

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
Student Welfare Documents					
-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	-Brief in 1st Professional Learning days -Staff handbook -Policy manual -Staff network drive	-Student Representative Council	-All policies mentioned in the newsletter and available on request -Information Guide (in enrolment pack) -Parent Information Night		



-Student Management Policy -Mandatory Reporting Policy & procedures	-Student engagement workshops – staff meetings				
-Internet Policy & Procedures	-Brief in 1st Professional Learning days -Staff handbook -Policy manual -Staff network drive -Staff PD sessions	-Enrolment pack -Assemblies -Student planner -In class	-All policies mentioned in the newsletter and available on request -Enrolment Pack	-Available on request	
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 st 3 days of school -Evacuation Drill/Lock in Lockdown drills	-Evacuation drills			
Sunsmart Policy	Staff handbook -Policy manual -Staff network drive	-Student Diary -Enrolment pack	-Enrolment Pack -School newsletter -School website		



	-Review of policy and procedures in 1 st 3 days of school				
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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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 MANGEMENT 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 (ASCI) 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.doc>
x

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® , 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 18th May 2010 and it replaces the current policy titled Awards/Achievement.

Amended at School Council on May 16, 2017

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BULLYING POLICY

RATIONALE

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

DEFINITION OF BULLYING

Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reason. Bullying is repeated and unjustifiable behaviour intended to cause fear, distress and/or harm. It also includes the continued dominance of a more powerful person or group over the less powerful.

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

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

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

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

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

- An initial desire to hurt
- The desire is carried out
- The action is harmful
- There is an imbalance of power
- There is no justification for the action
- The action is persistent



- The bully derives gratification from hurting the other person.

ADDRESSING BULLYING BEHAVIOUR

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

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

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

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.

Ammended and Remaned (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. Parent/guardian permission is required for all attendees.
3. The teacher-in-charge is the Principal's representative for the duration of the camp, sporting activity or excursion.
4. Within the organisational procedure of camps, special needs of students (e.g. disabilities, dietary needs, medical conditions, etc) must be considered.
5. For camps, at least one attending staff member must have current First Aid accreditation and access to appropriate medical facilities.



6. 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.
7. If a proposed camp or excursion does not receive sufficient support from students eligible to attend it will not proceed.
8. 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.
9. 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>

<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

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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

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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

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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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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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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CHILD SAFETY POLICY

STATEMENT OF COMMITMENT TO CHILD SAFETY

Gladstone Park Secondary College is committed to 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.

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 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.

CHILD SAFETY CODE OF CONDUCT

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 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 no later than December 2018 and in the interim if legislative or other changes require.

5. References:

The Education Department's School Policy and Advisory Guide at:

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

Protecting the safety and wellbeing of children and young people; A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools, Published by the Department of Education and Early Childhood Development and Department of Human Services, 2010

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

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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.

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CONTROVERSIAL AND SENSITIVE MATERIAL IN CLASSES POLICY

RATIONALE:

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

AIMS:

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

GUIDELINES:

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

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

The likelihood of the issue being submitted and depicted offending or psychologically damaging either the student artist, other students in the class or other students who may see the work. This is equally true of finished work or work in construction.

The graphic effect of the material.

The age, maturity and circumstances of the student.

The artistic merit and relevance of the topic.

Particular caution must be exercised with matters involving:

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

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

EVALUATION:

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

Adopted at School Council on 18th May 2010



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CURRICULUM PROGRAM EVALUATION POLICY

Rationale:

Curriculum 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/spaq/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. [\(Return to front page\)](#)



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 a harm minimisation which aims to reduce the adverse health, social and economic consequences of drugs by minimising or limiting the harms and hazards of drug use for both the community and the individual without necessarily eliminating use. harm minimisation which aim to promote the physical, social and emotional well-being of students. GPSC will provide programs aimed to prevent and reduce drug related harm, together with intervention and specialist support for those with drug related problems.

Guidelines

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

Policy /Program Development

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

Curriculum

- 2.1 All aspects of drug education should be carefully planned and coordinated so as to ensure that a broad, integrated and sequential curricular approach is achieved.
- 2.2 The integrated drug education curriculum will aim to increase student knowledge of relevant and accurate facts about drugs and will be based on current Department of Education research and that conducted by the Australian Drug Foundation.



- 2.3 The content of the curriculum will aim to increase student understanding of the impact of drug use both on the individual and society.
- 2.4 The curriculum will endeavour to develop personal and cognitive skills to allow students to make informed choices and decisions regarding drug use.

Welfare

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

Discipline

- 4.1 A systematic critical incident approach should be followed in all cases of identified drug abuse by students within the college.
- 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 writings*** as well as the publication "***Drugs and Schools: Legal Issues: A Guide for Principals***"
- 4.3 Disciplinary action needs to take into account the broader welfare related issues often associated with inappropriate drug usage.

Professional Development

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



- Critical Incident Procedures and Protocols.

Evaluation

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

For further information see:

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

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

College Council endorsed this Policy 19/10/2000

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

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DRUG EDUCATION WORK PLAN -- Appendix 1

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

School Number/Catholic Ed. Number 7858

Principal Mr. Robert Lamb

<i>Core Team Members</i>	<i>Position in School</i>
Michael Keenan	Assistant Principal (Curriculum)
Lynne Gutterson	Assistant Principal (Welfare)
Fiona Woods	Program Coordinator, Health and Physical Education
Angela Diamatopoulos	Curriculum Coordinator



Chrissy Ballas	Student Welfare Coordinator
Maureen Weir	School Nurse

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

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

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

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

Theme Area	Comprehensive and evidence based	Positive school climate and relationships	Targeted to needs and context	Effective Pedagogy
Strengths	The Year 7-9 curriculum program across Pastoral Care, Health and Physical Education, and Science, is comprehensive, providing specific drug education as well as programs	There is a strong focus on developing student connectedness. The Student Services Team provides significant support for students at risk including liaising	Staff involved in the delivery of drug education programs have the opportunity to undertake appropriate professional development.	Year 7 Pastoral Care drug education unit includes interactive elements based on decision making.



