

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.

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

Policy to be reviewed October 2025



Communication Procedures for the School Community

Policy / Document	Review Cycle	Communication Method
Administration of Medication	3 to 4 years	Induction processes
Anaphylaxis Management	Annually	School Mandatory staff training (twice yearly) Induction processes
Annual Implementation Plan	Annually	School website
Annual Report to the Community	Annually	School website
Assessment and Reporting	3 to 4 years	School website
Asthma Management Policy	Annually	School Induction Staff training website processes
Awards, Scholarships & Colours - Rewarding Success Policy	3 to 4 years	School website
Bullying Prevention Policy	2 to 3 years	School Induction processes website
Camps, Sports and Excursions Policy	3 to 4 years	Induction processes
Career Development Policy	3 to 4 years	School website
Cash Handling Policy	Annually	Induction processes for relevant staff
Casual Clothes Day Policy	3 to 4 years	School website
CCTV Policy	3 to 4 years	School Induction processes website, signage
Child Safety Policy	1 to 2 years	School Induction Staff meeting Annual staff and school council training website processes (regularly)
Child Safety Reporting Obligations Policy and Procedures	3 to 4 years	School Induction Staff meeting Annual staff and school council training website processes (regularly)
Complaints Policy	3 to 4 years	School Induction processes website
Conflict of Interest Policy	3 to 4 years	School website
Controversial & Sensitive Material in Classes Policy	3 to 4 years	School website
Curriculum Program Evaluation Policy	3 to 4 years	School website
Driving Safely to School	3 to 4 years	School website



Duty of Care Policy	3 to 4 years	Induction processes Staff meeting as required
Education Support TIL & Recall Policy	3 to 4 years	School website
Electronic Funds Management Policy	Annually	Induction processes for relevant staff
Emergency Management Plan	Annually	Induction processes All staff and students must be trained in emergency procedures in the plan
External Student Welfare and Support Workers Policy	3 to 4 years	School website
First Aid Policy	3 to 4 years	School website Induction processes
Fundraising Policy and SRC	3 to 4 years	School website
Hands Off Policy	3 to 4 years	School website
Health Care Needs Policy	3 to 4 years	Induction processes
Homework Policy	3 to 4 years	Induction processes
Inclusion and Diversity Policy (includes EEO and Sexual Harassment)	3 to 4 years	Induction processes School website
Investment Policy	3 to 4 years	School website
Literacy & English as an additional Language Policy	3 to 4 years	School website
Long Service Leave, Leave Without Pay and Personal Leave Policy	3 to 4 years	School website
Manual Handling Policy	3 to 4 years	School website
Numeracy Policy	3 to 4 years	School website
Parent Payment Arrangements	Annually	Parent Payment Arrangements published on the school website alongside a link to the DET Parent Payment Policy
Performance and Development Policy	3 to 4 years	School website
Personal Technology Policy	3 to 4 years	School website
Prevention of Workplace Bullying and Harassment	3 to 4 years	Induction processes, Staff Handbook
Program for Students with Disabilities Policy	3 to 4 years	School website
Purchasing, Cash Handling and Financial Delegation Policy	N/A	Induction processes for relevant staff
Respect for School Staff Policy	3 to 4 years	School website
School - Business/Community Partnerships Policy	3 to 4 years	School website
Sexual Harassment Policy	3 to 4 years	Induction Processes
Shared Use of School Facilities Policy	3 to 4 years	School website



State Schools' Relief Policy	3 to 4 years	School website
Statement of Values and School Philosophy	3 to 4 years	School website, Compass
Student s Policy	3 to 4 years	School website Induction processes
Student Dress Code	3 to 4 years	School website, Compass
Student Promotion Policy	3 to 4 years	School website
Student Wellbeing and Engagement	1 to 2 years	School website, Induction processes
Sun and UV Protection Policy	3 to 4 years	School website
Support for Students Engaged in Elite Activities	3 to 4 years	School website
Time Fraction Policy	3 to 4 years	School website
Transporting Students Policy	N/A	Induction processes
Visitors to School Policy	3 to 4 years	School website
Volunteers in Schools Policy	3 to 4 years	Induction processes for relevant staff

ADMINISTRATION OF MEDICATION POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

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

SCOPE

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

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

POLICY

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

Authority to administer

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

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

Parents/carers can contact the school First Aid officer on 9933 0500 for a Medication Authority Form.

Administering medication

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

- the student's name

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

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

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

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

Self-administration

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

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

Storing medication

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

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

For most students, Gladstone Park Secondary College will store student medication in the First Aid area in the general office.

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

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



Warning

Gladstone Park Secondary College will not:

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

Medication error

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

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

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

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes
- Available publicly on our school's website
- Included in transition and enrolment packs
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Made available in hard copy from school administration upon request

Further information and resources

The Department's Policy and Advisory Library (PAL):

- [Medication Policy](#)
- [First Aid for Students and Staff Policy](#)

Our school policies and documents: [School Policies - Gladstone Park \(gladstoneparksc.vic.edu.au\)](#)

Policy REVIEW and Approval

Policy review cycle is every

Policy last reviewed	May 2024
Approved by	Principal
Next scheduled review date	Before May 2028

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ATTENDANCE POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

The purpose of this policy is to:

- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures Gladstone Park Secondary College has in place to:
 - support, monitor and maintain student attendance
 - record, monitor and follow up student absences.

SCOPE

This policy applies to all students at Gladstone Park Secondary College.

This policy should be read in conjunction with the Department of Education and Training's School Attendance Guidelines. It does not replace or change the obligations of Gladstone Park Secondary College, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

DEFINITION

Parent – includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the Family Law Act 1975 (Cth) and any person with whom a child normally or regularly resides.

POLICY

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend Gladstone Park Secondary College during normal school hours every day of each term unless:

- there is an approved exemption from school attendance for the student
- the student has a dual enrolment with another school and has only a partial enrolment in Gladstone Park Secondary College, or
- the student is registered for home schooling and has only a partial enrolment in Gladstone Park Secondary College for particular activities.

Both schools and parents have an important role to play in supporting students to attend school every day.

Gladstone Park Secondary College believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance.



Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents to improve their attendance through a range of interventions and supports.

Students are committed to attending school every day, arriving on time and are prepared to learn. Our students are encouraged approach a teacher and seek assistance if there are any issues that are affecting their attendance.

Gladstone Park Secondary College parents are committed to ensuring their child/children attend school on time every day when instruction is offered, to communicating openly with the school and providing valid explanations for any absence.

Parents will communicate with the relevant staff at Gladstone Park Secondary College about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents will provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments and other activities outside of school hours.

Supporting and promoting attendance

Gladstone Park Secondary College's Student Wellbeing and Engagement Policy supports student attendance.

Our school also promotes student attendance by timely reporting of attendance through Compass and student supports through sub-schools and wellbeing team.

Recording attendance

Gladstone Park Secondary College must record student attendance twice per day. This is necessary to:

- meet legislative requirements
- discharge Gladstone Park Secondary College's duty of care for all students

If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

Gladstone Park Secondary College must record attendance in every class. This is necessary to:

- meet legislative requirements.
- discharge Gladstone Park Secondary College duty of care for all students
- meet Victorian Curriculum and Assessment Authority requirements for VCE students

Attendance will be recorded by the classroom teacher at the start of each lesson/period using Compass.

If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

Recording absences

For absences where there is no exemption in place, a parent must provide an explanation on each occasion to the school.

Parents should notify Gladstone Park Secondary College of absences by:

- Posting an attendance note on Compass prior to students' absence.
- Responding to the link provided by a text message from Compass, after student has been recorded as absent.
- Phoning the school.

If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, Gladstone Park Secondary College will notify parents by SMS. Gladstone Park Secondary College will attempt to contact parents as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond.

If contact cannot be made with the parent (due to incorrect contact details), the school will attempt to make contact with any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence.



Gladstone Park Secondary College will keep a record of the reason given for each absence. The Principal will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the Education Training Reform Act 2006 (Vic) and the School Attendance Guidelines.

If Gladstone Park Secondary College considers that the parent has provided a reasonable excuse for their child's absence the absence will be marked as 'excused absence'.

If the school determines that no reasonable excuse has been provided, the absence will be marked as 'unexcused absence'.

The Principal has the discretion to accept a reason given by a parent for a student's absence. The Principal will generally excuse:

- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business
- school refusal, if a plan is in place with the parent to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance
- Extended family holidays may not be considered an approved absence for students in Year 11 or 12. Generally they will be approved 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 not have the absence approved

If no explanation is provided by the parent within 10 school days of an absence, it will be recorded as an 'unexplained absence' and recorded on the student's file.

Parents will be notified if an absence has not been excused.

Managing non-attendance and supporting student engagement

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Gladstone Park Secondary College will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant student wellbeing staff.

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required.

Referral to School Attendance Officer

If Gladstone Park Secondary College decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the [region](#) Victoria Region for further action.

If, from multiple attempts to contact with a parent, it becomes apparent that a student will not be returning to the school, the Principal may make a referral to a School Attendance Officer if:

- the student has been absent from school on at least five full days in the previous 12 months where:
 - the parent has not provided a reasonable excuse for these absences; and
 - measures to improve the student's attendance have been undertaken and have been unsuccessful
- the student's whereabouts are unknown and:
 - the student has been absent for 10 consecutive school days; or
 - no alternative education destination can be found for the student.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website (or insert other online parent/carer/student communication method)



- Included in staff induction processes
- Included in staff handbook/manual
- Discussed in sub-school meetings
- Hard copies are available upon request from school administration

FURTHER INFORMATION and resources

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [Attendance](#)

Policy REVIEW and Approval

Policy last reviewed	19 March 2024
Consultation	Draft Policy presented to School Council and Staff in February, 2024.
Approved by	Principal
Next scheduled review date	Before March 2028

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ANAPHYLAXIS MANAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

To explain to GPSC parents, carers, staff and students the processes and procedures in place to support students diagnosed as being at risk of suffering from anaphylaxis. This policy also ensures that Gladstone Park Secondary College is compliant with Ministerial Order 706 and the Department's guidelines for anaphylaxis management.

SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who have been diagnosed with anaphylaxis, or who may require emergency treatment for an anaphylactic reaction, and their parents and carers.

POLICY

School Statement

GPSC will fully comply with Ministerial Order 706 and the associated guidelines published by the Department of Education.

Anaphylaxis

Anaphylaxis is a severe allergic reaction that occurs after exposure to an allergen. The most common allergens for school-aged children are nuts, eggs, cow's milk, fish, shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

Symptoms

Signs and symptoms of a mild to moderate allergic reaction can include:

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

Signs and symptoms of anaphylaxis, a severe allergic reaction, can include:

- difficult/noisy breathing
- swelling of tongue
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- persistent dizziness or collapse
- student appears pale or floppy
- abdominal pain and/or vomiting.

Symptoms usually develop within ten minutes and up to two hours after exposure to an allergen, but can appear within a few minutes.

Treatment

Adrenaline given as an injection into the muscle of the outer mid-thigh is the first aid treatment for anaphylaxis.



Individuals diagnosed as being at risk of anaphylaxis are prescribed an adrenaline autoinjector for use in an emergency. These adrenaline autoinjectors are designed so that anyone can use them in an emergency.

Individual Anaphylaxis Management Plans

All students at GPSC who are diagnosed by a medical practitioner as being at risk of suffering from an anaphylactic reaction must have an Individual Anaphylaxis Management Plan. When notified of an anaphylaxis diagnosis, the Principal of GPSC is responsible for developing a plan in consultation with the student's parents/carers.

Where necessary, an Individual Anaphylaxis Management Plan will be in place as soon as practicable after a student enrolls at GPSC and where possible, before the student's first day.

Parents and carers must:

- obtain an ASCIA Action Plan for Anaphylaxis from the student's medical practitioner and provide a copy to the school as soon as practicable
- immediately inform the school in writing if there is a relevant change in the student's medical condition and obtain an updated ASCIA Action Plan for Anaphylaxis
- provide an up-to-date photo of the student for the ASCIA Action Plan for Anaphylaxis when that Plan is provided to the school and each time it is reviewed
- provide the school with a current adrenaline autoinjector for the student that has not expired;
- participate in annual reviews of the student's Plan.

Each student's Individual Anaphylaxis Management Plan must include:

- information about the student's medical condition that relates to allergies and the potential for anaphylactic reaction, including the type of allergies the student has
- information about the signs or symptoms the student might exhibit in the event of an allergic reaction based on a written diagnosis from a medical practitioner
- strategies to minimise the risk of exposure to known allergens while the student is under the care or supervision of school staff, 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 risk minimisation strategies, which have been identified in the Plan
- information about where the student's medication will be stored
- the student's emergency contact details
- an up-to-date ASCIA Action Plan for Anaphylaxis completed by the student's medical practitioner.

Review and updates to Individual Anaphylaxis Management Plans

A student's Individual Anaphylaxis Management Plan will be reviewed and updated on an annual basis in consultation with the student's parents/carers. The plan will also be reviewed and, where necessary, updated in the following circumstances:

- as soon as practicable after the student has an anaphylactic reaction at school
- if the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes
- when the student is participating in an off-site activity, including camps and excursions, or at special events including fetes and concerts.

Our school may also consider updating a student's Individual Anaphylaxis Management Plan if there is an identified and significant increase in the student's potential risk of exposure to allergens at school.

Location of plans and adrenaline autoinjectors

A copy of each student's Individual Anaphylaxis Management Plan will be stored with their ASCIA Action Plan for Anaphylaxis at Sick Bay together with the student's adrenaline autoinjector. Adrenaline autoinjectors must be labelled with the student's name.

Risk minimisation strategies



To reduce the risk of a student suffering from an anaphylactic reaction at Example School, we have put in place the following strategies:

- staff and students are regularly reminded to wash their hands after eating;
- students are discouraged from sharing food
- garbage bins at school are to remain covered with lids to reduce the risk of attracting insects
- gloves must be worn when picking up papers or rubbish in the playground;
- school canteen staff are trained in appropriate food handling to reduce the risk of cross-contamination
- a general use adrenaline autoinjector will be stored at the school canteen, office and subschools for ease of access.
- Planning for off-site activities will include risk minimisation strategies for students at risk of anaphylaxis including supervision requirements, appropriate number of trained staff, emergency response procedures and other risk controls appropriate to the activity and students attending.

Adrenaline autoinjectors for general use

GPSC will maintain a supply of adrenaline autoinjector(s) for general use, as a back-up to those provided by parents and carers for specific students, and also for students who may suffer from a first time reaction at school.

Adrenaline autoinjectors for general use will be stored at Sick Bay and labelled “general use”.

The Principal is responsible for arranging the purchase of adrenaline autoinjectors for general use, and will consider:

- the number of students enrolled at Example School at risk of anaphylaxis
- the accessibility of adrenaline autoinjectors supplied by parents
- the availability of a sufficient supply of autoinjectors for general use in different locations at the school, as well as at camps, excursions and events
- the limited life span of adrenaline autoinjectors, and the need for general use adrenaline autoinjectors to be replaced when used or prior to expiry
- the weight of the students at risk of anaphylaxis to determine the correct dosage of adrenaline autoinjector/s to purchase.

Emergency response

In the event of an anaphylactic reaction, the emergency response procedures in this policy must be followed, together with the school’s general first aid procedures, emergency response procedures and the student’s Individual Anaphylaxis Management Plan.

A complete and up-to-date list of students identified as being at risk of anaphylaxis is maintained by First Aid Officer: Rita Perrone and stored at sick bay. For camps, excursions and special events, a designated staff member will be responsible for maintaining a list of students at risk of anaphylaxis attending the special event, together with their Individual Anaphylaxis Management Plans and adrenaline autoinjectors, where appropriate.

