy was amended and adopted at Council on 16<sup>th</sup> August, 2016.**

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**TIME FRACTION POLICY****1.0 PREAMBLE**

- The Secretary of the Department of Education 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 approved on a temporary basis only and in the majority of instances, for one school year only. (Note that "temporary" is defined as above and that "one school year" commences on day 1 of one year and continues through to the day before day one of the subsequent year).

***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 child younger than school age, 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 with next year's intentions forms 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.education.vic.gov.au/hrweb/workm/Pages/ptimeTS.aspx>

**Adopted at School Council on 19 August 2008.**

**Reviewed and amended at School Council on 20 March 2018.**

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## TRANSPORTING STUDENTS POLICY

### OVERVIEW

This policy applies to student transport between home and school and from school for excursions camps and activities.

### TRAVEL BETWEEN HOME AND SCHOOL

The College will provide parents with clear advice about the student transport options that are available to, and from, the school; including the nearest bus, tram or train lines and routes.

The Department subsidises student travel on the metropolitan public transport network through arrangements with the Department of Transport to provide concessions on fares. Where needed, the college will assist students in their application for a concession card so they can access these fares.

### STUDENT TRANSPORT DURING SCHOOL HOURS AND ON SCHOOL ACTIVITIES

When organising student transport during school hours and on school activities, the college will meet Department policy requirements on school owned and hired vehicles and the use of private cars.

### PRIVATE CAR USE

The college will ensure it meets safety and legal requirements when using private vehicles for official business. To this end, the college will:

- not direct staff members to transport other staff, students, or equipment
- ensure private vehicles used meet requirements for insurance and registration
- avoid use of private vehicles (including volunteer workers, parents etc) whenever possible
- ensure the following requirements apply when use of private vehicles is unavoidable.

This table describes what a principal or principal's delegate must do when a staff member has volunteered the use of their private vehicle for any official business which may include transporting

STAGE	PRINCIPAL OR PRINCIPAL'S DELEGATE MUST
1	ensure the application form to use a private vehicle on official duty is completed, see: <a href="#">Reimbursement of expenses guide</a>
2	view the current and valid: <ul style="list-style-type: none"><li>• registration certificate for the vehicle</li><li>• driver's licence of the driver.</li></ul> ensure compliance with child seat belt/restraint laws see: <ul style="list-style-type: none"><li>• <a href="#">S558-2009 Changes to Child Restraint Laws</a></li><li>• <a href="#">S561-2009 Changes to Child Restraint Laws - Clarification</a></li></ul>
3	sight the vehicle's comprehensive insurance policy that includes: <ul style="list-style-type: none"><li>• liability at law by way of damages no less than \$20 million</li></ul>



	<ul style="list-style-type: none"><li>• an indemnity to the employer.</li></ul>
4	approve the vehicle for use on duty by signing the approval form.
5	provide written authority to the person in the case that they are approved to receive reimbursement for using their private vehicle which specifies the conditions under which that the vehicle may be used.

### Further requirements if transporting students

When transporting a small number of students to a school activity in a private vehicle is unavoidable the principal must ensure that:

- if the driver is a staff member they are a member of the supervising staff
- if the driver is not a staff member:
  - that Stages 2 and 3 of the above process are adhered to
  - ensure that the volunteer checks policy is applied see: Volunteer Checks
- parents/guardians are advised that their child will be transported in a private vehicle and by whom
- the school keeps accurate records of the students travelling in each vehicle, in case of an accident occurring.

### Medical emergencies

Upon the principal's discretion a staff member may accompany a student transported by emergency services when one or more of the following applies:

- a parent/guardian or emergency contact person cannot do so
- the age or development of the student justifies it
- the student chooses to be accompanied
- alternative supervision for remaining students can be arranged.

On the rare occasion when a school staff member has to transport a student to emergency care (such as when an ambulance is not available), at least two adults should accompany the student to ensure the:

- driver is not distracted
- student can be constantly supervised.

### Student drivers

Under no circumstances should students transport other students in private vehicles for any school organised activity or function whether held during or outside school times. [Exception: During an approved pre-licence driver education program.]

Any student who drives to or from school must adhere to the Driving Safely to School Policy.

### SCHOOL OWNED AND HIRED VEHICLES

This policy ensures that the college will:

- safely maintain any vehicle they own



- hire a vehicle that is roadworthy
- comply with driver's licensing requirements when using vehicles they own or hire.