	<p>which enhance resilience.</p> <p>Students involved in extracurricular programs such as Let's party and CASA (Centre Against Sexual Assault) programs.</p>	<p>with external agencies where necessary.</p> <p>Refer to Attitudes to School Survey Data 2008 at end of this Plan.</p> <p>Staff positions within junior, middle and senior school to enhance student leadership.</p> <p>Policies and procedures are well documented and have proven to be effective when an incident has occurred.</p>		
<p>Recommendations for future improvement 2009-2012</p>	<p>Curriculum programs at year 10 and 11 are largely dependent on student elective choices. There is scope to include programs aimed at senior students eg. Fit to</p>	<p>Increased communication between parents and the school.</p>	<p>Whilst some material is available for parents in community languages, more material could be made available.</p>	<p>Targeted Professional Development. Teachers of year 7 pastoral care, in particularly those who have not taught drug education before, to be offered relevant</p>



	<p>drive (All year 11 students)</p> <p>Keys Please (All year 10)</p>		<p>New Staff need to be briefed on protocols for responding to drug related incidents as part of their induction program to ensure that they are aware of procedures.</p> <p>Protocol to respond to drug-related incidents should be made available on the staff drive of the school computer network so that all staff can easily access it.</p>	<p>drug education professional development.</p> <p>Review teacher support materials.</p>
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2009 Year 1 Gladstone Park Secondary College – Drug Education Work Plan					
Theme area	Recommended Actions What needs to be improved	How the activities, budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month, term, year for completion	Achievement milestones the practice measures or lead indicators that describe success
Comprehensive and evidence-based practice	Current drug education courses are based on State Government drug education resources. Maintain this situation.	School should stay up-to-date on current trends in drug education. Pastoral care drug education resources should be audited and where possible, placed on the school network.	Health and P.E. program coordinator.	Last week of term 2	By the end of term 2, teachers of Pastoral Care drug education unit will be able to access resources on the school network.
Positive school climate and relationships	Greater contact and communication with parents regarding welfare issues Need to increase drug-related resource material designed to	Routine inclusion of health & well being section in monthly College newsletter. Investigate and introduce ways to increase resource material catering for languages other than English.	School Nurse/Student Welfare Coordinator School Nurse/Student Welfare Coordinator	Monthly throughout the school year Last week of term 2	Review of school newsletters will show inclusion of health and wellbeing articles. Resource material will be available in community languages.



	<p>cater for linguistically diverse groups.</p> <p>Improve school connectedness of students</p> <p>Increase parent involvement in school related activities</p> <p>Review of policies (First Aid, Mandatory Reporting, Drug Policy) to remain ongoing.</p>	<p>Refer to school strategic plan.</p> <p>Ensure that parents are fully informed of relevant activities such as parent teacher evenings.</p> <p>Through the existing policy review process.</p>	<p>All staff</p> <p>Assistant Principal, (Curriculum)</p> <p>Education Policy committee to make recommendations to school council</p>	<p>ongoing</p> <p>Term 2 and 3 annually.</p> <p>4 year cycle or in response to Department of</p>	<p>Improvement in school connectedness data</p> <p>Data on parent/teacher interviews will show an increased attendance of parents.</p> <p>All school policies will remain relevant</p>
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				Education directives or advice.	
Targeted to needs and context	<p>Increase staff confidence in teaching core curriculum.</p> <p>Ensure that staff are aware of the range of curriculum support materials available.</p>	<p>Targeted Professional Development. Teachers of year 7 pastoral care, in particularly those who have not taught it before, to be offered relevant drug education professional development.</p> <p>Review teacher support materials</p> <p>Brief pastoral care teachers on Government Guidelines for teaching drug education prior to delivery of drug education unit.</p> <p>Faculty based (Science/Health and Physical Education) meetings to keep staff up-to-date on available support materials.</p>	<p>Health and Physical Education Coordinator/ PD Coordinator/Science program coordinator</p> <p>Health and Physical Education Coordinator.</p> <p>Health and Physical Education Coordinator/Science Coordinator</p>	<p>Prior to term 3 as available</p> <p>Ongoing</p> <p>annually</p>	<p>All year 7 Pastoral Care teachers to will have received relevant training.</p> <p>Faculty meeting minutes will include references to current resource materials</p>



	<p>Drug education programs in senior school</p> <p>Ensure that current curriculum remains relevant and that staff have access to material on school network.</p> <p>Program to complement existing curricular activities at year 9</p>	<p>Investigate programs that are accessible to all year 10 and 11 students regardless of elective choices.</p> <p>Consult with student welfare team and school nurse to ensure that curriculum continues to meet the needs of students of the college.</p> <p>Investigate possibility of year 9 “Health Day”</p>	<p>Relevant Assistant Principals, Year Level Coordinators, Student Leadership and Activity coordinators</p> <p>Health and Physical Education coordinator/Student Welfare Team/School Nurse</p> <p>Middle School Team Coordinators, School Nurse, Welfare Coordinator</p>	<p>ongoing</p> <p>Investigate during semester 1, with a view to running programs in semester 2</p> <p>Ongoing</p>	<p>Students in years 10 and 11 will have undertaken a drug related education program eg Fit to Drive, Keys Please.</p> <p>All drug education programs will be available on the school network .</p> <p>Proposal for “Health Day” to be in place</p>
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				End of Term 2	
Effective pedagogy	Ensure that Drug education units include higher order thinking and interactive activities.	Review of Year 7 Drug Education material. Development and trial of lessons.	Health and Physical Education Coordinator, Pastoral Care Teachers	End of term 2	Review and trial process completed.