If a student experiences an anaphylactic reaction at school or during a school activity, school staff must:

Step	Action
1.	<ul style="list-style-type: none">• Lay the person flat• Do not allow them to stand or walk• If breathing is difficult, allow them to sit• Be calm and reassuring• Do not leave them alone• Seek assistance from another staff member or reliable student to locate the student’s adrenaline autoinjector or the school’s general use autoinjector, and the student’s Individual Anaphylaxis Management Plan, stored at sick bay• If the student’s plan is not immediately available, or they appear to be experiencing a first time reaction, follow steps 2 to 5
2.	<p>Administer an EpiPen or EpiPen Jr</p> <ul style="list-style-type: none">• Remove from plastic container• Form a fist around the EpiPen and pull off the blue safety release (cap)• Place orange end against the student’s outer mid-thigh (with or without clothing)• Push down hard until a click is heard or felt and hold in place for 3 seconds• Remove EpiPen

	<ul style="list-style-type: none"> Note the time the EpiPen is administered Retain the used EpiPen to be handed to ambulance paramedics along with the time of administration <p>OR</p> <p>Administer an Anapen® 500, Anapen® 300, or Anapen® Jr.</p> <ul style="list-style-type: none"> Pull off the black needle shield Pull off grey safety cap (from the red button) Place needle end firmly against the student's outer mid-thigh at 90 degrees (with or without clothing) Press red button so it clicks and hold for 3 seconds Remove Anapen® Note the time the Anapen is administered Retain the used Anapen to be handed to ambulance paramedics along with the time of administration
3.	Call an ambulance (000)
4.	If there is no improvement or severe symptoms progress (as described in the ASCIA Action Plan for Anaphylaxis), further adrenaline doses may be administered every five minutes, if other adrenaline autoinjectors are available.
5.	Contact the student's emergency contacts.

If a student appears to be having a severe allergic reaction but has not been previously diagnosed with an allergy or being at risk of anaphylaxis, school staff should follow steps 2 – 5 as above.

Schools can use either the EpiPen® **and** Anapen® **on any student** suspected to be experiencing an anaphylactic reaction, regardless of the device prescribed in their ASCIA Action Plan.

Where possible, schools should consider using the correct dose of adrenaline autoinjector depending on the weight of the student. However, in an emergency if there is no other option available, any device should be administered to the student.

Communication plan

This policy will be available on GPSC website. The parents and carers of students who are enrolled at GPSC and are identified as being at risk of anaphylaxis will also be provided with a copy of this policy.

The Principal is responsible for ensuring that all relevant staff, including casual relief staff, canteen staff and volunteers are aware of this policy and GPSC procedures for anaphylaxis management. Casual relief staff and volunteers who are responsible for the care and/or supervision of students who are identified as being at risk of anaphylaxis will also receive a verbal briefing on this policy, their role in responding to an anaphylactic reaction and where required, the identity of students at risk.

The Principal is also responsible for ensuring relevant staff are trained and briefed in anaphylaxis management, consistent with the Department's [Anaphylaxis Guidelines](#).

Staff training

The Principal will ensure that the following school staff are appropriately trained in anaphylaxis management:

- School staff who conduct classes attended by students who are at risk of anaphylaxis
- School staff who conduct specialist classes, all canteen staff, admin staff, first aiders and any other member of school staff as required by the Principal based on a risk assessment.

Staff who are required to undertake training must have completed:

- an approved face-to-face anaphylaxis management training course in the last three years, or
- an approved online anaphylaxis management training course in the last two years (ASCIA eTraining.)



Staff are also required to attend a briefing on anaphylaxis management and this policy at least twice per year (with the first briefing to be held at the beginning of the school year), facilitated by a staff member who has successfully completed an anaphylaxis management course within the last 2 years.

Each briefing will address:

- this policy
- the causes, symptoms and treatment of anaphylaxis
- the identities of students with a medical condition that relates to allergies and the potential for anaphylactic reaction, and where their medication is located
- how to use an adrenaline autoinjector, including hands on practice with a trainer adrenaline autoinjector
- the school's general first aid and emergency response procedures
- the location of, and access to, adrenaline autoinjectors that have been provided by parents or purchased by the school for general use.

When a new student enrolls at GPSC who is at risk of anaphylaxis, the Principal will develop an interim plan in consultation with the student's parents and ensure that appropriate staff are trained and briefed as soon as possible.

A record of staff training courses and briefings will be maintained at the General Office.

The Principal will ensure that while students at risk of anaphylaxis are under the care or supervision of the school outside of normal class activities, including in the school yard, at camps and excursions, or at special event days, there is a sufficient number of school staff present who have been trained in anaphylaxis management.

FURTHER INFORMATION and resources

- The Department's Policy and Advisory Library (PAL):
 - [Anaphylaxis](#)
- [Allergy & Anaphylaxis Australia](#)
- ASCIA Guidelines: [Schooling and childcare](#)
- Royal Children's Hospital: [Allergy and immunology](#)

Policy REVIEW and Approval

Policy last reviewed	May 25
Approved by	Principal
Next scheduled review date	May 26

The Principal will complete the Department's Annual Risk Management Checklist for anaphylaxis management to assist with the annual evaluation and review of this policy and the support provided to students at risk of anaphylaxis.

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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 every 3 – 4 as part of the School's policy review cycle.

For further information see:

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

<http://www.education.vic.gov.au/school/principals/spaq/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



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

To ensure that GPSC appropriately supports students diagnosed with asthma.

OBJECTIVE

To explain to GPSC parents/carers, staff and students the processes and procedures in place to support students diagnosed with asthma.

SCOPE

This policy applies to:

- all staff, including casual relief staff, contractors and volunteers
- all students who have been diagnosed with asthma or who may require emergency treatment for asthma and their parents/carers.

POLICY

Asthma

Asthma is a long term lung condition. People with asthma have sensitive airways in their lungs which react to triggers, causing a 'flare-up'. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. This makes it hard to breathe. An asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe asthma flare-up is sometimes called an asthma attack.

Symptoms

Symptoms of asthma can vary over time and often vary from person to person. The most common asthma symptoms are:

- breathlessness
- wheezing (a whistling noise from the chest)
- tight feeling in the chest
- persistent cough

Symptoms often occur at night, early in the morning or during/just after physical activity. If asthma is well controlled, a person should only have occasional asthma symptoms.

Triggers

A trigger is something that sets off or starts asthma symptoms. Everyone with asthma has different triggers. For most people with asthma, triggers are only a problem when asthma is not well controlled with medication. Common asthma triggers include:

- | | |
|---|---|
| • exercise | • colds/flu |
| • smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires) | • weather changes such as thunderstorms and cold, dry air |
| • house dust mites | • moulds |
| • pollens | • animals such as cats and dogs |

- chemicals such as household cleaning products
- food chemicals/additives
- laughter or emotions, such as stress
- deodorants (including perfumes, after-shaves, hair spray and aerosol deodorant sprays)
- certain medications (including aspirin and anti-inflammatories)

Asthma management

If a student diagnosed with asthma enrolls at GPSC:

1. Parents/carers must provide the school with an Asthma Action Plan which has been completed by the student's medical practitioner. The plan must outline:
 - the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis
 - emergency contact details
 - the contact details of the student's medical practitioner
 - the student's known triggers
 - the emergency procedures to be taken in the event of an asthma flare-up or attack.
2. Parents/carers should also provide a photo of the student to be included as part of the student's Asthma Action Plan.
3. Example School will keep all Asthma Action Plans:
 - In sick bay and all Sub schools
4. School staff may also work with parents/carers to develop a Student Health Support Plan which will include details on:
 - how the school will provide support for the student
 - identify specific strategies
 - allocate staff to assist the student
5. If a student diagnosed with asthma is going to attend a school camp or excursion, GPSC parents/carers are required to provide any updated medical information.
6. If a student's asthma condition or treatment requirements change, parent/carers must notify the school and provide an updated Asthma Action Plan.
7. School staff will work with parents/carers to review Asthma Action Plans (and Student Health Support Plans) once a year

Student asthma kit

All students diagnosed with asthma are required to have a student asthma kit at school which contains:

- their own prescribed reliever medication labelled with the student's name
- their spacer (if they use one)

Student asthma kits will be stored in sick bay

Asthma emergency response plan

If a student is:

- having an asthma attack
- difficulty breathing for an unknown cause, even if they are not known to have asthma

School staff will endeavour to follow the Asthma First Aid procedures outlined in the table below. School staff may contact Triple Zero "000" at any time.

Step	Action
1.	Sit the person upright <ul style="list-style-type: none">• Be calm and reassuring• Do not leave them alone

	<ul style="list-style-type: none"> Seek assistance from another staff member or reliable student to locate the student's reliever, the Asthma Emergency Kit and the student's Asthma Action Plan (if available). If the student's action plan is not immediately available, use the Asthma First Aid as described in Steps 2 to 5.
2.	<p>Give 4 separate puffs of blue or blue/grey reliever puffer:</p> <ul style="list-style-type: none"> Shake the puffer Use a spacer if you have one Put 1 puff into the spacer Take 4 breaths from the spacer <p>Remember – Shake, 1 puff, 4 breaths</p>
3.	<p>Wait 4 minutes</p> <ul style="list-style-type: none"> If there is no improvement, give 4 more separate puffs of blue/grey reliever as above (or give 1 more dose of Bricanyl or Symbicort inhaler)
4.	<p>If there is still no improvement call Triple Zero "000" and ask for an ambulance.</p> <ul style="list-style-type: none"> Tell the operator the student is having an asthma attack Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives (or 1 dose of Bricanyl or Symbicort every 4 minutes – up to 3 doses of Symbicort)
5.	<p>If asthma is relieved after administering Asthma First Aid, stop the treatment and observe the student. Notify the student's emergency contact person and record the incident</p>

Staff will call Triple Zero "000" immediately if:

- the person is not breathing
- if the person's asthma suddenly becomes worse or is not improving
- if the person is having an asthma attack and a reliever is not available
- if they are not sure if it is asthma
- if the person is known to have anaphylaxis

Training for staff

GPSC will arrange the following asthma management training for staff:

Staff	Completed by	Course	Provider	Cost	Valid for
Group 1 General Staff	School staff with a direct teaching role with students affected by asthma or other school staff directed by the Principal after conducting a risk assessment.	Asthma first aid management for education staff (non-accredited) One hour online training.	Asthma Australia	Free to all schools	3 years
Group 2 Specific Staff	Staff working with high risk children with a history of severe asthma, or with direct student wellbeing responsibility, (including nurses, PE/sport teachers, first aid and school staff attending camp)	<i>Course in the management of Asthma Risks and Emergencies in the Workplace</i> 22556VIC (accredited)	Any RTO that has this course in their scope of practice	Paid by GPSC	3 years

GPSC will also conduct an **annual** briefing for staff on: the procedures outlined in this policy

- the causes, symptoms and treatment of asthma
- identities of the students diagnosed with asthma
- how to use a puffer and spacer

- the location of:
 - the Asthma Emergency Kits
 - asthma medication which has been provided by parents for student use.

GPSC will also provide this policy to casual relief staff and volunteers who will be working with students, and may also provide a briefing if the Principal decides it is necessary depending on the nature of the work being performed.

Asthma Emergency Kit

GPSC will provide and maintain at least 5 Asthma Emergency Kits. One kit will be kept on school premises at sick bay and one will be a mobile kit for activities such as:

- yard duty
- camps and excursions.

The Asthma Emergency Kit will contain:

- at least 1 blue or blue/grey reliever medication such as Airomir, Admol or Ventolin
- at least 2 spacer devices (for single person use only) to assist with effective inhalation of the blue or blue/grey reliever medication (GPSC will ensure spare spacers are available as replacements). Spacers will be stored in a dust proof container.
- clear written instructions on Asthma First Aid, including:
 - how to use the medication and spacer devices
 - steps to be taken in treating an asthma attack
- A record sheet/log for recording the details of an asthma first aid incident, such as the number of puffs administered

First Aid Officer, Rita Perrone, will monitor and maintain the Asthma Emergency Kits. They will:

- ensure all contents are maintained and replaced where necessary
- regularly check the expiry date on the canisters of the blue or blue/grey reliever puffers and place them if they have expired or a low on doses
- replace spacers in the Kits after each use (spacers are single-person use only)
- dispose of any previously used spaces.

The blue or blue/grey reliever medication in the Asthma Emergency Kits may be used by more than one student as long as they are used with a spacer. If the devices come into contact with someone's mouth, they will not be used again and will be replaced.

After each use of a blue or blue/grey reliever (with a spacer):

- remove the metal canister from the puffer (do not wash the canister)
- wash the plastic casing
- rinse the mouthpiece through the top and bottom under running water for at least 30 seconds
- wash the mouthpiece cover
- air dry then reassemble
- test the puffer to make sure no water remains in it, then return to the Asthma Emergency Kit.

Management of confidential medical information

Confidential medical information provided to GPSC to support a student diagnosed with asthma will be:

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

Communication plan

This policy will be available on GPSC's website so that parents and other members of the school community can easily access information about GPSC's asthma management procedures.



Epidemic Thunderstorm Asthma

GPSC will be prepared to act on the warnings and advice from the Department of Education and Training when the risk of epidemic thunderstorm asthma is forecast as high.

COMMUNICATION

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.

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website (or insert other online parent/carer/student communication method)
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

- Asthma Australia: [Resources for schools](#)
- Policy and Advisory Library:
 - [Asthma](#)
 - [Treating an asthma attack](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2025
Approved by	Principal
Next scheduled review date	May 2028

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BULLYING PREVENTION POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

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

The purpose of this policy is to:

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

When responding to bullying behaviour, Gladstone Park Secondary College aims to:

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

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

SCOPE

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

This policy applies to all school activities, including camps and excursions. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

DEFINITIONS

Bullying

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

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

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

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

Bullying has three main features:

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

There are four main types of bullying behaviour:

- Physical – examples include hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.
- Verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic.
- Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: [Bully Stoppers \(education.vic.gov.au\)](http://BullyStoppers.education.vic.gov.au) and the Department's [Bullying Prevention and Response](#) policy on the Policy and Advisory Library.

Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school



staff and our school will follow the Student Wellbeing and Engagement Policy and/or this Bullying Prevention Policy where the behaviour constitutes bullying.

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

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

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

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment.

Discrimination is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group. Further information about discrimination and harassment, including definitions, is set out in our Inclusion and Diversity Policy.

POLICY

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

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

- We identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate, such as The Resilience Project, Blue Edge and Kids Helpline @ School
- We strive to build strong partnerships between the school, families and the broader community with opportunities such as information evening and 'morning teas' for families of specific cultural groups.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, celebrating NAIDOC week and incorporating excursions which inform students about Aboriginal history and knowledge, and the experiences of migrants to Australia.
- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQ+ students, such as celebrating IDAHOBIT day
- Teachers are encouraged to use our Positive Behaviours for Learning teaching strategies to discourage bullying and promote positive behaviour.

- A range of year level incursions, such as Elephant Ed and guest speakers, are planned for each year to raise awareness about bullying and its impacts.
- The Buddy Program encourages positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and year level coordinators about any bullying they have experienced or witnessed.

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

Incident Response

Reporting concerns to Gladstone Park Secondary College

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively.

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

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

We encourage students to speak to their Year Level Coordinator. However, students are welcome to discuss their concerns with any trusted member of staff.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Gladstone Park Secondary College should contact their Childs Year Level Coordinator by phoning the school on 99330500 and selecting the option for the appropriate sub-school.