The college will:

- obtain the prior approval of the regional director before purchasing a vehicle - see the Motor Vehicle Guidelines for Schools (2011) under: School Financial Guidelines
- not acquire, a bus with an adult seating capacity of twenty-one or more passengers
- be reaccredited with Transport Safety Victoria if they own or operate a passenger vehicle with more than ten seats (including the driver)
- ensure vehicles they hire, use or own that seat up to twelve passengers have seat belts or restraints for children under 7 years of age, see: [S558-2009 Changes to Child Restraint Laws](#) and [S561-2009 Changes to Child Restraint Laws - Clarification](#)
- maintain roadworthy vehicles and ensure repairs are completed by as soon as possible by a qualified mechanic
- insure vehicles they own and have them annually inspected by a licensed bus tester
- meet all costs of purchase and maintenance of the vehicle
- only hire accredited, insured and roadworthy vehicles.
- Ensure all bus drivers are provided with, and sign-off to agree to abide by this policy at all times. A copy of the signed document must be retained in the driver's personal file
- Ensure all drivers submit a copy of their driver's licence to the school annually at commencement of the school year

The Principal or delegate will ensure that school bus drivers hold a correct and current driver's licence and if appropriate driver's certificate. Students must not drive buses under any circumstances.

### **Driver licensing and obligations**

VicRoads is responsible for the licensing of drivers in Victoria and provide advice on the types of licences required to drive a variety of vehicles including buses used for school excursions and other events, see: [Licence Categories](#).

All drivers of buses must comply with relevant legislation including the Bus Safety Act 2009 which states that: "a driver of a bus must not have alcohol or drugs present in his or her blood or breath immediately before, or while, driving a bus; and [must] comply with any guidelines regarding the form and content of alcohol and drug management policies issued by the Safety Director".

All drivers have the responsibility to manage the effects of substances they may be taking (including prescription medicines) with regard to their capacity to safely transport students in a bus, and to discuss this with their managers and their health care professionals. The school may require drivers taking prescription medication to be certified fit for work and fit to drive a passenger bus.

All drivers must complete and submit a risk management assessment - [Risk Assessment for Bus Hire for Camp or Excursion](#) for each individual trip along with a pre-trip safety checklist - [Pre-trip Safety Checklist](#).



All drivers must read and acknowledge their understanding and acceptance of this policy by signing a copy of it to be retained in their personal file. They must also carry their licence with them at all times while driving a bus.

Only drivers who have submitted a copy of their licence and been approved by the school are permitted to drive a bus. All drivers must be notify the school if conditions are added or circumstances change that could affect their driver's licence.

All drivers must follow the incident reporting protocols with Transport Safety Victoria:

<http://transportsafety.vic.gov.au/bus-safety/safety-duties/how-to-report-a-bus-incident> using the website or the 24 hour number 1800 301 151.

### **Driver's Acknowledgement:**

I have read, understand and abide by this policy.

_____	_____	/ 20
Name	Signature	Date

### **REVIEW**

This policy will be reviewed according to the Education Policy Sub-committee's cycle of reviews.

Further information can be found through the DET policy and Transport Safety Victoria websites at:

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

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

<http://transportsafety.vic.gov.au/>

Related policies: Occupational Health and Safety, Driving Safely to School Policy

Related legislation: Bus Safety Act 2009, Road Safety Act 1986, Working with Children Act 2005

**Adopted at School Council November 21, 2017 (New Policy)**

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## VISITORS TO SCHOOL POLICY

### PURPOSE

To provide a safe and secure learning and teaching environment for students and staff by establishing processes to monitor and manage visitors to Gladstone Park Secondary College.

### SCOPE

This policy applies to any visitors who may attend school grounds when the school is open for instruction between the hours of 8.00am and 4.15 pm. Outside of these times, our front office is not staffed and the only visitors who are permitted on school grounds are parents/carers or their delegates who are dropping off or picking up students from school events such as parent teacher interviews, concerts, sport or other school activities, and community and other groups who have entered into contracts or agreements with the school to use school premises outside of school hours.

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. There will be times when students and members of the public will share the space but classes in the library are supervised by classroom teachers during class time and by yard duty and/or library staff at other times.

### DEFINITIONS

*Child-related work:* As defined by the *Working with Children Act 2005* (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional contact with children that is incidental to the work.

### POLICY

Gladstone Park Secondary College strives to create an open and inclusive school community, and encourages parents and carers to be actively involved in their child's development and education. We also strive to foster strong partnerships with local community services, schools and other organisations.

Gladstone Park Secondary College is not a public place. The principal has the authority to permit or deny entry to school grounds, and encourages all visitors to familiarise themselves with our school's *Statement of Values*, *Child Safe Policy*, *Statement of Commitment to Child Safety*, *Child Safe Code of Conduct*.