2010

Year 2

Gladstone Park Secondary College – Drug Education Work Plan

Theme area	Recommended Actions What needs to be improved	How the activities, budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month, term, year for completion	Achievement milestones the practice measures or lead indicators that describe success
Comprehensive and evidence-based practice	Current drug education courses are based on State Government drug education resources. Maintain this situation.	School to stay up-to-date on current trends in drug education. Pastoral care drug education resources should be audited and where possible, placed on the school network.	Health and P.E. program coordinator.	Start immediately. Completed by the end of term 1.	All drug education resources to be available on the school network.
Positive school climate and relationships	Role of student leadership and activities coordinator at junior, middle, and senior school to be further developed. Involve VCAL students in organisation of year 9 Health day	Liaison between relevant Assistant principals, student leadership and activities coordinator	Relevant Assistant Principal, Student leadership and activities coordinator. VCAL coordinator/ VCAL students/Health day organizing team	By end of term 3. Prior to term 3	Job description will reflect development of role. VCAL students will have participated in the



		Liaison between VCAL coordinator/ VCAL students and “health day” organisers to determine student roles.			organization of year 9 “health day”.
Targeted to needs and context	<p>Ensure that all staff are aware of signs of drug use and the protocols for responding and reporting drug related matters (in light of anticipated annual staff turnover)</p> <p>Ensure that all staff undertaking drug education have appropriate training.</p>	<p>Include in new staff induction program.</p> <p>Targeted Professional Development. Teachers of year 7 pastoral care, Health and Science, in particular those who have not taught drug education before, to be offered relevant drug education professional development.</p> <p>Review teacher support materials.</p>	<p>Student Welfare Coordinator</p> <p>Health and Physical Education Program Coordinator. Year 7 Pastoral Care teachers</p>	<p>Annually</p> <p>Ongoing</p>	<p>All Staff new to the school will be briefed.</p> <p>Staff new to teaching Drug Education will have undertaken appropriate professional development.</p>



	Year 9 "Health Day" to be implemented.	Staff to be aware of signs of drug use. Day and venue timetabled for "Health Day" to occur		Term 3	
Effective pedagogy	Ensure that Drug education units include higher order thinking and interactive activities.	Introduce lessons trialed in 2009 for year 7 Drug Education Units. Training for new staff.	Health and Physical Education coordinator, pastoral care teachers	Commencement of term 3	Trialed material is included in year 7 drug education unit.



2011 Year 3 Gladstone Park Secondary College – Drug Education Work Plan					
Theme area	Recommended Actions What needs to be improved	How the activities, budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month, term, year for completion	Achievement milestones the practice measures or lead indicators that describe success
Comprehensive and evidence-based practice	Current drug education courses continue to be based on State Government drug education resources. Continue to monitor and maintain drug education courses in line with any recommended changes	<p>Monitor and Evaluate drug education program against strengths and recommendations from review process.</p> <p>School Nurse to assist Health and P.E. coordinator in sourcing additional resources to deliver drug education programs.</p>	<p>Health and P.E. program coordinator.</p> <p>Health and P.E. program coordinator/School Nurse</p>	<p>End of Term 3</p> <p>Ongoing</p>	Any additional resources will be added to those currently available on K drive.



<p>Positive school climate and relationships</p>	<p>Student leaders to continue to play an active role in the school community and develop leadership skills.</p> <p>VCAL students to assist in the “Year 9 Health day”</p> <p>Sessions trialed by student “buddies” and peer leaders to be incorporated in to pastoral care program.</p>	<p>Selected students will run assemblies.</p> <p>Middle School Program Leader and VCAL coordinator to liaise with students regarding specific requirements.</p> <p>Student services staff to select and train buddies/peer leaders annually.</p>	<p>Relevant student leadership and activities coordinators/Student leaders</p> <p>VCAL coordinator/Middle School Program Leader</p> <p>Student services team/selected year 8 and 9 students/Health and P.E. coordinator</p>	<p>At regular intervals throughout the year</p> <p>Term 2</p> <p>First 3 weeks of term 1 (training) then sessions throughout the year.</p>	<p>Students will present assemblies at all year levels throughout the year.</p> <p>VCAL students will have assisted with year 9 Health Day.</p> <p>Buddies/Peer leaders will have presented 6 sessions during pastoral care lessons throughout the year.</p>
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	<p>At risk individuals to be offered programs developed to improve self esteem and resilience.</p> <p>Peer mediators trained in conflict resolution.</p>	<p>Student Services team to identify at risk students who would benefit from selected programs.</p> <p>Student services to identify and train students to be trained as peer mediators</p>	<p>Student Services Team</p> <p>Student Services Team</p>	<p>By end of term 3</p> <p>Start of term 2 (training) then peer mediation throughout the year as required.</p>	<p>Selected at risk students will have completed programs developed to improve social skills, self esteem and/or resilience</p> <p>Peer mediators have been trained and utilised when required.</p>
<p>Targeted to needs and context</p>	<p>New staff to be made aware of school protocols for responding and reporting drug related matters</p>	<p>Include protocols in new staff induction program.</p>	<p>Student Teacher Coordinator</p>	<p>Week 1, term 1</p>	<p>All new staff will have completed an induction program and received a copy of the school drug</p>



	<p>Ensure that staff delivering drug education are able to access appropriate professional development</p>	<p>Drug Education professional development to be made available to staff where needed.</p>	<p>Professional Development Coordinator/Health and Physical Education Coordinator</p>	<p>As appropriate external Professional Development becomes available.</p> <p>Internal professional development by the end of term 3.</p> <p>Appropriate information to be placed on K drive throughout the year.</p>	<p>education protocols in their induction pack.</p> <p>Staff delivering drug education have completed appropriate professional development and can access relevant material on the school network.</p>
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	<p>Extra curricular programs are incorporated at senior levels so that all students have access to programs regardless of elective choices.</p>	<p>Current trends in drug issues be monitored and programs delivered to address these.</p>	<p>Senior and Middle School Program managers.</p>	<p>Term 3</p>	<p>Year 11 students participate in the Fit to Drive program.</p>
<p>Effective pedagogy</p>	<p>Ensure that drug education units continue to include higher order thinking and interactive activities.</p>	<p>Year 7 Drug Education Material to be reviewed to ensure that interactive and higher order thinking continue to be included.</p>	<p>Health and Physical Education coordinator, pastoral care teachers.</p>	<p>Term 4</p>	<p>Pastoral Care handbooks will be updated and any new material will be included.</p>