Investigations

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

1. Direct the student to report the incident to a Year Level Coordinator, who will ask the student to provide a written statement using an Incident Report form, and take further notes to record on Compass; and
2. Log the information on Compass using the 'Teacher Concern' template, to ensure coordinators are notified. inform

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

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parents/carer(s) of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference

- obtain written statements from all or any of the above.

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

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

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

Responses to bullying behaviours

When the Year Level Coordinator has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the Sub-School Principal, Program Manager and Student Wellbeing Team.

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

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

The Sub-School Principal may implement all, or some of the following responses to bullying behaviours:

- Offer wellbeing support, including referral to the Student Wellbeing Team, SSS, or external provider to:
 - the target student or students
 - the students engaging in the bullying behaviour
 - affected students, including witnesses and/or friends of the target student.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan restricting contact between target and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement proportionate disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

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

The Year Level Coordinator is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Made available in hard copy from school administration upon request

FURTHER INFORMATION and resources

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

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy

Our school also follows Department of Education and Training policy relating to bullying including:

- [Bullying Prevention and Response](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQ Student Support Policy](#)

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

- [Bully Stoppers](#)
- [Report racism or religious discrimination in schools](#)
- [Kids Helpline](#)
- [ReachOut Australia](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

Evaluation

This policy will be reviewed every 2 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.



Data to inform this evaluation will be collected through:

- discussion and consultation with students and parent/carers
- assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented
- Attitudes to School Survey
- Parent Opinion Survey

Proposed amendments to this policy will be discussed with School Council, Student Representative Council (SRC) and Sub-Schools.

Policy REVIEW and Approval

Policy last reviewed	19 March 2024
Consultation	Policy presented to School Council March 2024
Approved by	Principal
Next scheduled review date	March 2026

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CAMPS AND EXCURSIONS



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

To explain to our school community the processes and procedures Gladstone Park Secondary College will use when planning and conducting camps, excursions, and adventure activities for students.

SCOPE

This policy applies to all camps and excursions organised by Gladstone Park Secondary College. This policy also applies to adventure activities organised by Gladstone Park Secondary College, regardless of whether or not they take place on or off school grounds.

This policy is intended to complement the Department's policy and guidelines on excursions, camps and adventure activities which all Victorian government schools are required to follow. Gladstone Park Secondary College will follow both this policy, as well as the Department's policy and guidelines when planning for and conducting camps and excursions.

This policy does not apply to student workplace learning or intercampus travel.

DEFINITIONS

Excursions:

For the purpose of this policy, excursions are activities organised by the school where the students:

- are taken out of the school grounds (for example, a camp, day excursion, school sports);
- undertake adventure activities, regardless of whether or not they occur outside the school grounds;

Camps are excursions involving at least one night's accommodation (including school sleep-overs).

Local excursions are excursions to locations within walking distance of the school and do not involve 'Adventure Activities'.

Adventure activities are activities that involve a greater than normal risk. Further information and examples of adventure activities are available on the Department's Policy and Advisory Library, at the following link:

<https://www2.education.vic.gov.au/pal/excursions/guidance/adventure-activities>

Note: workplace learning activities (such as work experience) and intercampus travel are not considered school excursions.

POLICY

Camps and excursions can provide a valuable educational experience for our students which are complementary to their learning, as they provide access to resources, environments and expertise that may not be available in the classroom.

For all camps and excursions, including adventure activities, our school will follow the Department's Policy and Advisory Library: [Excursions](#).

Planning process for camps and excursions

All camps and excursions will comply with Department planning requirements.

Part of this planning process includes conducting risk assessments, to ensure that reasonable steps are taken to minimise the risks associated with each proposed camp or excursion. Gladstone Park Secondary College's risk assessment will include consideration of arrangements for supervision of students and consideration of the risk of bushfire or other natural disaster activity in the excursion location. In the event the Bureau of Meteorology forecasts a Catastrophic fire danger rating (FDR) day, excursions or camp activities in affected locations will be cancelled or rescheduled. Planning will also cover arrangements for cancelling, recalling or altering the camp or excursion for any other reason.

Gladstone Park Secondary College is committed to ensuring students with additional needs are provided with an inclusive camps and excursions program and will work with families during the planning stage, as needed, to support all students' attendance and participation in camp and excursion activities.

In cases where a camp or excursion involves a particular class or year level group, the Organising Teacher will ensure that there is an alternative educational program available and appropriate supervision for those students not attending the camp or excursion.

Supervision

Gladstone Park Secondary College follows the Department's guidelines in relation to supervision of students during excursions and camps.

All excursion staff will be familiar with supervision requirements and the specific procedures for dealing with emergencies on each camp and excursion.

All school staff will be aware that they retain overall responsibility for the supervision and care of students throughout all camps and excursions (including adventure activities), regardless of whether or not external providers are managing the activity.

Volunteer and external provider checks

Gladstone Park Secondary College volunteers and all external providers working directly with our students must have a current Working with Children Check card.

Parent/carers consent

For all camps and excursions, other than local excursions, Gladstone Park Secondary College will provide parents/carers with a specific consent form outlining the details of the proposed activity. Gladstone Park Secondary College uses Compass to inform parents about camps and excursions and to seek their consent. Parents/carers are encouraged to contact the school to discuss any questions or concerns that they or their child may have with a proposed camp or excursion.

For local excursions, Gladstone Park Secondary College will provide parents and carers with an annual Local Excursions consent form at the start of each school year or upon enrolment if students enrol during the school year. Gladstone Park Secondary College will also provide advance notice to parents/carers of an upcoming local excursion through Compass notification.

Parent Payments for camps and excursions

Most camps and excursions provided by Gladstone Park Secondary College enhance and broaden the schooling experience of our students but are not a mandatory component of our curriculum. These activities are provided on a user-pays basis in accordance with the Department's Parent Payments Policy.

Consent forms will have clearly stated payment amounts and finalisations dates, and families will be given sufficient time to make payments.



Students who have not finalised payment by the required date for camps and excursions provided on a user pays basis will not be able to attend unless the Principal determines exceptional circumstances apply.

Where a camp or excursion is provided as part of the standard curriculum requirements, parents may be invited to make a voluntary contribution but all students will be able to attend regardless of whether their parents contribute.

Financial Help for Families

Gladstone Park Secondary College will make all efforts to ensure that students are not excluded for financial reasons. Families experiencing financial difficulty are invited to discuss alternative payment arrangements with the Business Manager/Sub School Principal/Organising Teacher. The Business Manager/Principal/Organising Teacher can also discuss family eligibility for the Department's Camps, Sports and Excursions Fund (CSEF), which provides payments for eligible students to attend school activities, including camps and excursions. Applications for the CSEF are open to families holding a valid means-tested concession card or temporary foster parents and are facilitated by the school. Further information about the CSEF and the application form are available at [Camps, Sports and Excursions Fund](#).

Refunds

If a camp or excursion is cancelled or altered by the school, or a student is no longer able to attend part or all of the camp or excursion, our school will consider requests for partial or full refunds of payments made by parents/carers on a case-by-case basis taking into account the individual circumstances. Generally we will not be able to refund payments made for costs that have already been paid where those funds have already been transferred or committed to a third party and no refund is available to the school. Where possible, we will provide information about refunds to parents/carers at the time of payment.

Student health

Parents and carers need to ensure the school has up-to-date student health information prior to camps and excursions. A member of staff will be appointed with responsibility for the health needs of the students for each camp/excursion. Teachers will administer any medication provided according to our *Medication* policy and the student's signed *Medication Authority Form*. To meet the school's obligations relating to safety, a first aid kit and mobile phone will be taken by teachers on all camps and excursions.

It is the responsibility of parents and carers to ensure their child/children are in good health when attending excursions and camps. If a student becomes ill during a camp and is not able to continue at camp it is the parent/carer's responsibility to collect them and cover any associated costs. If the Principal approves a student joining a camp late, transport to the camp is the parent/carer's responsibility.

Behaviour expectations

Students participating in camps and excursions are required to cooperate and display appropriate behaviour to ensure the camp or excursion is a safe, positive and educational experience for all students involved.

Parents/carers will be notified if their child is in danger of losing the privilege to participate in an excursion or camp due to behaviour that does not meet the standards of behaviour set out in the school's *Student Wellbeing and Engagement Policy*. The decision to exclude a student will be made by the Principal or Assistant Principal, in consultation with the Organising Teacher. Both the parent/carer and the student will be informed of this decision prior to the camp or excursion.

If on a camp or excursion the Teacher in Charge considers an individual student's behaviour does not meet required standards, then the Principal or their nominee may determine that a student should return home during the camp or excursion. In these circumstances the parent/carer is responsible for the collection of the student and any costs associated with this.

Disciplinary measures apply to students on camps and excursions consistent with our school's *Student Wellbeing and Engagement Policy*, *Student Code of Conduct* and whatever behaviour agreement has been signed to attend the camp.



Electronic Devices

Students will not be permitted to bring electronic devices to camps or excursions except with prior approval from the Principal. The Principal will only approve students bringing electronic devices to a camp or excursion in exceptional circumstances and when it is in the best interests of the student, and may place conditions on its location and use during the camp or excursion.

Food

Students are not permitted to bring their own supply of food items to camps and excursions unless the item is medically indicated and discussed with the Organising Teacher, or included as an item on the clothing and equipment list for that camp or excursion.

Accident and Ambulance Cover

Any costs associated with student injury rest with parents/carers unless the Department is liable in negligence (liability is not automatic).

Unless otherwise indicated Gladstone Park Secondary College and the Department do not provide student accident or ambulance cover. Parents/carers may wish to obtain student accident insurance cover and/or ambulance cover, depending on their health insurance arrangements and any other personal considerations

COMMUNICATION

This policy will be communicated to our school community in the following way: Included in staff induction processes and staff training

- Available publicly on our school's website
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

FURTHER INFORMATION and resources

This policy should be read in conjunction with the following Department policies and guidelines:

- [Excursions](#)
- [Camps, Sports and Excursions Fund](#)
- [Parent Payments Policy](#)

The following school policies are also relevant to this Camps and Excursions Policy:

- Student Wellbeing and Engagement Policy
- Duty of Care Policy

Policy REVIEW and Approval

This policy should be reviewed every three to four years.

Policy last reviewed	10/03/23
Consultation Ed Policy	Ed Policy 14/03/23
Approved by	Principal
Next scheduled review date	10/03/27



CAREER DEVELOPMENT POLICY

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.

GUIDELINES

1. All students should have appropriate career development during their secondary schooling. This may be embedded into existing curriculum or as additional programs.
2. All students should participate in a Work Experience Program at Year 10 in accordance with Education Department guidelines.
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.
4. Links and pathways between VCE courses, VETiS programs, VCAL, TAFE Colleges and Industry Training Providers are to be fostered and maintained.
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.
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/spaq/curriculum/pages/workplace.aspx>

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

Amended at Council 19 June 2007

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

Amended (reviewed and updated) at Council May 2018

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CASH HANDLING POLICY



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

Gladstone Park Secondary College is committed to ensuring that cash handling practices are consistent and transparent across the school.

Gladstone Park Secondary College will implement the measures outlined below, in accordance with Department guidelines. This policy intends to safeguard and protect the staff involved in the receipting and collection of monies and minimise the risks associated with cash handling.

SCOPE

This policy applies to all school staff or volunteers involved in handling cash on behalf of Gladstone Park Secondary College.

POLICY

Roles and responsibilities of staff

At Gladstone Park Secondary College our office support staff, Finance Manager and Business Manager are responsible for managing cash at our school.

Where possible, segregation of duties will be maintained so that no individual will be responsible 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, the Department's "Segregation of Duties – Cash Checklist" will be implemented and signed off for audit purposes.

Storage of cash

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 our school's secured safe.

No monies are to be kept in classrooms or left at school during holiday periods.

All monies that are collected in the classroom will be forwarded to the office in the plastic zip lock bags by the classroom teacher as soon as possible after collection.

Money collected away from the classroom or general office e.g student BBQ or other fundraisers are to be handed to the office on the day of receipt unless circumstances make this impracticable. Money received away from the office must be double counted at the point of collection and a control receipt issued before it is provided to the office for banking.



Records and receipting

All receipts are to be processed in CASES21 as quickly as practicable upon receiving the funds.

Monies received from the classroom will be entered into CASES21 and receipts returned to the classroom to be handed out to students within 48 hours.

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.

A CASES21 bank deposit slip will 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 weekly and at different times of the day.

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.

Cheques

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.

Fundraising

Two parents or staff members will be designated as 'Responsible Persons' for all school fundraising events or other approved events where monies may be collected, for example, the casual clothes days. The forms which will be completed are Fundraising – Cash Tally Sheet.

Reporting concerns

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 by email addressed to: fraud.control@education.vic.gov.au

FURTHER INFORMATION AND RESOURCES

- **Finance Manual for Victorian Government Schools**
 - [Section 3 Risk Management](#)
 - [Section 4 Internal Controls](#)
 - [Section 10 Receivables Management and Cash Handling](#)

EVALUATION

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

Proposed amendments to this policy will be discussed with Administration Staff, Leadership Team, and School Council.

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2025
Approved by	School Council
Next scheduled review date	August 2026

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COMPLAINTS POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

The purpose of this policy is to:

- provide an outline of the complaints process at Gladstone Park Secondary College so that students, 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 and concerns regarding Gladstone Park Secondary College are managed in a timely, effective, fair and respectful manner.

SCOPE

This policy relates to complaints brought by students, parents, carers or members of our school community and applies to all matters relating to our school.

In some limited instances, we may need to refer a complainant to another policy or area if there are different processes in place to manage the issue including:

- Complaints and concerns relating to fraud and corruption will be managed in accordance with the department's Fraud and Corruption Policy
- Criminal matters will be referred to Victorian Police
- Legal claims will be referred to the Department's Legal Division
- Complaints and concerns relating to child abuse will be managed in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures

POLICY

Gladstone Park Secondary College welcomes feedback, both positive and negative, and 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:

- be considerate of each other's views and respect each other's role
- be focused on resolution of the complaint
- act in good faith and cooperation
- behave with respect and courtesy
- respect the privacy and confidentiality of those involved, as appropriate
- operate within and seek reasonable resolutions that comply with any applicable legislation and Department policy.
- recognise that schools and the Department may be subject to legal constraints on their ability to act or disclose information in some circumstances.

Complaints and concerns process for students

Gladstone Park Secondary College acknowledges that issues or concerns can cause stress or worry for students and impact their wellbeing and learning. Gladstone Park Secondary College encourages our students to raise issues or concerns as they arise so that we can work together to resolve them.

Students with a concern or complaint can raise them with a trusted adult at school, for example their classroom teacher, Year Level Coordinators, Wellbeing staff Education Support staff or Sub-school Principal. This person will take your concern or complaint seriously and will explain to you what steps we can take to try to resolve the issue and support you.

You can also ask your parent, carer, or another trusted adult outside of the school, to talk to us about the issue instead. Information about our parent/carer complaints and concerns process is outlined further below. The parent/carer process also applies to students who are mature minors, refer to: [Mature Minors and Decision Making](#).

Other ways you can raise a concern or complaint with us include:

- Talking to a member of the student representative council about your concern and any suggestions you have for resolving it.
- Writing a note for our anonymous student suggestions box in sub-schools.

Further information and resources to support students to raise issues or concerns are available at:

- [Report Racism Hotline](#) (call 1800 722 476) – this hotline enables students to report concerns relating to racism or religious discrimination
- [Reach Out](#)
- [Headspace](#)
- [Kids Helpline](#) (call 1800 55 1800)
- [Victorian Aboriginal Education Association](#) (VAEAI)

Complaints and concerns process for parents, carers and community members

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 Gladstone Park Secondary College (see “Further Information and Resources” section below).