From time to time, different members of the public may visit our school. Visitors may include, but are not limited to:

- Parents
- Volunteers – see our school's Volunteers Policy for more information
- Prospective parents, students and employees
- Invited speakers, sessional instructors and others addressing learning and development
- Public officials (eg Members of Parliament, local councillors)
- Persons conducting business eg: uniform suppliers, booksellers, official school photographers, commercial salespeople
- Tradespeople
- Children's services agencies
- Talent scouts
- Department of Health and Human Services workers
- Victoria Police

- Persons authorised to enter school premises (eg Worksafe inspectors, health officers etc)
- Other Department of Education and Training staff (including allied health staff) or contractors
- NDIS therapists or other allied health or health practitioners
- Members of the community accessing the Joint Use Library

### **Sign in procedure**

All visitors to Gladstone Park Secondary College are required to report to the school office on arrival (see exceptions below in relation to parents/carers). Visitors must:

- Record their name, date, time and purpose of visit in by signing into the Compass Kiosk at reception
- Provide proof of identification to office staff upon request
- Produce their valid Working with Children Check where required by this policy (see below)
- Wear a visitor's lanyard at all times
- Follow instruction from school staff and abide by all relevant policies relating to appropriate conduct on school grounds including:
  - Child Safety Policy
  - Sexual Harassment Policy
  - Prevention of Workplace Bullying and Harassment Policy
  - Respect for School Staff
  - Statement of Values
- Return to the office upon departure, sign out and return visitor's lanyard.

Gladstone Park Secondary College will ensure that our school's Child Safety Code of Conduct/Child Safety Statement of Commitment are available and visible to visitors when they sign in.

### **Requirements for visitors to produce a valid Working with Children Check card**

For Working with Children Check (WWC Check) and other suitability check requirements relating to parents/carers and other volunteers working with students please see our Volunteers in Schools Policy.

All visitors who are engaged in **child-related work** (see definition above) must have a valid WWC Check.

In some circumstances, visitors to Gladstone Park Secondary College who are **not** engaged in child-related work will also be required to produce a valid WWC Check depending on the particular circumstances of their visit. For example, Gladstone Park Secondary College will require a valid WWC Check for:

- **visitors who will be working regularly with children** during the time they are visiting, even though direct contact with children is not a central part of their normal duties
- **visitors (e.g. contractors)**, who will regularly be performing work at the school and in circumstances where they will be performing their work in an area where they will be unsupervised and around children.

Further background checks, including references, may also be requested at the discretion of the principal.

Visitors who will be working in areas away from students (e.g. a visiting auditor who will be located in the front office with administration staff) or who will be supervised and accompanied by a staff member during their visit (e.g. a Member of Parliament, a journalist, a prospective parent on a school tour) will not be required to have a WWC Check.

Sworn Victoria Police officers or sworn Australian Federal Police officers are exempt from requiring a WWC Check, but may be asked to verify that they are sworn officers by providing proof of identification.

### **Invited speakers and presenters**

On occasion, Gladstone Park Secondary College may invite external speakers or providers to deliver incursions, presentations, workshops and special programs for our students. Consistent with Department of Education and Training requirements, Gladstone Park Secondary College will:

- ensure that the content of presentations and programs by external providers contributes to the educational development of our students and is consistent with curriculum objectives
- ensure that any proposed visit, programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular and is consistent with the values of public education, Department policies and the *Education and Training Reform Act 2006* (Vic). In particular, programs delivered by visitors are to be delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to:
  - elected government
  - the rule of law
  - equal rights for all before the law
  - freedom of religion, speech and association
  - the values of openness and tolerance
  - respect the range of views held by students and their families.

### **Parent visitors**

We understand that there may occasionally be a reason why a parent or carer may want to speak to or see their child at school, during school hours.

If there is a particular pressing or unavoidable issue that cannot wait until the end of the school day, we ask that parents or carers call the school office to make the request to speak to or see their child during school hours.

We also ask that parents avoid arranging to visit their children at school wherever possible, as this can cause inappropriate disruptions to the school day.

All parents or carers who visit our school during school hours, other than for the purposes of school pick ups and drop offs or for specific school events (eg parent teacher interviews, concerts, assemblies etc), are required to sign in as a visitor at the school office.

### **Other visitors**

All business operators, tradespeople and other visitors attending the school to conduct work must report to the school office upon arrival for instruction and follow the sign in procedure outlined above.