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



Positive school climate and relationships					
Targeted to needs and context					
Effective pedagogy					

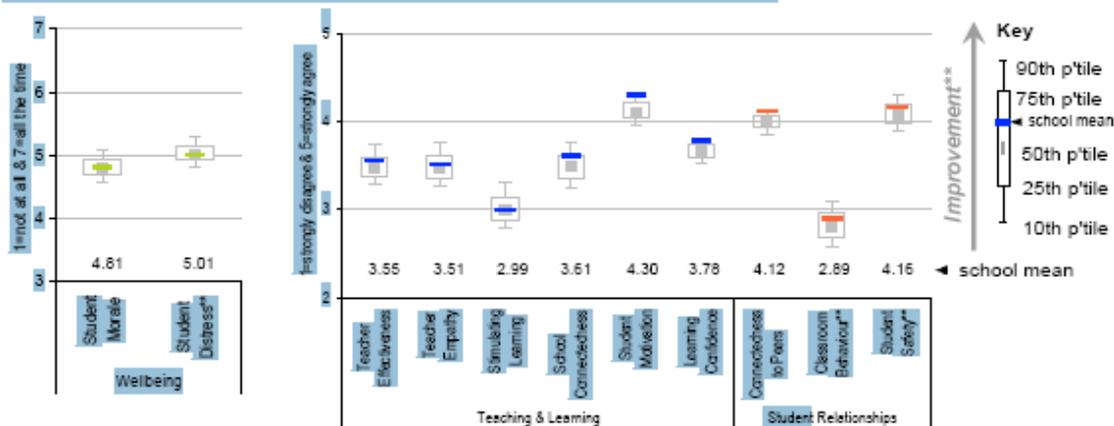


2008 Attitudes to School Survey

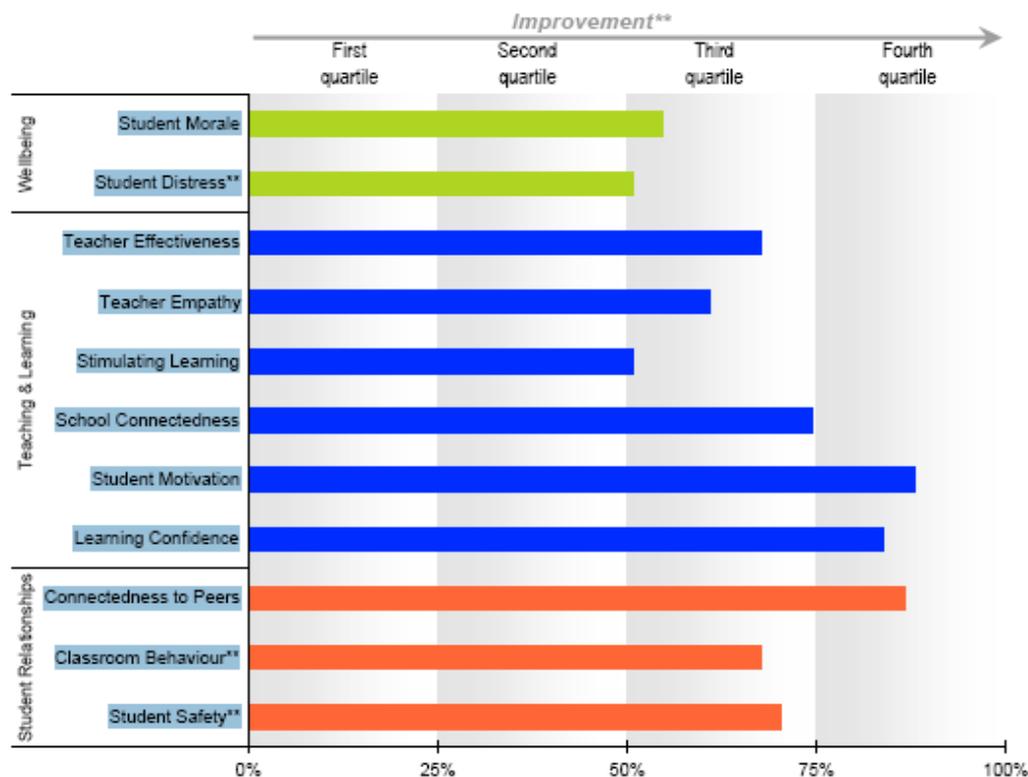
Whole school (Year 7 to 12) 2008

School: Gladstone Park Secondary College (7858)
 Number of students: ^{AA} 1275 students, 892 males, 585 females

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



Your school's Strengths and Weaknesses relative to all schools with Year 7-12 students ^{AAA}



^{AA} ^{**} ^{***} See last pages for notes and "Guide to Interpretation".

^{AAA} School means as percentage ranks^{***} plotted against all schools with Year 7-12 students.

The percentage rank charts should only be used to guide interpretations of your school's **relative strengths and weakness**. They should not be used as an accountability mechanism or to track longitudinal changes (only mean scores)



GLADSTONE PARK SECONDARY COLLEGE (Appendix 2)

WELFARE AND DISCIPLINE PROTOCOLS REGARDING DRUG RELATED BEHAVIOUR

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

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

BEHAVIOUR	Regarded basically as a HEALTH Issue		Regarded basically as a DISCIPLINE Issue (Health Issues must also be appropriately addressed)		
	Lower Level	Higher Level	Lower Level	Medium Level	Higher Level
Exhibiting effects of Substances (suspected)		Individual use of drugs or harmful substance (knowledge of use either at home or at school)	Exhibiting effect of substance (obvious/serious)	Possession of illegal substances	Providing/offering illegal drugs to other students
Inappropriate discussion/talk		Promotion of use of substances	Assisting others but not using substances	Accepting illegal substances at school (or on the way to or from school)	Selling Illicit drugs
Family/friends use of substances		Student discloses to a teacher that someone in their family uses an illicit drug	Covering up		Deliberate organization of drug use/sales
Wearing or exhibiting drug related attire or paraphernalia			Promotion of use of substances (dependent on type of substance)		
			Providing/offering legal drugs		



Not adhering to school policies on drugs/use of medicines

ACTION	Parent notification	Teacher must refer information to the Principal	Parent notification	Parent notification	Parent notification
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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 on 14 December 2010

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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.