Support person

You are welcome to have a support person to assist you in raising a complaint or concern with our school. Please advise us if you wish to have a support person to assist you, and provide their name, contact details, and their relationship to you.

Raising a concern

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.

Making a complaint

Where concerns cannot be resolved in this way, parents or community members may wish to make a formal complaint to the Principal or sub-school 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 in consultation with all parties affected. The following process will apply:

1. **Complaint received:** Please either email, telephone or arrange a meeting through the front office with the sub-school Principal or 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 Principal or their 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:** Where possible, a resolution meeting will be arranged with the Sub-school Principal to discuss the complaint with the objective of reaching a resolution satisfactory to all parties. If after the resolution meeting, we are unable to resolve the complaint together. In some circumstances, the Sub-school Principal may determine that a resolution meeting would not be appropriate. In this situation, a response to the complaint will be provided in writing.
4. **Timelines:** Gladstone Park Secondary College will acknowledge receipt of your complaint as soon as possible (usually within two school days) and will seek to resolve complaints in a timely manner. Depending on the complexity of the complaint, Gladstone Park Secondary 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 within five 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.

Please note that unreasonable conduct (e.g., vexatious complaints) may need to be managed differently to the procedures in this policy.

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
- elaboration or explanation 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 you are not satisfied that your complaint has been resolved by the school, or if your complaint is about the Principal and you do not want to raise it directly with them, then the complaint should be referred to the North-Western Victoria Region by contacting nwvr@education.vic.gov.au or 1300 338 691.



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

For more information about the Department's parent complaints process, including the role of the Regional Office, please see: [Raise a complaint or concern about your school](#).

Record keeping and other requirements

To meet Department and legal requirements, our school must keep written records of:

- Serious, substantial or unusual complaints
- Complaints relating to the Child Information Sharing Scheme and Family Violence Information Sharing Scheme, to meet regulatory requirements - refer to Child and Family Violence Information Sharing Schemes for further information

Our school also follows Department policy to ensure that record-keeping, reporting, privacy and employment law obligations are met when responding to complaints or concerns.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on school website
- Hard copy available from school administration upon request

FURTHER INFORMATION and resources

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [Complaints - Parents](#)

The Department's parents' website:

- [Raise a complaint or concern about your school](#)
- [Report racism or religious discrimination in schools](#)

Policy REVIEW and Approval

Policy last reviewed	19 March 2024
Consultation	Draft Policy presented to School Council and Staff in February, 2024.
Approved by	Principal
Next scheduled review date	February 2026

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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.

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>

Policy REVIEW and Approval

This policy will be reviewed every three to four years as part of the School's policy review cycle.

This policy was adopted by Council on 20 March 2012.

Endorsed by School Council February 2018, 2019, 2020

Policy will next be reviewed October 2025.

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CONTROVERSIAL AND SENSITIVE MATERIAL IN CLASSES POLICY

RATIONALE

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

AIMS

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

GUIDELINES

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

Teachers, the Leading Area Leader and Principal need to consider the following:

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

The graphic effect of the material.

The age, maturity and circumstances of the student.

The artistic merit and relevance of the topic.

Particular caution must be exercised with matters involving:

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

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

EVALUATION

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

Adopted at School Council on 18th May 2010

Adopted at School Council on 20th August 2019

Policy will next be reviewed October 2025

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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.

For further information see:

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

Policy REVIEW and Approval

This policy will be reviewed every three to four years as part of the School's policy review cycle.

First adopted by College Council on 21 June 2005

Amended at Council on 21 June 2011

Amended at Council on 16 August 2016

Policy will next be reviewed September 2025

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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.

Policy REVIEW and Approval

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.

Reviewed and amended by school council June 2023

The policy will next be reviewed June 2026.

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DUTY OF CARE POLICY (CHILD SAFE STANDARD 6)



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

The purpose of this policy is to explain to our school community the non-delegable duty of care obligations that all staff at Gladstone Park Secondary College owe to our students and members of the school community who visit and use the school premises.

POLICY

“Duty of care” is a legal obligation that requires schools to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include personal injury (physical or psychological) or damage to property. The reasonable steps that our school may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk.

Our school has developed policies and procedures to manage common risks in the school environment, including:

- Anaphylaxis
- Bullying Prevention
- Camps and Excursions
- Child Safe Standards
- Child Safety Responding and Reporting Obligations (including Mandatory Reporting)
- Complaints
- Critical Incident Planning
- Digital Learning (Internet, Social Media and Digital Devices) — previously called Digital Technologies
- Emergency Management
- First Aid (includes arrangements for ill students)
- Health Care Needs
- Medication
- Occupational Health and Safety
- Student Wellbeing and Engagement
- Visitors
- Volunteers
- Yard Duty and Supervision

Our school acknowledges we are required to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.

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

School staff, parents, carers and students are encouraged to speak to the principal to raise any concerns about risks or hazards at our school, or our duty of care obligations.



External Providers

Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our *Visitors Policy* and *Camps and Excursions Policy* include information on the safety and care of our students when engaged with external providers.

Our school also takes steps to ensure student safety when they are engaging in off-site workplace learning programs with external providers, such as when students are participating in work experience, school-based apprenticeships and traineeships, structured workplace learning and any other workplace learning program involving external providers. Our School will follow all applicable Department of Education and Training policy and guidelines in relation to off-site learning and will ensure that the safety and welfare of the students engaging in these activities is paramount. The Department's guidelines in relation to Workplace Learning are available in the [Structured Workplace Learning](#) policy on the Policy and Advisory Library.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website
- Made available in hard copy from school administration upon request

FURTHER INFORMATION and resources

This policy should be read in conjunction with the following Department policies on the Policy and Advisory Library (PAL):

- [Duty of Care](#)
- [Structured Workplace Learning](#)

Policy REVIEW and Approval

Policy last reviewed	20 February 2024
Approved by	Principal
Next scheduled review date	Before February 2028

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EDUCATION SUPPORT TIME IN LIEU & RECALL POLICY

RATIONALE

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

GUIDELINES

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

DUTIES COVERED BY TIME IN LIEU WHEN PERFORMED OUT OF NORMAL WORKING HOURS INCLUDE:

1. Parent/Teacher meetings
2. Staff meetings but strictly only if required to attend
3. School Council and School Council sub-committee meetings but strictly only if required to attend and if not a formally elected member
4. Professional Development attendance on non-working days
5. Peak work output times e.g. exam photocopying/collation
6. Other school meetings and duties as requested by the Principal class or Business Manager

RECORDS

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

RECALL

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

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

Policy REVIEW and Approval

This document should be read in conjunction with the Victorian Government Schools Agreement 2017

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

Presented to School Council 17 May 2021

Policy will next be reviewed October 2025.

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ELECTRONIC FUNDS MANAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

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

SCOPE

This policy applies to:

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

POLICY

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

Implementation

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

EFTPOS

- The Principal of Gladstone Park Secondary College will ensure all staff operating the merchant facility are aware of security requirements. At our school, this includes individual authority and security tokens.
- School Council minutes must record which staff are authorised to process transactions.
- No "Cash Out" will be permitted on any school EFTPOS facility.
- Gladstone Park Secondary College will EFTPOS transactions via telephone or post.



- Gladstone Park Secondary College School Council has approved a minimum refund amount of \$10 and a maximum refund amount of \$200.

Direct Debit

- All direct debit agreements must be approved and signed by School Council prior to implementation.
- The School Council requires all suppliers to provide tax invoices/statements to the school prior to direct debiting any funds from the school's account.
- A direct debit facility allows an external source e.g. Aware super (local payroll superannuation payments, Westpac (school purchasing card) and Dandy (GPSC online reviews support) to a pre-arranged amount of funds from the school's official account on a pre-arranged date. Any such payments will be authorised as appropriate and required.
- Gladstone Park Secondary College will ensure adequate funds are available in the Official Account for the "sweep" of funds to the supplier.

Direct Deposit

- Gladstone Park Secondary College utilises a "two user authorisation of payments" banking package, as it contains a greater degree of security and access controls.
- Creditor details will be kept up to date and the treatment of GST for creditors will be monitored.
- Payment transactions will be uploaded as a batch through the CASES21 system.
- All payments made through the internet banking system must be authorised by two authorised officers.
- The various internal controls that need to be considered include:
 - the identification of staff with administrative access
 - the identification of staff with authorisation/signatory responsibilities e.g. The Principal and School Council delegate for the authorisation of payments
 - the Business Manager must not have banking authorisation/signatory responsibilities other than for the transferring of funds between school bank accounts
 - the allocation and security of personal identification number (PIN) information or software authorisation tokens
 - the setting up of payee details in CASES21
 - the authorisation of transfer of funds from the official account to payee accounts
 - alternative procedures for processing, using the direct deposit facility, for periods of Business Manager's and Principal leave of absence.

BPAY

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

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

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



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

FURTHER INFORMATION AND RESOURCES

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2025
Approved by	School Council
Next scheduled review date	August 2026

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

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

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

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, Child Safety Policy and Department of Education Duty of Care Policy pertaining to the risk of self-harm and/or risk of harm to others. External Welfare and Support Workers will be required to adhere to these protocols as stated and following assessment will refer appropriately.
10. External Welfare and Support Workers need to use out of class passes to record the times of counselling or consultation sessions. These must be filled out to ensure that teachers and staff can verify exit details regarding times and location.
11. External Welfare and Support Workers will assist the Student Services Team and Year Level Coordinators in meeting and liaising with families and guardians of students.

CONFIDENTIALITY

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

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

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

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

RECORD KEEPING

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



GRIEVANCE PROCEDURES

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

**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: _____

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.

This policy was updated and approved by School Council on 10th December 2019 and is scheduled for review in October 2025.

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FIRST AID POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

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

SCOPE

First aid for anaphylaxis is provided for in our school's *Anaphylaxis Policy* and asthma in our *Asthma Policy*.

POLICY

This policy should be read with 's *First Aid, Administration of Medication, Anaphylaxis*.

From time-to-time staff might need to administer first aid to students at school or school activities.

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

Staffing

The Principal will ensure that has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community.

Our school's trained first aid officers are listed in our Emergency Management Plan (EMP). Our EMP includes the expiry dates of the training.

This list is reviewed on an annual basis as part of the annual review of our Emergency Management Plan.

First aid kits

will maintain:

- A major first aid kit which will be stored in the First Aid office, General Office
- 9 portable first aid kits which may be used for excursions, camps, or yard duty. The portable first aid kits will be stored:
 - First Aid office

First Aide Officer will be responsible for maintaining all first aid kits, ensuring they are managed in accordance with the Department's policy and guidance on first aid kits – refer to [First aid kits](#).

Care for ill students

Students who are unwell should not attend school.

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

Sick bay area

Our school follows the Department's policy and guidance in relation to our the sick bay to ensure it is safe, hygienic and appropriately equipped: [First aid rooms and sick bays](#).



First aid management

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

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carers consent to do so. Staff may contact Triple Zero “000” for emergency medical services at any time.
- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
- If first aid is administered for a minor injury or condition, will notify parents/carers by Compass.
- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practical.
- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
- Whenever first aid treatment has been administered to a student the first aide officer will:
 - record the incident on Compass
 - provide the student with a note from sick bay.
 - If the student is too sick to return to class, parents will be called to take the student home.
 - if first aid was administered in a medical emergency, follow the Department’s [Reporting and Managing School Incidents Policy](#), including reporting the incident to the Department’s Incident Support and Operations Centre on 1800 126 126 where required to under that policy.

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

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes
- Available publicly on our school’s website
- Included in transition and enrolment packs
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Made available in hard copy from school administration upon request

FURTHER INFORMATION and resources

This policy should be read in conjunction with the following policies on the Department’s Policy and Advisory Library (PAL):

- [Anaphylaxis](#)
- [Asthma](#)
- [Blood Spills and Open Wounds Management](#)
- [OHS Management System \(OHSMS\) Employee Health, Safety and Wellbeing](#)
- [Health Care Needs](#)
- [Infectious Diseases](#)
- [Medication](#)
- [Syringe Disposals and Injuries](#)

The following school policies are also relevant to this First Aid Policy:

- Administration of Medication Policy



- Anaphylaxis Policy
- Asthma Policy
- Duty of Care Policy
- Health Care Needs Policy

Policy REVIEW and Approval

Policy last reviewed	May 2024
Approved by	Principal
Next scheduled review date	Before May 2028

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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).

Policy REVIEW and Approval

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

Endorsed by School Council February 2018, 2019, 2020

Policy to be reviewed June 2025.

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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.

Policy REVIEW and Approval

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/chilsafestandards.aspx>

Adopted at School Council on 15/11/2016

Policy to be reviewed in 2026.

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HEALTH CARE NEEDS POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

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

OBJECTIVE

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

SCOPE

This policy applies to:

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

POLICY

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

Student health support planning

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

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

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

[Note: Template health planning forms are available here: <https://www2.education.vic.gov.au/pal/health-care-needs/resources>]

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

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



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

Where necessary, Gladstone Park Secondary College may also request consent from parents and carers to consult with a student's medical practitioners, to assist in preparing the plan and ensure that appropriate staff understand the student's needs. Consultation with the student's medical practitioner will not occur without parent/carer consent unless required or authorised by law.

Student Health Support Plans will be reviewed:

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

Management of confidential medical information

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

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

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes and staff training
- Available publicly on our school's website
- Discussed at staff briefings/meetings as required
- Hard copy available from school administration upon request

FURTHER INFORMATION and resources

The Department's Policy and Advisory Library (PAL):

- [Health Care Needs](#)
- [Health Support Planning Forms](#)
- [Complex Medical Care Supports](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Privacy and Information Sharing](#)

Policy REVIEW and Approval

Policy last reviewed	March 2024
Approved by	Principal
Next scheduled review date	Before March 2028

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HOMEWORK POLICY

PURPOSE

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

SCOPE

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

POLICY

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

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

Years 7 to 8

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

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

Years 9 to 10

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

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

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

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

Years 11 to 12

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

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

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

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

SHARED EXPECTATIONS AND RESPONSIBILITIES

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

Gladstone Park Secondary College will support students by:

- fostering lifelong learning and connecting families with the learning of their children, as part of a comprehensive and balanced curriculum within Victorian schools
- ensuring the school's homework policy is relevant to the needs of students
- advising parents/carers of homework expectations at the beginning of the school year and provide them with a copy of the homework policy
- ensuring students use homework diaries to provide a regular communication between parents and the school.

It is expected that teachers will:

- equip students with the skills to solve problems
- encourage real-life problem solving, logical thinking, creativity and imagination
- set varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- give students enough time to complete homework, considering home obligations and extracurricular activities
- assess homework and provide timely and practical feedback and support
- help students develop organisational and time-management skills
- ensure parents/carers are aware of the school's homework policy
- develop strategies within the school to support parents/carers becoming active partners in homework
- offer a wide range of opportunities for families to engage in their children's learning.

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

- being aware of the school's homework policy
- discussing with their parents/carers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

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

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- attending parent teacher interviews to allow parents to talk to teachers about any concerns they have about the homework
- attending the school events, productions or displays their child is involved in
- ensuring students keep a homework diary
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community
- ensuring there is a quiet study area for students to complete their homework tasks.



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

Students who may benefit from support completing their homework tasks are encouraged to attend tutorial classes on Monday, Tuesday, Wednesday and Thursday afternoons between 3:15 and 4.10pm.

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

FURTHER INFORMATION and resources

School Policy and Advisory Guide:

[Homework Guidelines](#)

[Homework Expectations](#)

Policy REVIEW and Approval

Approved at Council on 18 July 2006.

Amended at Council 17 March 2015.

Amended at Council in December 2019 using the Department of Education and Training template.

This policy and is scheduled for review by September 2025.