### **Related policies and resources**

*Volunteers in Schools Policy*

*Statement of Commitment to Child Safety/Child Safety policy*

*Child Safety Code of Conduct*

### **Review period**

This policy was created (using DET template) on 19<sup>th</sup> November 2019 and is scheduled for review in 2022.

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



**Adopted at School Council on 19 May 2009**

**Amended at Council on 15 December 2015**

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## VOLUNTEERS IN SCHOOLS POLICY

### Definition

A volunteer school worker is a person who without payment or reward voluntarily engages in activities for the welfare of the school at the request of the Principal and/or school council.

### 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 support, recognition and effective management.

### Aims

- To maximise the number and variety of effective volunteers who contribute to the school
- To provide volunteers with support and recognition
- 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.
- A volunteer school worker will at all times comply with any direction or instruction given to him/her by the Principal.
- The school will establish and implement policies to assess and verify the suitability of volunteers who will work independently with children including requiring all volunteers to provide evidence of their suitability. This evidence is generally a working with children check (WWC Check); however if a volunteer's occupation exempts them from the requirement to also have a WWC check e.g. police officers, teachers, they must provide evidence to support their claim to an exemption
- In addition to a WWC Check the school may also consider it necessary that a criminal record check is conducted through the Department. This may occur when possible offences are relevant to the duties of the volunteer, for example dishonesty offences, which are not part of the WWC Check. The school covers the cost of the criminal record check.
- 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 – these include appropriate language and tone, 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 are not to approach classroom teachers on controversial issues. Such issues are to be addressed through the principal class.
  - Concerns by staff or parents regarding the work of a volunteer should be raised with the principal or appropriate Sub-school Principal. 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. (See also the Visitors to School policy)
  - Volunteer school workers are not liable in any civil proceedings for anything done, or not done, in good faith in providing a community service.
  - Volunteer workers are covered by the Department's Workers Compensation policy if they suffer personal injury in the course of engaging in school work or when travelling to or from the place where the school work is to occur.
  - Individual or groups of volunteers will be acknowledged in the newsletter, publicising their contributions to the school.

- The Principal may terminate any invitation to a person to assist a school as a volunteer school worker.
- Members of school council will need to have a Working With Children Check, effective for new councillors at 2019 elections.

### **Evaluation**

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

For further information see the School Policy and Advisory Guide at:

<http://www.education.vic.gov.au/school/principals/spag/governance/pages/volunteers.aspx>

**This policy was adopted at College Council in August 2004.**

**Amended at Council in September 2018. (Reviewed and updated)**

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## STANDING ORDERS OF SCHOOL COUNCIL

### Introduction

The purpose of these Standing Orders is to assist school council to operate efficiently and effectively within the legal framework and Department guidelines for school councils.

### School council principles

- The school council will operate according to the following principles:
- Respectful partnerships
- Clear and honest two-way communication
- Transparent processes
- Democratic, informed decision-making
- Personal and professional integrity

### School council membership

In accordance with the school's constituting order established under the Education & Training Reform Act 2006, the Council shall consist of 15 members and shall be constituted as follows:

- The Principal, who shall be an ex-officio member and who shall be entitled to vote on any matter before the Council
- non DET employed parents of students of the school, elected in the manner prescribed by the regulations
- DET employed employees of the college elected in the manner prescribed by the regulations
- persons having special interest in the educational program of the college, appointed by co-option by the Council
- Two elected student members elected in the manner prescribed by the regulations

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. Casual vacancies may be filled by due election for the remainder of the term of office.

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

### Office bearers

The school council will have the following office bearer positions.

- President
- Vice president
- Treasurer

Office bearers will be elected at the first meeting of the school council after declaration of the poll each year.

### **Election of office bearers**

In the election of an office bearer, if the votes are tied, the school council will decide the outcome by either holding a new election or drawing of lots. If a new election is held and is also tied, the school council may decide the election by the drawing of lots or decide to conduct further elections until the election of office bearers is decided.

### **Meetings**

#### *Regular*

The school council will meet twice a term on the third Tuesday of February, March, May, June, August, September, November and December. The meeting will commence at 7.00 pm and will finish no later than 9.30 pm unless agreed by the school council. Meetings will be held in the conference room.

#### *Annual General Meeting*

The school council will call an Annual General Meeting in March each year and at that meeting will:

- present the minutes from the previous meeting;
- co-opt community members
- elect office bearers
- consider the Annual report if available

#### *Extraordinary meeting*

An extraordinary meeting of the school council may be held at any time decided by the council, if all members are given reasonable notice of the time, date, place and object of the meeting.