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 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



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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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 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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EQUAL OPPORTUNITY POLICY

Introduction

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

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

Our commitment

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

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

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

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

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



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

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

Discrimination is unacceptable at Gladstone Park Secondary College Discrimination may be direct or indirect – both are against the law.

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

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

Harassment is unacceptable at Gladstone Park Secondary College

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

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

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

Racial and religious vilification is unacceptable at Gladstone Park Secondary College

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

Bullying is unacceptable at Gladstone Park Secondary College

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

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



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

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

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

Who and what this policy covers

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

This policy applies to:

- education (teaching and learning, enrolment, student management, student services, curriculum development and delivery)
- the provision of goods and services (extracurricular activities, camps, parent–teacher interviews, access to facilities)
- school sport
- employment at the school (recruitment, allocation of duties, employment conditions, access to benefits such as training, promotion and leave).

Policy framework and relevant information

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

Other relevant documentation may include:

- DET Managing Diversity and Inclusive Workplaces Policy
- DET Equal opportunity, Discrimination and Harassment Policy
- DET Complaint Resolution Procedures Policy
- DET Health, Safety and WorkSafe Policy
- DET Building Respectful and Safe Schools Policy
- Charter of Human Rights and Responsibilities Act 2006 including any relevant Department policies
 - GPSC Staff Code of Conduct
 - GPSC specific policies on –
 - Bullying
 - Sexual Harassment
 - Prevention of Workplace Bullying and Harassment

Rights and Responsibilities



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

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

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

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

Complaints Procedures

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

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

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

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

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

If you are a member of staff:

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

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

If you are a parent or guardian:

Please refer to the Department's parent complaints guidelines.

If you are a student:



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

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

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

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

If the unfair treatment or harassment persists, you can call the Victorian Equal Opportunity and Human Rights Commission (VEOHRC) for free and confidential advice. Advice can be given over the phone or in person. If your issue is covered by Equal Opportunity law, the Complaints Officer will discuss it with you. They will then explain how the Commission can help you and the information you would need to include in a complaint should you decide to make one.

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

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

Consequences: If proven, the consequences of such behaviour may include counselling, the removal of privileges, a parental interview, suspension or expulsion. GPSC will arrange counselling and



support, where appropriate or where requested, for any student who has experienced bullying or harassment. Counselling may also be provided for a person who has bullied or harassed another.

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

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

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

Right to appeal/review

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

Where to obtain help and advice:

- North West Victoria Region office 9488 9488
- Student Wellbeing Hub: <https://www.studentwellbeinghub.edu.au/>
- Victorian Equal Opportunity & Human Rights Commission – <https://www.humanrightscommission.vic.gov.au/>
- Kids Help Line 1800 55 1800, Lifeline 13 11 14

For further information, see:

DET Parent complaint guidelines:

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

DET Guidelines for Managing Complaints, Unsatisfactory Performance and Misconduct:

<http://www.education.vic.gov.au/hrweb/workm/Pages/conduct.aspx>

DET Inclusive Schools:

<http://www.education.vic.gov.au/about/programs/learningdev/Pages/inclusiveschooling.aspx>

DET Equal opportunity, Discrimination and Harassment Policy:

<http://www.education.vic.gov.au/hrweb/Documents/Equal-Opportunity-Discrimination-and-Harassment.pdf>

DET Health, Safety and WorkSafe Policy:

<http://www.education.vic.gov.au/school/teachers/management/Pages/healthworksafe.aspx>

See also:



GPSC Bullying Policy

GPSC Sexual Harassment Policy

GPSC Prevention of Workplace Bullying and Harassment Policy

Adopted at School Council on 19 May 2009.

Amended and endorsed by School Council June 2017

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EXTERNAL STUDENT WELFARE AND SUPPORT WORKERS POLICY**Rationale:**

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

Definition:

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

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

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

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 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/spaq/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 kept on the school premises.
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 School Welfare Counsellor 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: _____

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FIRST AID POLICY

Rationale:

It is a priority of the College that a Duty of Care for all students and staff is maintained.

To this end, the College has a responsibility to train and maintain a number of staff members who have appropriate First Aid qualifications, Level 2 or equivalent.

The College also has a responsibility to maintain an accurate and current record of all students with identified medical conditions. Regular updates of medical conditions will be sought from parents and students to ensure the accuracy of the information.

Purpose:

To assure parents that their child will be treated by a qualified First Aider and to satisfy staff members that they will have access to trained First Aid staff should the need arise.

To establish and maintain a number of trained First Aid staff in the College.

Implementation:

- 1) Students and staff who are ill or injured are to report to the General Office.
- 2) The student will be attended to by one of the trained First Aid staff.
- 3) Injuries to students and staff will be recorded. Student injuries will be recorded on the Injury Management System on CASES. Staff injuries will be entered on to eduSafe.
- 4) Should the injury or illness be minor, the person will be treated and sent back to class.
- 5) Should the injury or illness require the student to be sent home, the Office Staff will contact the parent/caregiver or emergency contact person as listed in CASES. (Students have been instructed via the Student Planner that they are not to contact parents themselves).
- 6) Should the injury or illness require the student or staff member to be transported to a medical practitioner, the parent/caregiver or emergency contact person will be phoned by the office staff and requested to collect the injured person. In the case of injured staff, another staff member may be nominated by the injured person to transport them to a medical practitioner.
- 7) Should the injury or illness necessitate the transportation of the injured person by ambulance, the Office Staff will call the ambulance and then contact the parent/caregiver or emergency contact person as listed in CASES.
- 8) The usual protocol for signing out of the College applies to students who are taken home owing to illness or injury. (Note: In the case where a parent is unable to collect the student, parents may give verbal permission for the child to make their own way home - *this applies to students who live within walking distance only*. On arrival home, the student must contact the general office. The office will record this in the First Aid register.)