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Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

The purpose of this policy is to explain Gladstone Park's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. This policy should be read alongside the following Department of Education and Training policies:

- Equal Opportunity and Human Rights - Students
- For staff, the Respectful Workplaces policies (including Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying) as these whole of Department policies apply to all staff at Gladstone Park Secondary College.

POLICY

Definitions

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

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

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

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

Disability harassment: an action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.

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

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

Inclusion and diversity

GPSC strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff.

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

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

GPSC will:

- Actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities (eg schools sports, concerts, camps, incursions, excursions, afterschool tutoring classes) on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students
- respond to complaints and allegations appropriately and ensure that students are not victimised.
- The commitment to inclusion and diversity is celebrated and promoted in the:
 - Appointment of an Equal Opportunity Officer;
 - Implementation of Student Engagement Policies;
 - Celebration of diversity week (annually); and but not limited to
 - Consideration in curriculum planning for religious holidays and observances

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

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

Reasonable adjustments for students with disabilities

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

COMMUNICATION



This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website (or insert other online parent/carer/student communication method)
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Hard copy available from school administration upon request

FURTHER INFORMATION and resources

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

Other relevant Department policies and resources on the Department's Policy and Advisory Library are:

- [Equal Opportunity and Human Rights - Students](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

Policy REVIEW and Approval

Policy last reviewed	May 2025
Approved by	Principal
Next scheduled review date	May 2028

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LITERACY & ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

RATIONALE

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

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

Gladstone Park Secondary College aims to:

- encourage a whole-school approach to Literacy as the responsibility of all teachers
- encourage planning, teaching and assessment practices that support EAL learners in all learning areas
- support students with low literacy with targeted programs that include corrective reading, English enhancement and small group tutoring across a range of learning areas
- improve student achievement in English in years 7-10 assessed against NAPLAN and Victorian Curriculum Standards.

DEFINITIONS

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

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

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

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

NEW ARRIVALS PROVISION

The Department provides intensive EAL instruction to prepare students for participation in mainstream schools. Students typically attend an English language school/centre for between six and twelve months, depending on their educational background and/or refugee/humanitarian status.

Eligibility criteria

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

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



- at the time of enrolling in an English language school/centre, must be undertaking or intending to undertake primary or secondary education at a Victorian Government school as soon as practicable after completing the course.

IMPLEMENTATION

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

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

FURTHER INFORMATION and resources

<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>

Policy REVIEW and Approval

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

This policy will next be reviewed September 2025.

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MATURE MINORS POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

To explain to members of our school community the circumstances in which Gladstone Park Secondary College may decide to treat a student as a mature minor to enable them to independently make decisions about their education, health and welfare.

SCOPE

This policy may be applied to some or all decisions involving a student's education, health and welfare.

POLICY

Gladstone Park Secondary College will ordinarily engage with a student's parents/carers about a student's education and welfare unless the Principal (or their nominee) decides it is not in the best interests of the student to do so.

The Principal (or their nominee) is responsible for determining whether a student is a mature minor for the purpose of making a particular decision about their education or welfare. A student may be treated as a mature minor for some decisions and not for others. The Principal (or their nominee) will decide whether a student should be treated as a mature minor on a case by case basis and may consult with school staff including the student wellbeing team, sub-school principals, program managers and year level coordinators, where appropriate.

When assessing whether a student should be treated as a mature minor for the purposes of a particular decision, the Principal (or their nominee) will consider:

- the best interests of the student
- the student's age, maturity level, understanding of the issues and consequences associated with the decision
- their living arrangements (independence)
- the student's academic results, attendance and engagement at school.

The Principal must be satisfied that the student has sufficient maturity, understanding and intelligence to comprehend the nature and effect of the particular decision.

Students who would like more information about the Department's *Mature Minors* policy, and how it might apply to them should contact Klate McFarlane, Senior School Principal

FURTHER INFORMATION AND RESOURCES

- the Department's Policy and Advisory Library: [Mature Minors and Decision Making](#)



POLICY REVIEW AND APPROVAL

Policy last reviewed	13 th May 2025
Approved by	Principal
Next scheduled review date	May 2029

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MOBILE PHONES POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

To explain to our school community the Department's and Gladstone Park Secondary College's policy requirements and expectations relating to students using mobile phones during school hours.

SCOPE

This policy applies to:

1. All students at Gladstone Park Secondary College and,
2. Students' personal mobile phones brought onto school premises during school hours, including recess and lunchtime.

DEFINITIONS

A **mobile phone** is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network.

POLICY

Gladstone Park Secondary College understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At Gladstone Park Secondary College:

- Students who choose to bring mobile phones to school must have them switched off and securely stored during school hours
- Exceptions to this policy may be applied if certain conditions are met (see below for further information)
- When emergencies occur, parents or carers should reach their child by calling the school's office.

Personal mobile phone use

In accordance with the Department's Mobile Phones — Student Use Policy issued by the Minister for Education, personal mobile phones must not be used at Gladstone Park Secondary College during school hours, including lunchtime and recess, unless an exception has been granted.

Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

Secure storage

Mobile phones owned by students at Gladstone Park Secondary College are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that Gladstone Park Secondary College does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain



appropriate insurance for valuable items. Refer to the Gladstone Park Secondary College's Personal Property Policy AND/OR the Department's [Claims for Property Damage and Medical Expenses policy](#).

Where students bring a mobile phone to school, Gladstone Park Secondary College will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Gladstone Park Secondary College **students are required to store their phones in their student locker**, which is required to be locked when unattended.

Enforcement

Students who are found with a personal mobile phone in their possession during the school day may be issued with consequences as follows:

First offence:

- the device will be confiscated by any member of staff
- the device will be placed in a named envelope and given to sub-school for storage until collection and recorded as a confiscation on Compass
- the device will be returned to the student after 3pm or earlier if the student had permission for an early departure
- Students in years 11 and 12 may be issued a Principal's Detention on the first offence

Second offence:

- same as for the first offence with the addition of a Principal's Detention

Third offence:

- same as for first offence with the addition of a suspension (which may be downgraded to a
- Saturday Detention at parent's request)

At Gladstone Park Secondary College, inappropriate use of mobile phones is having a phone in a students' possession during school hours. Additional or more severe consequences may be incurred for inappropriate use of a phone, such as:

- in any way that disrupts the learning of others
- to send inappropriate, harassing or threatening messages or phone calls
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gyms
- having a phone in a students' possession, either on their person or with their equipment, during any examination or any VCE assessment task

Exceptions

Exceptions to the policy:

- may be applied during school hours if certain conditions are met, specifically,
 - Health and wellbeing-related exceptions; and
 - Exceptions related to managing risk when students are offsite.
- can be granted by the Principal, or by the teacher for that class, in accordance with the Department's [Mobile Phones — Student Use Policy](#).

The three categories of exceptions allowed under the Department's [Mobile Phones — Student Use Policy](#) are:

1. Learning-related exceptions

Specific exception	Documentation
For specific learning activities (class-based exception)	Class teacher, or teacher in charge of activity must seek approval from a school principal
For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty	Class teacher, or teacher in charge of activity must seek approval from a school principal

2. Health and wellbeing-related exceptions

Specific exception	Documentation
Students with a health condition	Student Health Support Plan
Students who are Young Carers	A localised student record

3. Exceptions related to managing risk when students are offsite

Specific exception	Documentation
Travelling to and from excursions	Risk assessment planning documentation
Students on excursions and camps	Risk assessment planning documentation
When students are offsite (not on school grounds) and unsupervised with parental permission	Risk assessment planning documentation
Students with a dual enrolment or who need to undertake intercampus travel	Risk assessment planning documentation

Where an exception is granted, the student can only use the mobile phone for the purpose for which it was granted.

Camps, excursions and extracurricular activities

Gladstone Park Secondary College will provide students and their parents and carers with information about items that can or cannot be brought to camps, excursions, special activities and events, including personal mobile phones.

Exclusions

This policy does not apply to

- Out-of-school-hours events
- Travelling to and from school
- Wearable devices
- Students undertaking workplace learning activities, e.g. work experience
- Students who are undertaking TAFE

FURTHER INFORMATION and resources

- [Mobile Phones — Student Use Policy](#)



Policy REVIEW and Approval

Policy last reviewed	18 th March, 2025
Consultation	Presented to school council 18 th March, 2025
Approved by	Principal
Next scheduled review date	March 2029

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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.

Further information can be found at: <http://www.education.vic.gov.au/school/teachers/support/Pages/litnum.aspx>



Policy REVIEW and Approval

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

This policy will next be reviewed September 2025

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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

Policy REVIEW and Approval

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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PHOTOGRAPHING, FILMING AND RECORDING STUDENTS POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

To explain to parents/carers how Gladstone Park Secondary College will collect, use and disclose photographs, video and recordings of students, how parent/carer consent can be provided and how it can be withdrawn.

SCOPE

This policy applies to the general collection, use and disclosure of photographs, video and recordings (images) of students. It does not cover the use of Closed Circuit Television (CCTV). The use of CCTV is covered in our school's CCTV policy.

POLICY

This policy outlines the practices that Gladstone Park Secondary College has in place for the collection, use and disclosure of images of students to ensure compliance with the *Privacy and Data Protection Act 2014* (Vic). It also explains the circumstances in which Gladstone Park Secondary College will seek parent/carer consent and how consent can be provided and/or withdrawn.

As a general rule, use relates to images which are shared and distributed only within the school for school purposes (i.e. ID photos, Compass), whilst disclosure is used for images which are shared and distributed outside of the school staff and are available to other students, parents/carers and the wider school community.

Gladstone Park Secondary College will ensure that parents/carers are notified upon enrolment and at the commencement of each school year of the ways in which our school may use images of students. There are many occasions during the school year where staff photograph, film or record students participating in school activities or events, for example classroom activities, sports events, concerts, excursions, camps etc. We do this for many reasons including to celebrate student participation and achievement, showcase particular learning programs, document a student's learning journey/camps/excursions/sports events and communicate with our parents/carers and school community in newsletters and other publications.

Gladstone Park Secondary College will use student images reasonably, appropriately, and sensitively, consistent with our obligations under the Child Safe Standards and our school's Child Safety Policy. If at any time a parent/carer or student has a concern about the use of any images they should contact the appropriate sub-school Principal, either via phone: 9933 0500, or in writing: gladstone.park.sc@education.vic.gov.au

In addition to the processes outlined below, parents/carers can contact the appropriate sub-school Principal (gladstone.park.sc@education.vic.gov.au) at any time to withdraw their consent for any future collection, use or disclosure of images of their child. However:

- if the images have already been published and are in the public domain, it may not be possible for consent to be withdrawn.
- There may be occasions when the school will record whole of school or large group events and make those recordings available to the school community through DVD sales etc, such as the musical production, awards nights, sports and other events, and if your child participates, they may appear in these recordings which will be available to the whole school community.

- The school can still collect, use and disclose images in circumstances where consent is not required (see below for more information).

Official school photographs

Each year Gladstone Park Secondary College will arrange for a professional photographer to take official school photographs of students. This will generally involve both class photos and individual photos being taken.

Official school photographs may be:

- purchased by parents/carers
- used for school identification cards
- stored on CASES21 for educational and administrative purposes.

Gladstone Park Secondary College will notify parents/carers in advance of the official school photographs being taken to give them an opportunity to decide whether their child will be included in the official school photographs.

Parents/carers who choose to opt-out of having their child participate in official school photographs must contact the appropriate sub-school Principal (gladstone.park.sc@education.vic.gov.au) before the date photos are scheduled to be taken to advise that their child will not participate. There is no obligation on any parent or carer to purchase any photographs taken.

Images for use and disclosure within the school community and ordinary school communications

From time to time Gladstone Park Secondary College may photograph, film or record students to use within the school community, including:

- in the school's communication, learning and teaching tools (for example, emails, classroom blogs or apps that can only be accessed by students, parents or school staff with passwords eg Compass and Teams)
- for display in school classrooms, on noticeboards etc
- to support student's health and wellbeing (eg photographs of pencil grip to assist in OT assessments)
- as part of the curriculum of subjects such as photography and media studies
- during teachers' professional learning which require recording and analysis of teaching.

An Annual Consent Form and Collection Notice will be distributed to parents/carers on enrolment and during term four of each school year.

Images to be used or disclosed outside the school community

External use or disclosure by the school

Photographs, video or recordings of students may also be used in publications that are accessible to the public, including:

- on the school's website including in the school newsletter which is publicly available on the website
- on the school's social media accounts
- in the school magazine

An Annual Consent Form and Collection Notice will be distributed to parents/carers on enrolment and during term four of each school year. We will notify you individually if we are considering using any images of your child for specific advertising or promotional purposes.

Media

The media, or the Department of Education and Training's media team, may seek to photograph, film or record students for a news story or school event. This may include broadcast media, online or social media or print media, including newspapers and magazine publications.

When our school receives such requests Gladstone Park Secondary College will:

- provide parents/carers with information about the organisation involved and when/for what purposes the photography, filming or recording will occur
- seek prior, express parent/carer consent in writing.

Students will only be photographed, filmed or recorded by the media at school if express consent is provided for that specific media event. Neither the school nor the Department own or control any photographs, video or recordings of students taken by the media.

Other external collection, use or disclosure

If there is a situation which will involve the collection, use or disclosure of images of students by or to third parties which is not otherwise covered by this policy, Gladstone Park Secondary College will:

- provide parents/carers with information about the event or activity, the organisation involved and when the photography, filming or recording will occur
- seek prior, express parent/carer consent in writing.

School performances, sporting events and other school approved activities

Gladstone Park Secondary College permits parents/carers, students and invited guests to photograph, film or record school performances, and requests that parents/carers, students and invited guests who photograph, film or record school activities only do so for their own personal use and do not publish the images in any form, including on social media, without the prior consent of persons whose children also appear in the images.

Neither the school nor the Department own or control any images of students taken by parents/carers, students or their invited guests at school activities.

Images to manage student behaviour or fulfil our school's legal obligations

On occasion it may be necessary for school staff to photograph, film or record students when necessary to:

- fulfil legal obligations, including to:
 - take reasonable steps to reduce the risk of reasonably foreseeable harm to students staff and visitors (duty of care)
 - provide a safe and suitable workplace (occupational health and safety law)
- for identification purposes, when necessary to implement discipline and/or behaviour management policies.

Gladstone Park Secondary College does not require or obtain consent from parents/carers or students to photograph, film or record students for these reasons. However, when Gladstone Park Secondary College photographs, films or records a student for any of these purposes, staff will only collect and use such images in a way that is reasonable and appropriate in the circumstances.

Staff use of personal devices

School staff may use their own personal devices to capture images of students for reasonable and legitimate educational purposes. If this occurs, staff are expected to upload the images to the school database and delete the images from their device within a week of the completion of the event where the images were captured.



FURTHER INFORMATION AND RESOURCES

- the Department's Policy and Advisory Library: [Photographing, Filming and Recording Students](#)

Policy REVIEW and Approval

Policy last reviewed	May 2023
Approved by	Principal
Next scheduled review date	June 2027

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INCLUSION POLICY FOR STUDENTS WITH DISABILITIES AND ADDITIONAL LEARNING NEEDS

PURPOSE

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 and additional needs.

The inclusion 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 inclusion of students with disabilities in schools also gives other students a realistic, humane and broad view of the world they live in.

We also believe that the inclusion of students with disabilities, and additional needs encourages people to recognise that we have a responsibility towards all people in our community.

GUIDELINES

The Department of Education and Early Childhood Development (DEECD) provides guidelines for the Program for Students with Disabilities. In line with these guidelines and other relevant pieces of legislation such as Disability Discrimination Act 1992 and the Disability Standard of Education 2005, the Program for Students with Disabilities aims to maximise student potential in education and learning, and ensure that students with disabilities are valued and participate in all aspects of school life.