The President of the school council or, in the absence of the President, the Principal must call an extraordinary meeting of the school council if either of them receives a written request to do so from 3 members of the school council.

The President or the Principal must call a meeting under the preceding paragraph by sending a notice to all school council members giving the members reasonable notice of the time, date, place and purpose of the meeting.

The business of an extraordinary meeting will be confined to the object for which it is called.

### **Quorum for meetings**

For a quorum to be achieved at a council meeting, not less than one half of school council members currently holding office must be present and a majority of the members present must not be DET employees. Any parent members on the council who also work for the Department are counted as DET employees for the purpose of a quorum.

If at the end of 30 minutes after the appointed time for a meeting of the school council, there is no quorum present, the meeting will stand adjourned to a time and place determined by the school council members present.

A member of the school council may be present at a council meeting, in person or by video conferencing or teleconferencing.

### **School council decisions**

Decisions of the school council will be by a majority of those eligible to vote and who are present at the meeting, where the majority are non DET members. A vote by proxy is not valid.

Members will vote on a matter and the number of votes for and against will be recorded in the minutes.

Voting will normally be by a show of hands, but a secret ballot may be used for particular issues.

### **Tied votes**

When a vote is tied (i.e. an even number of people are for and against a decision), the President (presiding member) has a second or casting vote.

### **Absence of the President and other members from a meeting**

If the president is unable to preside at a school council meeting, the school council will elect a member of the school council to chair the school council meeting (other than an employee of the Department).

If a member is unable to attend a meeting, an apology should be submitted to the principal prior to the meeting.

### **Conflict of interest**

If a school council member or a member of his or her immediate family has any direct conflict of interest (including a financial interest) in a subject or matter under discussion at a school council meeting, that councillor:

- must declare the conflict of interest
- must not be present during the discussion unless invited to do so by the person presiding at the meeting
- must not be present when a vote is taken on the matter
- may be included in the quorum for that meeting

### **Extended leave of a council member**

A member of the school council may apply in writing to the president for extended leave of up to 3 consecutive meetings.

If a member of a school council is granted extended leave, the membership of that member is excluded in determining the requirement for a quorum of not less than half the members currently holding office.

## **Agenda**

The Principal shall ensure an agenda is prepared for each regular meeting and distribute the agenda, draft minutes from the previous meeting and meeting papers such as sub-committee reports, and the Principal's report to school council members no less than five days before the meeting.

## **Open and closed meetings**

School council meetings will generally be open to the school community but the Principal and school council may decide that only members may be present at a meeting or part of a meeting. If the meeting is open, visitors may speak by invitation of the presiding member.

## **Length of meetings and extensions of meeting times**

If business has not been concluded within 2.5 hours, the presiding member shall ask the members whether they wish to defer the rest of the business until the next meeting or to extend the meeting. A motion is necessary if council wants to extend the meeting. The meeting will be extended for no more than 15 minutes.

## **Minutes**

The Principal will ensure a record of each school meeting is kept and draft minutes are prepared after each school council meeting and distributed to school council members prior to the next school council meeting. The Principal may delegate this responsibility to another person.

The minutes will record the type of meeting (regular, extraordinary or public); date, time and venue of meeting; names of attendees and apologies received from members; name of presiding officer; a record of the business of the meeting including the decision on the minutes of the previous meeting; inward and outward correspondence and reports of any sub-committees tabled at the meeting; and decisions of the meeting including motions and any amendments, names of movers and seconders, whether the motion was carried or rejected and the number of votes for and against.

When school council minutes are submitted for confirmation, only questions regarding their accuracy as a record of the meeting are to be raised.

Once the minutes have been accepted as a true and accurate record of the meeting, they are to be signed by the school council President or the person who presided at the meeting.

Business arising from the minutes is dealt with after the minutes have been confirmed.

## **Sub-committees**

The school council will have the following sub-committees:

- Resources
- Education Policy

Each sub-committee will be chaired by a member of school council unless otherwise decided by council. A sub-committee must include at least one school council member and have at least 3 members.

### *Resources committee*

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

- 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 consider submissions for funds made by areas of the school and make recommendations on this to council
- 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*

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

- to continually review educational and curriculum issues
- to create and revise school policies to reflect decisions of School Council
- to create and revise school policies to reflect Departmental decisions and/or initiatives
- to receive and consider recommendations regarding school policy from other bodies in the school (e.g. Curriculum Committee, staff meetings, Student Representative Council, Key Learning Area Co-coordinators, etc.)

**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**



**Amended at Council on 20 August 2013. (Full revision and rewrite done)**

**Amended at Council on 20 August 2019**

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