9) Appropriate ES time and responsibility is in place to ensure First Aid equipment is maintained and that medical records are continually updated.

Additional Guidelines:

- 1) All staff should follow the WorkSafe Victoria's Guidelines for incident notifications.
- 2) Students who have life threatening medical conditions must provide the school with an Action Plan that has been developed with input from the students, their local doctor and parents. Action Plans are to be kept in the student's main file in the general office. Relevant information for students with medical alerts is to be posted in the staff room. Further copies are to be sent to relevant areas of the school including First Aid room, Physical Education and Food Technology areas.
- 3) Students with severe medical conditions are to be identified on First Class class rolls and on SM Tools for staff to access.
- 4) Procedural treatment sheets for the management of specific injuries or medical conditions are to be prominently displayed in the First Aid room.
- 5) Refer also to the School's Anaphylaxis and Asthma Management policies.

Training of Staff:

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

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

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

For further information see;

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

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

<http://www.education.vic.gov.au/school/principals/governance/Pages/firstaid.aspx>

<http://www.worksafe.vic.gov.au/forms-and-publications/misc/?a=8706>

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/spaq/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 13th September, 2016

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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



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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HOMEWORK POLICY

1. RATIONALE

Homework is an integral part of the school program at all levels. Regular homework provides reinforcement and extension of class work. It also fosters student initiative, independence and responsibility.

2. GUIDELINES

2.1 Students are required to use the official school homework planner from Years 7-12. The planner is used for the recording of homework tasks and should be available to both parents and subject teachers for checking. The planner should only include homework details, messages to and from school and appointments.

2.2 Parents are encouraged to check that their child is completing the tasks written in the planner.

2.3 Regular 5-weekly progress reports will indicate whether each student is completing set work including homework. In addition, the subject teacher may comment about homework completion on the end of semester reports (terms 2 and 4).

2.4 As a general rule, homework will be set in all subjects, although the frequency will vary from subject to subject, according to course requirements. This will be co-ordinated by Key Learning Area Leaders for consistency across classes in the same subject and year level.

2.5 The time spent on homework should increase as the student progresses through the school.

Suggested averages are:

- Years 7 and 8 - 1 hour per night
- Year 9 - 1 ½ hours per night
- Year 10 - 2 hours per night

VCE - minimum of 3 hours per week-night in Year 11, moving to 3-4 hours per week-night (with an increase on the weekend) as the student progresses through the V.C.E.

2.6 Homework may be set for school term holidays from Years 7 -10. Holiday homework will always be set for VCE students.

2.7 The range of tasks undertaken in homework time includes work set for completion for the next lesson, assignment work, research or revision. In situations where students have completed all set work inside the recommended homework time, the following tasks are suggested:

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



2.8 Parents should contact the year level co-ordinator in situations where they consider that their child is doing too little or too much homework.

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

- After school tutorial and catch-up program
- Years 10-12 study skills program
- Extended community library hours
- Informal lunchtime, after-school and holiday classes in subjects as offered by the relevant teacher

3. EVALUATION

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

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

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

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

Passed at Staff Meeting 115/91

Presented to School Council 30/5/91

Reviewed Semester 2 1998

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

Amended at Council on 15 May 2012. (Fully revised and updated)

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INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM POLICY

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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INTERNET BANKING POLICY

Definition:

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

Rationale:

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

Aims:

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

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

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

Privacy:

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

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

Authorisation:

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

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

Application:

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

Record Keeping:



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

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

Review:

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

Adopted at Council on 15 March 2011.

Confirmed by Council on 21 February 2012.

Reconfirmed by Council on 18 February 2014.

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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 16th August, 2016

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LITERACY & ENGLISH AS A SECOND LANGUAGE POLICY

Rationale

Gladstone Park Secondary College acknowledges the diversity of student needs in the development of literacy 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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MANDATORY REPORTING POLICY

(Child Safe Standard 5)

RATIONALE:

All children have a right to feel safe and to be safe. In schools, we have a legal and moral responsibility to respond to serious incidences involving abuse and neglect of the children with whom we have contact, and to report instances that we believe involve physical abuse, sexual abuse or neglect.

School staff have a duty of care to protect the safety, health and wellbeing of children in their care. If a staff member has concerns about the safety, health and wellbeing of children in their care they should take immediate action.

AIM:

To ensure that children's rights to be safe are maintained and each child is protected against physical and sexual abuse, and neglect.

IMPLEMENTATION:

- All members of the Teaching Service are mandated by law to report signs or risks of harm, disclosures of abuse or neglect, or a reasonable belief a student is subjected to sexual abuse or physical harm.
- Mandatory reporters, who believe on reasonable grounds that a child or young person is in need of protection from physical injury or sexual abuse, must report their concerns to Department of Health and Human Services (DHHS) Child Protection.
- All other staff members who form a belief on reasonable grounds that a child or young person:
 - is in need of protection, should report their concerns to DHHS Child Protection or Victoria Police.
 - is displaying sexually abusive behaviours and is in need of therapeutic treatment should report their concerns to DHHS Child Protection.
- If staff have significant concerns for the wellbeing of a child or young person they should report their concerns to DHHS Child Protection or Child FIRST. (See attachment for process)
- In cases where staff have concerns about a child or young person, they should also discuss their concerns with the principal or a member of the school leadership team.
- New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.
- Staff will be reminded of mandatory responsibilities annually.