There are three specific objectives:

1. *Student learning* – Student potential for growth and development in academic, personal and interpersonal learning. Their 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.
3. *Student pathways and transitions* – Students successfully transition to, throughout and from school. The pathways selected maximise their potential for growth and development.

IMPLEMENTATION

The Disability and Inclusion Leader, reporting to the Assistant Principal – Teaching and Learning, oversees and administers Integration in the school. They will be responsible for:

- i. Submitting funding applications and requests for resources necessary for the effective inclusion of students
- ii. 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
 - iii. Managing the overall program and day-to-day needs of inclusion students.
 - iv. Liaising with the school community on issues of integration and inclusion.
 - v. Increasing awareness of inclusion in the school community.
 - vi. Managing allied health services engaged through the Inclusion Program, such as OT, Speech and Psychologists.
 - vii. Implementation of individual learning/education plans and their ongoing management.
 - viii. Organise relevant staff PD in relation to Inclusive education.
 - ix. Prepare the college for the implementation of Disability and Inclusion Profiles in 2025.
 - x. Reviewing the Integration program each year.
 - xi. Assisting in 6 -7 transition in relation to identifying additional learning needs.
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 individual learning and support plans.
3. To enable the fullest possible inclusion of students with disabilities it is possible that curriculum and assessment methods will need to be modified. Each student under the school's inclusion program and with an individual learning plan will have assessment methods designed in such a way that they provide the child with access to success.

This shall be worked out collaboratively between the Disability and Inclusion Coordinator, parent, classroom teachers and Integration aide (if appropriate). The Curriculum Coordinator will be informed of any significant changes in these areas.

EVALUATION

Review of Inclusion of particular students.

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.
2. A file for each student, recording relevant comments and decisions made in reviews and meetings will be established and maintained.
3. This file will be kept by the Inclusion and disability Coordinator who will be responsible for passing on relevant information to class teachers and other people involved in the student's welfare.

Review of Inclusion in the school

A review of the school's inclusion program will be carried out by the Assistant Principal - Teaching and Learning and the Disability and Inclusion Coordinator at the end of each year.

Such a review will include:

- a review of each child under the inclusion 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>

Policy REVIEW and Approval

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.

Updated and presented to School council Tuesday 25th July, 2023

This policy will next be reviewed August 2025.

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PURCHASING CARD POLICY

PURPOSE

To provide guidelines and processes to support Gladstone Park Secondary College school council when establishing a Purchasing Card Program, whilst ensuring the school's procedures and internal controls are compliant with DET Policy and Guidelines.

SCOPE

This policy applies to Gladstone Park Secondary College school councillors and to any staff who have a role within the Purchasing Card Program as an authoriser, administrator or cardholder.

POLICY

The current government contract is for a VISA Corporate Card issued by the Westpac Bank.

Gladstone Park Secondary College will ensure the following are present:

- adequate internal controls and security measures
- a cardholder register
- locally determined credit limits
- school council reporting procedures to implement and monitor the operation of the school purchasing card facility.

SCHOOL COUNCIL

The Principal and Business Manager are required to attend a Purchasing Card Briefing. Briefings can be organised by contacting the School Finance Liaison Officer (SFLO) or emailing schoolspurchasingcard@edumail.vic.gov.au.

Gladstone Park Secondary College school council will approve the implementation of a Purchasing Card Program, with appropriate card limits. These approvals will be formally minuted.

School council is responsible for monitoring of spending to ensure that the purchasing cards are being used in accordance with the Expenditure Management guidelines set out in Section 11 of the Finance Manual for Victorian Government Schools.

AUTHORISATION OFFICER

Gladstone Park Secondary College's principal will be the authorisation officer. Where the Principal is the cardholder, the school council president must be the authorisation officer for that card.

As the authorisation officer, the principal/school council president is responsible for:

- briefing cardholders and ensuring they complete an *Undertaking by Cardholder* form
- approving expenditure
- monitoring transactions, statements and reports

The Authorisation Officer must ensure all processes and procedures comply with Department requirements and this policy.

The Authorisation Officer will terminate or deactivate cards when no longer needed.

Where the Principal is the cardholder, the school council president must be the Authorisation Officer for that card.

CARD HOLDER

Each cardholder must complete an *Undertaking by Cardholder* form agreeing to conditions and limits before a card may be ordered.

Cardholders must be Department employees who have been approved by the school council.

The card must never be used for payment of personal expenses of any nature or to withdraw a cash advance.



Cardholders must not allow any unauthorised persons to use the Purchasing Card.

The Cardholder will be held personally liable for any unauthorised use of the Purchasing Card, unless the unauthorised use is the result of the Purchasing Card being lost or stolen, or the result of fraud on the part of a third party.

Lost or damaged cards are to be immediately reported to Westpac and the appropriate Authorisation Officer.

The Cardholder is responsible for providing all receipts, to reconcile a monthly statement.

Further INFORMATION and Resources

- the Department's Policy and Advisory Library: [Purchasing Card](#)
- [Procurement — Schools Policy](#)
- [School Purchasing Card Guidelines and Procedures](#)
- [Finance Manual — Financial Management for Schools](#)

Policy REVIEW and Approval

This policy was last updated in February 2021 and is scheduled for **review in February 2022**.

Approved by School Council on 16 February 2021.

This policy will next be reviewed June 2025.

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SHARED USE OF SCHOOL FACILITIES POLICY

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.

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.

GUIDELINES

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.

Any organisation hiring school facilities must meet the legislative requirement of being a recreational, sporting or cultural organisation or appropriate government agency.

Appropriate legal requirements must be adhered to at all times.

IMPLEMENTATION

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.

Requests must include details of:

- the organisation making the request
- date/s of the proposed activity
- the type of activity

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.

These arrangements will be reviewed regularly as a matter of course or if a particular issue arises.



EVALUATION

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

For further information see:

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

Adopted at Council on 17 March 2015 (New Policy)

Endorsed by School Council February 2018, 2019, 2020

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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 MEMBERSHIP

The membership of the school council according to its constituting Order is 17 members – six Parent, five Department employee, four Community and two student members.

CO-OPTION OF COMMUNITY MEMBERS

The community members included in the constituting Order will be co-opted to the school council at a special meeting of council held as soon as practicable after the declaration of the poll and before office bearers are elected. If the appointment of the community members either cannot be resolved at the special meeting called or on the resumption of the adjourned special meeting, the school council may proceed to the first meeting of the school council to elect office bearers.

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 and following a special meeting to co-opt community members.

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.

SUB-COMMITTEES

The school council will have the following sub-committees:

Education

Resources – Finance, Grounds and Buildings

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 three members.

MEETINGS

Regular

The school council will meet twice a term as per the meeting schedule distributed in January of each year. The meeting will commence at 6:30pm and will finish no later than 8.30pm unless agreed by the school council. Meetings will be held in the conference room.

Public reporting (annual) meeting

The school council will call a public meeting at least once each year and at that meeting will:

- (a) report the proceedings of the council for the period since the date of the previous public meeting

- (b) present the annual report published by the council
- (c) if the accounts of the school council have been audited, present a copy of the audited accounts.

The council may, from time to time, call additional public meetings.

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 subject 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 three 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 subject of the meeting.

The business of an extraordinary meeting will be confined to the subject for which it is called.

QUORUM FOR MEETINGS

For a quorum to be achieved at a council meeting, not less than one half of school council members currently holding office must be present and a majority of the members present must not be DET employees. Any parent members on the council who also work for the Department are counted as DET employees for the purpose of a quorum.

If at the end of 30 minutes after the appointed time for a meeting of the school council, there is no quorum present, the meeting will stand adjourned to a time and place determined by the school council members present.

A member of the school council may be present at a council meeting, in person or by video conferencing or teleconferencing.

SCHOOL COUNCIL DECISIONS

Decisions of the school council will be by a majority of those eligible to vote and who are present at the meeting, where the majority are non DET members. A vote by proxy is not valid.

Members will vote on a matter and the number of votes for and against will be recorded in the minutes.

Voting will normally be by a show of hands, but a secret ballot may be used for particular issues.

TIED VOTES

When a vote is tied (i.e. an even number of people are for and against a decision), the president (presiding member) has a second or casting vote.

ABSENCE OF THE PRESIDENT AND OTHER MEMBERS FROM A MEETING

If the president is unable to preside at a school council meeting, the school council will elect a member of the school council to chair the school council meeting (other than an employee of the Department).

If a member is unable to attend a meeting, an apology should be submitted to the principal prior to the meeting.

CONFLICT OF INTEREST

If a school council member or a member of his or her immediate family has any perceived or actual conflict of interest (either financial or non-financial) 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.

The declaration of interest will be included in the minutes of the 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 three 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.

A casual vacancy will arise when a council member is absent from three consecutive school council meetings without prior special leave being granted by the school council and subject to a school council decision.

A casual vacancy is filled by the council co-opting a person who is eligible for election to the membership category in which the vacancy has arisen. The co-opted member serves the unexpired portion of the vacating member's term of 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, principal's and president'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 2.0 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 council 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.

CONDUCT OF MEETINGS

The members of the school council must abide by the Directors Code of Conduct issued by the Victorian Public Sector Commissioner and locally agreed etiquette.

POLICY REVIEW AND APPROVAL



Policy last reviewed	21/2/2023
Consultation	21/2/2023 – School Council
Approved by	School Council
Next scheduled review date	21/2/2028 or as required

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STATE SCHOOLS' RELIEF POLICY

PURPOSE

To ensure the school and students use and support State Schools' Relief (SSR). This policy aims to ensure a clear application and assessment process that enables the program to assist those most in need.

DEFINITION

SSR is an autonomous, charitable organisation that assists students experiencing short term crisis and long term chronic needs attending government schools in Victoria with school clothing, footwear, textbooks and other essential items.

SSR is supported by the Department and comprises representatives of the principals' associations, school council organisations, teacher unions and the Department.

AVAILABLE ASSISTANCE

Help is available for families who have a child at a Victorian government school and are facing:

- health issues resulting in serious financial difficulty
- house fires where school clothing is lost
- natural disasters, or
- serious financial difficulty.
- This help is from State Schools' Relief.

Students may receive free or discounted new school uniforms, school shoes and textbooks.

IMPLEMENTATION

The principal, or delegate acts as a representative of the SSR and uses his/her professional judgment to decide on the appropriateness of individual requests for assistance. This judgement will be based on conversations with any principal's delegate including relevant office staff, sub-school and student services staff.

Once the needs of a family have been established, families will be offered assistance in the form of good-quality second-hand uniform. If there is no suitable uniform available, an SSR application form will be completed. The principal, or delegate then applies to SSR on behalf of the student, using the SSR online application portal.

School clothing and footwear assistance may be provided from the SSR's own supply or through an authorisation to the school clothing shop or local supplier. The school has a limit of one claim of 2-3 items per student per year. This can be extended when appropriate where there are extenuating circumstances.

Family requests for assistance made directly to SSR are referred back to the school for processing.

For further information, see: [State Schools' Relief](#)

FUNDRAISING

Government schools are encouraged to support the work of SSR by participating in fundraising activities with their students. Donations can also be made directly by Department employees through Payroll Giving. For more information, see: [State Schools Relief - Payroll Giving](#)

OTHER RESOURCES

State Schools' Relief provides further information, see [State Schools' Relief](#)

EVALUATION

Policy last reviewed	June 2023
Consultation	June 2023 – School Council
Approved by	School Council
Next scheduled review date	21/2/2028 or as required

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STATEMENT OF VALUES AND SCHOOL PHILOSOPHY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

POLICY

Gladstone Park Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The programs and teaching at Gladstone Park Secondary College supports and promotes the principles and practices of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

This policy outlines our school's vision, mission, objective, values and expectations of our school community.

VISION

Gladstone Park Secondary College's vision is to provide a first-class education for local students, exceeding that of its non-government counterparts and that is safe and supportive for all students. Gladstone Park aims to equip students with the necessary tools to succeed through high school and beyond in whatever pathway they choose. Gladstone Park challenges students with high expectations in all areas of school life. Extra-Curricular programs offered at Gladstone Park aim to enrich the learning culture and make coming to school an enjoyable and safe experience for all.

MISSION

Gladstone Park Secondary College's mission is to provide and maintain an environment that is conducive to learning and develops teacher capacity to maximise student growth.

OBJECTIVE

At Gladstone Park, our major purpose is to:

- support students in achieving academic success, which will give them the best possible chance in gaining entrance into University/Tertiary Education or employment

- provide an invigorating learning environment which promotes merit, leadership and resilience and enables students to become valuable contributors to social, community and professional environments
- enhance success and encourage students to be involved in extra-curricular activities
- develop students to become independent learners who are resilient, responsible and strive to reach their full potential.

VALUES

The values of the school community are to 'be respectful', 'be a learner' and 'be safe'. Students at Gladstone Park Secondary College will be expected to demonstrate respect for themselves, others and the school. Demonstrating respect means being polite, thoughtful and considerate when working with others and representing the school. Being a learner means being actively engaged with and taking responsibility for one's own learning. It means being curious and open to new ideas. At Gladstone Park Secondary College students will learn to be safe and value the safety of others. Our concept of safety extends beyond physical safety and safety from intolerance and discrimination. All students will feel supported and included in learning environments, enabling them to thrive and achieve their goals.

The school vision and values inform our approach to teaching and learning, underpinning procedures and policies which foster an inclusive and productive school climate. Teachers have an opportunity to understand and discuss our vision and values during induction into the college and receive annual reminders via an updated Quick Reference Guide and school commencement workshops at the beginning of each school year. Students learn about our vision and values during teaching and learning programs such as pastoral care and respectful relationships, and also during college activities such as assemblies and awards ceremonies. In 2020 the college began implementing Positive Behaviours for Learning (PBL), also known as School Wide Positive Behaviour Support in other government schools. The PBL implementation team is leading staff, students, parents and carers on a process of understanding how we can enact our values and achieve our school vision. This involves ongoing consultation, training and reflection with all members of our school community.

BEHAVIOURAL EXPECTATIONS

Gladstone Park Secondary College displays our matrix of expected behaviours in all classrooms.

Gladstone Park Secondary College

EXPECTED BEHAVIOURS

VALUES	ALL LOCATIONS	CLASSROOM	YARD
Be Respectful	<ul style="list-style-type: none"> • Be mindful and considerate of others • Represent the school with pride • Use polite and appropriate language • Be your best 	<ul style="list-style-type: none"> • Listen to and follow rules and instructions • Let others learn 	<ul style="list-style-type: none"> • Be responsible for your own behaviour • Contribute to a clean environment
Be a Learner	<ul style="list-style-type: none"> • Listen to and support others • Be a positive role model • Seek new learning experiences 	<ul style="list-style-type: none"> • Actively participate in lessons • Seek and use feedback • Take responsibility for learning 	<ul style="list-style-type: none"> • Maintain an organised locker • Arrive at class on time, ready to learn
Be Safe	<ul style="list-style-type: none"> • Ask for help • Listen to others & acknowledge diverse views • Use technology responsibly • Report unsafe behaviour 	<ul style="list-style-type: none"> • Be mindful of other people's space • Understand and follow safety procedures in specialised classrooms 	<ul style="list-style-type: none"> • Be considerate of others in the locker area • Follow the 'Hands Off' policy

Gladstone Park Secondary College acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture.

Staff have a range of expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the [Victorian Teaching Profession Code of Conduct](#).

Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy, Inclusion and Diversity Policy, Bullying Prevention Policy and Hands-off Policy.

Information about the expectations on parents and carers to ensure schools remain respectful and inclusive places is outlined in the Department's [Respectful Behaviours within the School Community Policy](#)

UNREASONABLE BEHAVIOURS

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.



Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this *Statement of Values and School Philosophy* may lead to further investigation and the implementation of appropriate consequences by the Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

Inappropriate student behaviour will be managed in according with our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention Policy*.

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Made available in hard copy from school administration upon request

RELATED POLICIES AND RESOURCES

Department of Education and Training policies and resources:

- [Work-Related Violence in Schools Policy](#)
- [Respectful Behaviours within the School Community Policy](#)

Example school policies:

- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Parent Complaints Policy

Policy REVIEW and Approval

Policy last reviewed	24.10.2023
Approved by	School Council
Next scheduled review date	November 2027

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STUDENT DRESS CODE



Help for non-English speakers

If you need help to understand the information in this policy, please contact Gladstone Park Secondary College on 03 9933 0500 or gladstone.park.sc@education.vic.gov.au.

PURPOSE

The purpose of the Student Dress Code is to outline Gladstone Park Secondary College's (GPSC) requirements for student dress and appearance and to provide information about uniform purchase and support, dress code implementation and exemption processes.

This dress code has been developed by GPSC's School Council in close consultation with our school community to ensure that it respects the rights of individual students whilst reflecting the values and interests of our community. The School council will liaise regularly with appropriate suppliers to ensure the availability of uniform items.

The Student Dress Code aims to:

- foster a sense of community and belonging and encourages students to develop pride in their appearance
- support GPSC's commitment to ensuring that our students feel equal and are dressed safely and appropriately for school activities.
- reduce student competition on the basis of clothing
- enhance the profile and identity of the school and its students within the wider community.

SCOPE

Students are expected to comply with this Student Dress Code while traveling to and from school, during school hours and when attending school activities.

UNIFORM AND APPEARANCE

The full list of Gladstone Park Secondary College's compulsory school uniform items are available at Appendix A to this policy.

General appearance

While at school, travelling to or from school or participating in school activities, students must comply with the following:

- Uniforms must be clean and in good repair
- Uniforms should be clearly marked with the owner's name
- Studs, sleepers and watches are the only acceptable jewellery
- Any make up or nail polish must be natural only

Health and safety

Jewellery, nails, hair accessories and similar items that interfere with students' ability to engage with school activities safely and fully are not permitted.

Students who wear braids or locs may wear them loose, except for applied learning classes where hair should be tied back for safety purposes.

Hats are not to be worn inside.



PURCHASE OF UNIFORMS

Uniform items can be purchased from Lowes Broadmeadows or at Top School Wear

The School Council has considered affordability in the development of this dress code. However, if you are facing difficulty meeting uniform costs the [Help with school costs and fees](#) page provides advice on support offered by the Victorian Government. If your child is starting prep or year 7 and is eligible to receive support via the [Camps, Sports and Excursions Fund](#), you may be eligible to access the Affordable School Uniform (ASU) program.

Please contact 9933 0500 discuss support that we may be able to provide.

IMPLEMENTATION

Gladstone Park Secondary College will ensure that this Student Dress Code is communicated to all families and students through our website and enrolment process. We will assist students who may be experiencing difficulties complying with this policy where possible.

If a student is out of school uniform or otherwise breaches the Student Dress Code on a recurring basis, the relevant sub school will contact the student and parents. If non-compliance with the dress code becomes a continued occurrence, the Sub-School Principal will be informed and a phone call home may be required. In this event, the school will continue to work with the student and family to support compliance.

Measures taken by Gladstone Park Secondary College to address concerns about student non-compliance with the Student Dress Code will be addressed in accordance with our Student Wellbeing and Engagement Policy.

EXEMPTIONS TO STUDENT DRESS CODE

We acknowledge that there might be instances where the enforcement of this dress code could impact students differently.

Students and their parents or carers may apply in writing or in person to the Principal for an exemption to this Student Dress Code if:

- an aspect of this code prevents the student from complying with a requirement of their religious, ethnic or cultural beliefs or background
- the student has a particular disability or health condition that requires a departure from the dress code

When the Principal receives a request for an exemption, they will:

- consider the grounds for the exemption request
- explain the process to the student and/or their parents/carers
- encourage the student and/or their parents/carers to support their application with evidence.

The principal or delegate will then try to negotiate a resolution that is acceptable to all parties. If an exemption is not allowed, then written reasons will be provided to the student and/or their parents or carers.

CONCERNS ABOUT THIS STUDENT DRESS CODE

Gladstone Park Secondary College welcomes feedback from the school community in relation to this Student Dress Code. If you have a concern or complaint about the Student Dress Code, further information about raising a concern or complaint is available in our school's *Parent Complaint Policy*, available on request on 9933 0500.

FURTHER INFORMATION AND RESOURCES

- GPSC Sun & UV Protection Policy
- GPSC Complaints Policy



- GPSC Student Engagement Policy
- Department of Education and Training Student Dress Code
- Department of Education and Training Student Engagement policies and guidelines.

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2021
Consultation	September 25
Approved by	School Council
Next scheduled review date	September 26



APPENDIX A

Shoes

- Students must wear black leather lace up school shoes or black (only) leather lace-up runners with their full school uniform (not sports shoes)
- Buckled shoes and T-bars are not permitted for OHS reasons
- All shoes must have a sole less than 2 cm and a heel less than 4 cm.

Shirts

- Gladstone Park white dress shirt
- Students may wear a plain white short sleeve T-shirt under a school shirt with no visible printing
- No long sleeve T-shirts are to be worn underneath short sleeve school shirts

Dress

- Can be worn any time of year with white socks or black opaque tights. Must be no shorter than 10 cm above the knee.

Tartan Skirt

- Can be worn any time of the year. Must be no shorter than 10 cm above the knee.

Grey Trousers and Grey Shorts

- Trousers or shorts, with fly and fastening, must be hemmed, not torn and cannot be rolled up at any time. No external pockets are permitted (ie: cargo pants)

Socks

- Plain white only - above the ankle and below the knee. No logos are permitted on the socks.

PE uniform

- PE uniform can only be worn on PE days.
- Students must wear supportive runners (not street shoes)
- Students must wear plain white socks without logos.

PE tracksuit pants

- GPSC School black tracksuit pants with GPSC school logo
- Plain black fleece tracksuit pants that meet the following criteria:
- Pants cannot have any logo at all, including embroidered logos (the GPSC logo is accepted)
- Must have elasticated waist and cuffs.
- Pants must not have any external pockets. Cargo pants are not permitted.
- Leggings are not acceptable.

PE shorts

- GPSC green shorts with GPSC logo
- Plain black sports shorts can be worn as long as they meet the following criteria:
- Shorts cannot have any logo at all and must be plain black
- Shorts must have an elasticated waist
- Shorts cannot be any shorter than 5 cm above knee length
- Bike shorts are not acceptable.

Beanie and Scarf

- Gladstone Park Beanie and Gladstone Park scarf are permitted.
- Plain bottle green scarf is permitted

Jewellery

- Piercings - Only small plain ear studs or sleepers and a maximum of two in each ear. One small (2mm max) plain nose stud (no nose rings).
- Necklaces: 1 chain can be worn if it can't be seen.
- Practical classes may require students to remove jewellery.
- Bracelets – not permitted
- Rings -one plain ring permitted

Nail Polish

- Clear varnish/natural nails only
- Natural length of nails.

Make up

- No visible make up.

Hair

- Only natural colours are permitted

Hair accessories

- White, black or bottle green

Hijab

- Plain white, black or plain bottle green (no frills, no mottling or patterns)

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STUDENT PROMOTION POLICY

PURPOSE

The policy is designed to reflect the Victorian Department of Education and Training's (DET) policy regarding student promotion. This policy advises that schools should regularly promote students to the next year level with their peer group, using their professional expertise and judgment in relation to these matters.

Students are retained at their current year level only in exceptional circumstances where the school considers it is required for the long-term benefit of the student, considering their attendance and/or their academic progress and their social and welfare needs. This policy ensures that parents/guardians will be fully advised of the options that the school considers to best meet individual student needs and that the school will receive the consent of parents/guardians if retention is advised.

1. 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 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.

a) 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.

b) 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 Vocational Major (VM)

2.4.1 Promotion to VM is based on:

a) The student being able to demonstrate suitability for VM. The first opportunity for this will happen as a result of an interview during term 3.

b) Students interested in moving into VM should also attend a VM information session with their parents/guardians early in term 3. Students will also attend a subsequent VM interview with the Applied Learning Coordinator.



c) When promotion into VM 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 VM 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 VM

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 VM at midyear or alternatively for the start of Year 12.

b) Students interested in moving into VM for the start of Year 12 should attend a VM information session with their parents early in term 3.

c) When promotion into VM 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.

Approved by Council, December 1989

Presented to Council June 1991 for amendment

Reviewed and approved by Council 18/5/2000

Amended at College Council 8 April 2003. (PD and cross reference added)

Amended at Council 19 June 2007

Amended at Council 17 June 2014

Amended at Council 20 August 2019

Amended at Council 25 July 2023

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STUDENT WELLBEING AND ENGAGEMENT POLICY



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PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Gladstone Park Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

CONTENTS

1. School Profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Gladstone Park is a single campus, co-educational secondary College that caters for students in Years 7-12. The College services a large resident community in the Northwestern suburbs of Melbourne, holding a culturally diverse enrolment and a Student Family Occupation (SFO) index of 0.444. In 2023, the College had a student enrolment of 1466 students. Our College has a strong and diverse cohort with reference to, 2.3% EAL (English as Additional Language) students; 13.65% students attached to the Nationally Consistent Collection of Data (NCCD) and a strong representation from the Aboriginal and Torres Strait Islander community. We are proud of our diversity and inclusive school community.

Our staffing profile has 107.3 Effective Full Time (EFT) teachers and 23.6 EFT support staff. A significant amount of student enrolments are sourced from the 5 neighboring primary schools; however, more than 25 government, Catholic and independent primary schools also feed our enrolments. Enrolment places are in high demand, a reflection of the high esteem in which the College is held by the wider community.

Gladstone Park Secondary College runs a Select Entry Accelerated Learning (SEAL) class at years 7 – 10 and provides language instruction using the Content Learning In Language (CLIL) methodology for select Languages Immersion classes at years 7 – 9. Due to our significant proportion of students coming from non-English speaking backgrounds we offer further support in classes for English as an Additional Language (EAL) at every year level and employ a Multicultural Aide.

Our College has 38.4 students with a Disability (PSD) funded students at each year level and we run reading and math programs, including after-school tutorial classes for students in need. There are approximately 125 students who are currently part of the Inclusion and Diversity Program. The wellbeing of our students and staff is of utmost importance to us. The high caliber Student Wellbeing Team consists of Social Workers, Counsellors, Mental Health Practitioner complement the Department of Education and Training Student Services Support Officer and School Nurse, DET Staff providing support and guidance for our students, staff and families. Specialist welfare programs and extra-curricular programs supported by the external community facilitate in supporting the education of our students. At Gladstone Park Secondary College we expect all members of the College Community to 'Be Safe, Be Respectful and to Be a Learner.'

2. School values, philosophy and vision

Gladstone Park Secondary College's vision is to provide a first-class education for local students, exceeding that of its non-government counterparts and that is safe and supportive for all students. Gladstone Park aims to equip students with the necessary tools to succeed through high school and beyond in whatever pathway they choose. Gladstone Park challenges students with high expectations in all areas of school life. Extra-Curricular programs offered at Gladstone Park aim to enrich the learning culture and make coming to school an enjoyable and safe experience for all.

The values of the school community are to 'be respectful', 'be a learner' and 'be safe'. Students at Gladstone Park Secondary College will be expected to demonstrate respect for themselves, others and the school. Demonstrating respect means being polite, thoughtful and considerate when working with others and representing the school. Being a learner means being actively engaged with and taking responsibility for one's own learning. It means being curious and open to new ideas. At Gladstone Park Secondary College students will learn to be safe and value the safety of others. Our concept of safety extends beyond physical safety and safety from intolerance and discrimination. All students will feel supported and included in learning environments, enabling them to thrive and achieve their goals.

The school vision and values inform our approach to teaching and learning, underpinning procedures and policies which foster an inclusive and productive school climate. Teachers have an opportunity to understand and discuss our vision and values during induction into the college and receive annual reminders via an updated Quick Reference Guide and school commencement workshops at the beginning of each school year. Students learn about our vision and values during teaching and learning programs such as pastoral care and respectful relationships, and also during college activities such as assemblies and awards ceremonies. In 2020 the college began implementing Positive Behaviours for Learning (PBL), also known as School Wide Positive Behaviour Support in other government schools. The PBL implementation team is leading staff, students, parents and carers on a process of understanding how we can enact our values and achieve our school vision. This involves ongoing consultation, training and reflection with all members of our school community.

Our Statement of Values and School Philosophy is available in our school's policy document, which can be accessed via our website.

3. Wellbeing and Engagement strategies

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. In order to enhance positive peer relationships, Year 7 and 8 students engage in a weekly Pastoral Care Program. Parents of Year 7 students are invited to a welcome BBQ in term 1. All Year 9 students are involved in a *Health Day* where issues such as *Cyber-bullying*, *Healthy Relationships* and *Helping Friends* are addressed. Year 9 students also attend a city experience week. Students in all year levels can participate in school camps and sport; Leadership Training; Lunchtime Activities; Debating and Public Speaking; an Instrumental Music program; drama and musical productions such as *Gladdy's Got Talent*. An Italian exchange program is also offered to students.

Gladstone Park celebrates academic student success and endeavors through mid and end of year award ceremonies, year level assemblies, newsletter articles and staff meetings. 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.

In support of promoting engagement, Gladstone Park Secondary College has developed a range of strategies to ensure an inclusive and safe environment, positive behaviour, and respectful relationships are encouraged across the school community. We recognize the importance of student friendships and peer support in helping students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow, develop and learn more about themselves.