- All concerns must be reported immediately to the Principal, or in his/her absence, the Assistant Principal.
- The Principal will keep a record of all discussions about a student with whom there is a concern.
- If a belief has been formed by a staff member that a mandatory report must be made, a “Mandatory Reporting Information Sheet” available from the Principal must be completed and filed in the Principal’s office.
- The teacher and/or the Principal class officer will contact the Department of Health & Human Services (DHHS) by telephone as soon as possible to make an official notification on:
 - **(03) 9479 6222 or after school hours crisis line 131278**
 - **North-Western Region on 9488 9488**
- In the case of international students, the principal must notify the International Education Division of the Department on **(03) 9637 2990** to ensure that appropriate support is arranged for the student.
- Members of Department of Health & Human Services (DHHS), or associated support or intervention services that visit the school following a notification, will interview staff and children only in the presence of a Principal class member or his/her nominee.
- All “Mandatory Reporting Information Sheets” remain filed in the Principal’s office.
- All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential.
- All incidents to be monitored, and any subsequent signs or indications of abuse are also to be reported.
- While only mandated by law to report incidents of physical and sexual abuse, and neglect; teachers are also encouraged to report incidents of emotional abuse or neglect.
- Students, who disclose to staff a desire to harm themselves or others, must be reported by staff to the principal.
- Legal Obligations – see Appendix A

FAILURE TO DISCLOSE:

Any staff member who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 has an obligation to report that information to police. Failure to disclose the information to police is a criminal offence, except in limited circumstances such as where the information has already been reported to DHHS Child Protection.



This offence applies to all adults (not just professionals who work with children) who form a reasonable belief that that another adult may have committed a sexual offence against a child under 16 years of age and fail to report this information to Victoria Police.

Failing to disclose a sexual offence based on concerns for the interests of the perpetrator or organisation (e.g. concerns about reputation, legal liability or financial status) will not be regarded as a reasonable excuse.

FAILURE TO PROTECT:

This offence applies to person in a position of authority within an organisation who:

- knows of a substantial risk that a child under the age of 16, under the care, supervision or authority of the organisation will become a victim of a sexual offence committed by an adult associated with the organisation (e.g. employee, contractors, volunteer, visitor); and
- negligently fails to remove or reduce the risk of harm

Within a school setting, a position of authority includes Principals and Assistant Principals and staff in institutional management positions (for example in government schools this includes Regional Directors and other senior managers).

See Appendix B for additional information

EVALUATION:

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

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



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

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.

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

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

The Occupational Health & Safety Act 2004 Refer:

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

The Occupational Health & Safety Regulations 2007. Refer:

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

The Education Department's website at:

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

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

Adopted by College Council on 18 June 2002.

Amended at Council 8 April 2003.

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

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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

<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 parents¹ 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.

¹ 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



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. Charge \$130

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 \$65 or any other amount, more or less.

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 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, 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/spaq/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 13th September, 2016

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PERFORMANCE AND DEVELOPMENT POLICY

RATIONALE

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

GUIDELINES

A strong performance and development culture requires that:

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

IMPLEMENTATION

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

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

EVALUATION

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

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

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

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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**

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PERSONAL TECHNOLOGY POLICY

RATIONALE

The school wants to create an environment where technology supports learning, but doesn't 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.

GUIDELINES

Smart watches:

Students are permitted to wear smart watches to school.

The College takes no responsibility for the safekeeping of smart watches.

Smart watches must be used only as a time piece during class time and when moving from class to class between periods.

Mobile Phones:

Students are permitted to possess mobile phones at school.

The College takes no responsibility for the safekeeping of mobile phones.

Mobile phones must be turned off and must be out of sight during class time and when moving from class to class between periods.

Should a) a mobile phone ring or be seen by a teacher or b) a smart watch be used for any purpose other than time keeping during class time the following protocol will apply:

- the device will be confiscated by the classroom teacher
- the device will be placed in a named envelope and given to the office staff for placement in the safe
- the device will be released to a parent/guardian when they visit the College to collect the phone

Should any device with a video and/or photographic ability be used in an inappropriate manner i.e. in a manner that may lead to charges of privacy invasion and/or harassment, as well as the sanctions listed above, the person responsible for the inappropriate action will lose all privileges regarding such devices and may also be suspended.

At the teacher's discretion, a student may be given permission in class to use their device as an educational tool e.g. to photograph the finished product in a Food Technology class.

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/spag/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

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PREVENTION OF WORKPLACE BULLYING AND HARASSMENT POLICY

Purpose

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

Rationale

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

Definitions

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

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

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

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

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

Workplace harassment may be an isolated incident and may be:

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

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

b) Sexual harassment which is:

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



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

Workplace Conflict:

Workplace conflict occurs when the actions of one person block, prevent or interfere with 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 10th 2004 and presented to and adopted by College Council on November 16th 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

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 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 to 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:

[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 11th September 2018.

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PURCHASING, CASH HANDLING AND FINANCIAL DELEGATION POLICY

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	NA School Council President – Authoriser	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/
- Department of Treasury and Finance www.dtf.vic.gov.au/
- Australian Prudential Regulatory Authority 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

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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

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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

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

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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SCHOOL – BUSINESS/COMMUNITY PARTNERSHIPS POLICY

RATIONALE:

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

OBJECTIVE:

What is a school community partnership?

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

IMPLEMENTATION:

What are the first steps to an effective partnership?

All partnerships should be well considered and planned to ensure the relationship adds value to the partner and the school and ultimately improves student outcomes. It is advisable before entering into a partnership, that a school partnership 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/parnersponsor.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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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)

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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

1. RATIONALE

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

2. GUIDELINES

- 2.1 The School Council is responsible for the determination and development of policy related to the Student Dress Code, in consultation with the school community. The cultural background of the school community should be taken into consideration when determining the uniform and any changes to the uniform.
- 2.2 The uniform should assist in minimising socio-economic differences that may exist between students.
- 2.3 The School Council should liaise regularly with appropriate suppliers to ensure the availability of uniform items.
- 2.4 In determining college uniform, careful consideration should be given to lasting quality, practicality, cost of the items proposed and the implications of equal opportunity and occupational health and safety.
- 2.5 College uniform is expected to be worn by all students at all times, including to and from school, unless otherwise stated. Students may be exempted for medical reasons. Support will be offered to families facing financial hardship in complying with the Student Dress Code.
- 2.6 Separate items of uniform should be available to Year 12 students in order to enhance their identity as senior students of the college.
- 2.7 To ensure adequate notice to parents and retailers, changes in uniform should be implemented with at least twelve months lead time.
- 2.8 Sanctions will be applied to those students out of uniform without permission.
- 2.9 Items of uniform worn should be identical with those described in the College Uniform Brochure available from the general office as well as in the School Planner.
- 2.10 Parental concerns relating to the Student Dress Code should be directed to the Education Policy and /or the Student Dress Code sub-committee of School Council.
- 2.11 The principal has the ultimate authority to interpret the college uniform.

3. 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/management/pages/dresscode.aspx>

Policy developed by Curriculum and Policy Sub-Committee

Policy adopted by School Council 24 June 1993

Further changes approved by Council 16 Nov. 2004

Amended at Council 8 April 2003.

Amended at Council 19 February 2008.

Amended at Council 18 August 2009

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

Amended at Council on 21 May 2013 to update guidelines and remove implementation matters.

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STUDENT ENGAGEMENT POLICY

1. A whole school profile statement

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

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

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

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

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

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

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



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

2. A whole school engagement statement

At Gladstone Park, our major purpose is to:

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

At Gladstone Park, corporal punishment is not permitted.

School Motto: “Knowledge is Power”

The core school values at Gladstone Park are:

Cooperation	Responsibility	Persistence	Tolerance
Honesty	Respect	Equality	

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

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

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



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

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



3. Rights and responsibilities

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

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

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

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

The rights and responsibilities of students, staff and parents are summarised in the following core principles:

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

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

http://gladstoneparksc.vic.edu.au/?page_id=648



Shared expectations

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

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

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

The expectations of students are that they will:

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

The expectations of teachers are that they will:

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

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

- the school community is fully informed about College expectations and policies
- staff are supported in the implementation of school policies through the provision of resources
- families in need are provided with material support through the Student Services Program
- where appropriate, counselling and assessment is provided through the Student Services Program



- the College provides a range of proactive programs
- physical environments conducive to positive behaviour and effective engagement in learning are provided.



4. School Actions and Consequences

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

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

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

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

Discipline support strategies to assist students may include:

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

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



Detention

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

Student Support Group

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

Exclusion

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

Suspension

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

Expulsion

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

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

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

Amended by Council on 15/11/2016.

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STUDENT PROMOTION POLICY

1. PURPOSE

The policy is designed to reflect the Victorian Department of Education and Early Childhood Development's (DEECD) 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 Middle 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

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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 16th August, 2016.



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: Reimbursement of expenses guide
2	view the current and valid: <ul style="list-style-type: none"> • registration certificate for the vehicle • driver's licence of the driver. ensure compliance with child seat belt/restraint laws see: <ul style="list-style-type: none"> • S558-2009 Changes to Child Restraint Laws • S561-2009 Changes to Child Restraint Laws - Clarification
3	inspect the vehicle's comprehensive insurance policy that includes: <ul style="list-style-type: none"> • liability at law by way of damages no less than \$20 million



	<ul style="list-style-type: none">• an indemnity to the employer.
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

Rationale:

Gladstone Park Secondary College aims to provide a welcoming and safe environment for staff, students, parents and visitors from our strong partnerships with community services, schools, businesses and the wider community.

Objectives:

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

It is recognised that there are potential risks associated with allowing visitors into the School. This policy seeks to advise visitors of their obligations and the key procedures to be observed when at the school.

Guidelines:

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

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

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

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

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

Out of school hours use:

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

Implementation:

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



Visitors will be expected to conduct themselves in a manner consistent with the School's stated values which include respect, honesty and cooperation. Visitors who fail to follow comply with the School's stated values will be directed to the Administration Office. Confidentiality should be observed by visitors in respect of any information gained through a visitor's attendance at the school.

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

All other visitors are required to present to Reception at the Administration Office where they can explain the purpose of their visit. Once permission has been granted to be on the school premises during school instruction hours, visitors will **sign in** using our kiosk, a photo will be taken and a **Visitor Pass** will be issued. The pass must be carried at all times while in the college grounds and visitors will need to **sign out** using the kiosk at reception as they leave.

Except where the Principal or Principal's delegate has given specific approval, visitors are to be accompanied by a member of staff at all times. The only exception is where the Principal has invited community members to attend a specific function at the school e.g. at the Performing Arts Centre.

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

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

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

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

Related School Policies:

Occupational Health and Safety Policy, Student Engagement Policy, Volunteers in School Policy

Further information can be found at the following websites:

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

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

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

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

Evaluation:



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



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 on 17 August 2004.

Amended at Council on 11th September 2018. (Reviewed and updated)

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WELFARE POLICY

1. RATIONALE:

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

2. PURPOSE:

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

3. GUIDELINES:

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

4. IMPLEMENTATION

Implementation of the Welfare Policy requires that:

- 4.1 All members of the school community are responsible for the implementation of the Welfare Policy.
- 4.2 Appropriate Student Services support staff will be maintained at the School.



- 4.3 All teaching staff are responsible for awareness raising of the policy as outlined in the school diary/student planner.
- 4.4 A working partnership between parents, staff and students is recognised as being integral to the policy's success.

5. EVALUATION

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

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

For further information see the Department's Student Health and Wellbeing website at:

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

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

Policy adopted by School Council 10 December, 1992.

Policy update adopted by School Council 19 September, 1996.

Amended at Council on 8 April 2003.

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

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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 DEECD employed parents of students of the school, elected in the manner prescribed by the regulations
- DEECD 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

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 DEECD employees. Any parent members on the council who also work for the Department are counted as DEECD 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 DEECD 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)

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