A summary of the universal (whole school), targeted (year group specific) and individual engagement strategies implemented at our college are as follows:

Universal

- *The College will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.*
- *Prioritize positive relationships between staff and students, recognizing the fundamental role this plays in building, supporting and sustaining student wellbeing.*
- *Creating a culture that is inclusive, engaging, and supportive whilst embracing and celebrating diversity, empowering all students to have a voice, participate and feel valued.*
- *The College will establish social/emotional and educational support for vulnerable students, monitoring and evaluating their progress.*
- *Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.*
- *The College will support families to engage in their children's learning and build their capacity as active learners.*
- *Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent data survey, student management data and school level assessment data*
- *Deliver a broad range of curriculum including VET programs, VCE and VM to ensure that students can select subjects that are tailored to their interests, strengths, and aspirations.*

- *Teachers at Gladstone Park Secondary College use the Department of Education Pedagogical Model, with a particular focus on High Impact Teaching Strategies, as an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.*
- *Teachers at Gladstone Park Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to diverse learning styles, strengths and needs of our students, following the standards set by the Victorian Institute of Teaching.*
- *Carefully planned transition programs to support students moving into different stages of their schooling.*
- *Positive behaviour and student achievement is acknowledged in the classroom and formally in school assemblies, newsletters, and communications to parents such as green (positive) entries on Compass.*
- *Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.*
- *Students are offered the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings Student Leadership Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Sub-school Principal and Principal whenever they have any questions or concerns.*
- *Create opportunities for cross-age connections and collaboration amongst students through performing arts, athletics, music programs and Wellbeing-led programs.*
- *All students are welcome to self-refer to Sub-Schools (Year Level Coordinators, or Sub-School Leadership) if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning.*
- *The College will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our College, and our teachers respond to the needs of the students.*
- *We engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *The Resilience Project*
- *Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*

Targeted

- *Program Managers in each sub-school have overall responsibility for monitoring the health and wellbeing of students in their year, and ensure act as a point of contact for is allocated students who may need additional support*
- *Aboriginal and Torres Strait Islander students are supported to fully engage in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. Gladstone Park Secondary College is committed to enacting the goals of our Marrung Educational Strategy.*

- *All students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*
- *All students in Out of Home Care (OoHC) will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Inclusion and Diversity for an Educational Needs Assessment. OoHC students will also receive a referral to Student Wellbeing to support any wellbeing needs.*
- *All EAL students are supported through our EAL program, and all culturally and linguistically diverse students are supported to feel safe and included through access to Multicultural Aides, Diversity Celebration and streamed EAL classes for English language.*
- *Gladstone Park Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan*
- *Gladstone Park Secondary College provides a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ+ Student Support. Our College offers a Rainbow Club supported by the College's Diversity Leader.*
- *Wellbeing and allied-health staff will undertake health promotion and social skills professional development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *Wellbeing staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with a Disability, such as through reasonable adjustments to support access to learning programs, consultation with families where required, Student Support Groups and Individual Education Plans.*

Individual

Gladstone Park Secondary College implements a range of strategies that support and promote individual engagement. These can include:

- *Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *Meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *Developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *Considering if any environmental changes need to be made, for example changing the classroom set up*
- *Referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*
 - *Re-engagement programs such as Navigator*

Where necessary the school will support the student's family to engage by:

- *Being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
- *Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.*

- *Monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family*
- *Running regular Student Support Group (SSG) meetings for all students:*
 - *with a disability*
 - *in Out of Home Care*
 - *and with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support

Gladstone Park Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of further support and enhance student wellbeing. Gladstone Park Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- *personal, health and learning information gathered upon enrolment and while the student is enrolled*
- *attendance records*
- *academic performance*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *attendance, detention and suspension data*
- *engagement with families*
- *Information obtained from Department data portals*
- *Information legislation implemented to allow sharing from external parties under the Child Information Sharing Scheme and Family Violence Information Sharing Scheme*
- *self-referrals or referrals from peers or external services*

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- *participate fully in their education*
- *feel safe, secure and happy at school*
- *learn in an environment free from bullying, harassment, violence, discrimination or intimidation*
- *express their ideas, feelings and concerns.*

Students have the responsibility to:

- *participate fully in their educational program*
- *display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community*
- *respect the right of others to learn.*

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Gladstone Park Secondary College displays our matrix of expected behaviours in all classrooms.

Gladstone Park Secondary College EXPECTED BEHAVIOURS			
VALUES	ALL LOCATIONS	CLASSROOM	YARD
Be Respectful	<ul style="list-style-type: none">• Be mindful and considerate of others• Represent the school with pride• Use polite and appropriate language• Be your best	<ul style="list-style-type: none">• Listen to and follow rules and instructions• Let others learn	<ul style="list-style-type: none">• Be responsible for your own behaviour• Contribute to a clean environment
Be a Learner	<ul style="list-style-type: none">• Listen to and support others• Be a positive role model• Seek new learning experiences	<ul style="list-style-type: none">• Actively participate in lessons• Seek and use feedback• Take responsibility for learning	<ul style="list-style-type: none">• Maintain an organised locker• Arrive at class on time, ready to learn
Be Safe	<ul style="list-style-type: none">• Ask for help• Listen to others & acknowledge diverse views• Use technology responsibly• Report unsafe behaviour	<ul style="list-style-type: none">• Be mindful of other people's space• Understand and follow safety procedures in specialised classrooms	<ul style="list-style-type: none">• Be considerate of others in the locker area• Follow the 'Hands Off' policy

Violence, bullying and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, we will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices

- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

The Principal of Gladstone Park Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Gladstone Park Secondary College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- Invite families to Year 7 and VCE Welcome BBQ.
- Ensuring that all parents have access to our school policies and procedures, available on our school website
- Maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- Providing parent volunteer opportunities so that families can contribute to school activities
- Involving families with homework and other curriculum-related activities
- Involving families in school decision making
- Coordinating resources and services from the community for families
- Including families in Student Support Groups (SSGs) and developing individual plans for students.

EVALUATION

Gladstone Park Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS
- Compass
- Child Link

COMMUNICATION



This policy will be communicated to our school community in the following ways:

- Available on school's website
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	24.08.2024
Consultation	24.08.2024
Approved by	Principal
Next scheduled review date	November 2026

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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.

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.

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TIME FRACTION POLICY

1.0 PREAMBLE

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

2.0 GLADSTONE PARK SECONDARY COLLEGE STAFF CHANGE OF TIME FRACTION POLICY

Introduction

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

To allow equal access to part time positions and to accommodate teachers returning from Family Leave, approval for a permanent change of time fraction will be extremely rare as teachers will need to demonstrate that they have a superior entitlement to all other staff that year and in all future years. Normally, time fraction changes will be approved on a temporary basis only and in the majority of instances, for one school year only. (Note that "temporary" is defined as above and that "one school year" commences on day 1 of one year and continues through to the day before day one of the subsequent year).

Notes:

- Time fractions other than 1.00 (full time) range from 0.4 to 0.8 although it is expected that 0.7 would be the norm as this allows teachers to maximise their subject offerings and so has less impact on the viability of programs and the allotments of other staff members. Thus it maximises the number of teachers able to be offered part time positions.
- Preference will be given to staff members offering a degree of flexibility in the times they are available in order to maximise timetable options. The greater degree of flexibility the teacher is willing to offer, the greater the likelihood of their request being able to be accommodated.
- For all teachers in ongoing positions, time fraction changes are granted on an annual basis and each application will be considered individually on the basis of the following points:
 - a. the college's ability to make the school program and allotments work.
 - b. ability of the college to timetable a reduction or increase for each applicant
 - c. the effect of the time fraction change on other staff teaching in that learning area(or areas) or who will teach a particular year level or form
- In considering applications the Principal will take into account an applicant's personal circumstances e.g. Teachers returning from Family Leave with a child younger than school age, will be given higher priority for a time fraction reduction for the first 2 years after they return. This is a higher priority, but not a guarantee.
- Where a teacher requests a particular half-day or full day off each week, this will be considered but no guarantee can be given that this can be accommodated.



Applications for Temporary Time Fraction Reduction should be submitted with next year's intentions forms the year before the change is requested to commence. Late applications are not encouraged but will be considered. All applications will be given due and proper consideration.

Further information can be found at:

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

REVIEW

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



Help for non-English speakers

If you need help to understand the information in this policy please contact
gladstone.park.sc@education.vic.gov.au

PURPOSE

To provide a safe and secure learning and teaching environment for students and staff by establishing processes to monitor and manage visitors to Gladstone Park Secondary College.

SCOPE

This policy outlines our school's arrangements for visitors who attend school grounds when the school is open for instruction between the hours 8:30am to 4:00pm, and when the office is staffed to monitor/receive visitors at reception, including parents, contractors, and all other adults. Outside of these times, our front office is not staffed and this policy does not apply.

DEFINITIONS

Child-related work: As defined by the *Worker Screening Act 2020* (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.

POLICY

Gladstone Park Secondary College strives to create an open and inclusive school community and encourages parents and carers to be actively involved in their child's development and education. We also strive to foster strong partnerships with local community services, schools, and other organisations.

Gladstone Park Secondary College is not a public place. The principal has the authority to permit or deny entry to school grounds and encourages all visitors to familiarise themselves with our schools, *Child Safety Policy*, and *Volunteers Policy*.

From time to time, different members of the public may visit our school. Visitors may include, but are not limited to:

- Parents
- Volunteers – see our school's Volunteers Policy for more information
- Prospective parents, students and employees
- Invited speakers, sessional instructors and others addressing learning and development
- Public officials (e.g. Members of Parliament, local councillors)
- Persons conducting business e.g.: uniform suppliers, booksellers, official school photographers, commercial salespeople
- Tradespeople
- Children's services agencies
- Department of Families, Fairness and Housing workers
- Victoria Police
- Persons authorised to enter school premises (e.g. Worksafe inspectors, health officers etc)
- Other Department of Education and Training staff (including allied health staff) or contractors
- NDIS therapists or other allied health or health practitioners

Sign in procedure

All visitors to Gladstone Park Secondary College are required to report to the school office on arrival. Visitors must :

- Record their name, signature, date and time of visit and purpose of visit in the kiosk
- Provide proof of identification to office staff upon request
- Produce evidence of their valid Working with Children Clearance where required by this policy (see below)
- Wear a visitor's badge.
- Follow instruction from school staff and abide by all relevant school policies relating to appropriate conduct on school grounds including Child Safety Code of Conduct, Respect for School Staff as well as Department policies such as the [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#)
- Return to the office upon departure, sign out.
- Example School will ensure that our school's Child Safety Code of Conduct is available and visible to visitors when they sign in.

Working with Children Clearance and other suitability checks

All visitors who are engaged in **child-related work** must have a valid WWC Clearance. Additional suitability checks may also be required such as reference, proof of identity, qualification and work history involving children checks.

In some circumstances, visitors to Gladstone Park Secondary College who are **not** engaged in child-related work will also be required to produce a valid WWC Clearance depending on the circumstances of their visit. For example, Gladstone Park Secondary College will require a valid WWC Clearance for:

- **visitors who will be working regularly with children** during the time they are visiting, even though direct contact with children is not a central part of their normal duties
- **visitors (e.g. contractors)**, who will regularly be performing unsupervised work at the school during school hours or any other time where children are present. Further background checks, including references, may also be requested at the discretion of the principal.

Visitors who will be working in areas away from students (e.g. a visiting auditor who will be located in the front office with administration staff) or who will be supervised and accompanied by a staff member during their visit (e.g. a Member of Parliament, a journalist, a prospective parent on a school tour) will not be required to have a WWC Clearance.

Sworn Victoria Police officers or sworn Australian Federal Police officers are exempt from requiring a WWC Check but may be asked to verify that they are sworn officers by providing proof of identification.

Invited speakers and presenters

On occasion, Gladstone Park Secondary College may invite external speakers or providers to deliver incursions, presentations, workshops and special programs for our students. Consistent with Department of Education and Training requirements, Gladstone Park Secondary College will:

- ensure that the content of presentations and programs by external providers contributes to the educational development of our students and is consistent with curriculum objectives
- ensure that any proposed visit, programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular and is consistent with the values of public education, Department policies and the *Education and Training Reform Act 2006* (Vic). Programs delivered by visitors are to be delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to:
 - elected government
 - the rule of law
 - equal rights for all before the law
 - freedom of religion, speech, and association
 - the values of openness and tolerance
 - respect for the range of views held by students and their families.

Parent visitors

We understand that there may occasionally be a reason why a parent or carer may want to speak to or see their child at school, during school hours.

If there is a particular pressing or unavoidable issue that cannot wait until the end of the school day, we ask that parents or carers call the school office to make the request to speak to or see their child during school hours.

We also ask that parents avoid arranging to visit their children at school wherever possible, as this can cause inappropriate disruptions to the school day.

Parents or carers who are prohibited from entering the school under a court order or direction of the Principal are not permitted to visit the school. Our school maintains and provides office staff with a list of restricted parents/carers which may include identifying photographs and any other information as required depending on the level of risk posed.

Other visitors

All business operators, tradespeople and other visitors attending the school to conduct work must report to the school office upon arrival for instruction and follow the sign in procedure outlined above.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in induction processes for relevant staff

Department policies:

- [Child Safe Standards](#)
- [Visitors in Schools](#)
- [Contractor OHS Management](#)

POLICY REVIEW AND APPROVAL

Amended at Council on 15 December 2015

Policy last reviewed	16.05.23
Consultation	16.05.23
Approved by	Principal
Next scheduled review date	16.08.25

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VOLUNTEERS POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact gladstone.park.sc@education.vic.gov.au

PURPOSE

To outline the processes that Gladstone Park Secondary College will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

SCOPE

This policy applies to the recruitment, screening, supervision, and management of all people who volunteer at our school.

DEFINITIONS

Child-connected work: work authorised by the school governing authority/provider of a school boarding services and performed by an adult in a school or school boarding premises environment while children are present or reasonably expected to be present.

Child-related work: As defined by the *Worker Screening Act 2020* (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.

Closely related family member: parent, carer, parent/carer's spouse or domestic partner, stepparent, parent/carer's mother or father in-law, grandparent, uncle or aunt, brother or sister, including step or half siblings.

Volunteer worker: A volunteer school worker is a person who voluntarily engages in schoolwork or approved community work without payment or reward.

School work: School work means:

- Carrying out the functions of a school council
- Any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
- Any activity carried out for the welfare of the school at the request of the principal or school council
- Providing assistance in the work of any school or kindergarten
- Attending meetings in relation to government schools convened by any organisation which receives government financial support

This is a broad definition and means that volunteers who participate in school community activities, such as fundraising and assisting with excursions, are legally protected (ie indemnified) from action by others in the event of an injury or accident whilst they are performing volunteer school work in good faith.

POLICY

Gladstone Park Secondary College is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. Gladstone Park Secondary College also recognises the valuable contribution that volunteers provide to our school community and the work that we do.

The procedures set out below are designed to ensure that Gladstone Park Secondary College volunteers are suitable to work with children and are well-placed to make a positive contribution to our school community.

Becoming a volunteer

Members of our school community who would like to volunteer are encouraged to contact the school.

Suitability checks including Working with Children Clearances

Working with students

Gladstone Park Secondary College values the many volunteers that assist with our programs. To ensure that we are meeting our legal obligations under the *Worker Screening Act* and the Child Safe Standards, Gladstone Park Secondary College is required to undertake suitability checks which in most cases will involve asking for evidence of a Working with Children (WWC) Clearance and may also involve undertaking reference, proof of identity, qualification and work history involving children checks.

Considering our legal obligations, and our commitment to ensuring that Gladstone Park Secondary College is a child safe environment, we will require volunteers to obtain a WWC Clearance and produce their valid card to the general office for verification in the following circumstances:

- **Volunteers who are not parent/family members** of any student at the school if they are engaged in child-related work regardless of whether they are being supervised.
- **Parent/family volunteers** who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is **not** participating, or does not ordinarily participate in, the activity.
- **Parent/family volunteers** who assist with excursions (including swimming), camps and similar events, regardless of whether their own child is participating or not.
- **Further supports can be found at:**

[Suitability Check Flowchart for Schools](#)

[Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

- **Parent/community School Council members** sitting on School Council with student School Council members, regardless of whether their own child is a student member or not.

In addition, depending on the nature of the volunteer work, our school may ask the volunteer to provide other suitability checks at its discretion (for example, references, work history involving children and/or qualifications). Proof of identity may also be required in some circumstances.

Non-child-related work

On some occasions, parents and other members of the school community may volunteer to do work that is not child related. For example, volunteering on the weekend for gardening, maintenance, working bees, parents and friends club coordination, school council, participating in sub-committees of school council, fete coordination, other fundraising groups that meet in the evenings during which children will not be, or would not reasonably be expected to be, present.

Volunteers for this type of work are not required to have WWC Clearances or other suitability checks as they are not engaged in child-related work and children are not generally present during these activities. However, Example School reserves the right to undertake suitability checks, including requiring proof of identity and WWC Clearance, at its discretion if considered necessary for any particular activities or circumstances.

Training and induction

Under the Child Safe Standards volunteers must have an appropriate induction and training in child safety and wellbeing.

To support us to maintain a child safe environment, before engaging in any work where children are present or reasonably likely to be present, volunteers must familiarise themselves with the policies, procedures and code of conduct referred to in our Child Safety Induction Pack and ensure the actions and requirements in these documents are followed when volunteering for our school.

Depending on the nature and responsibilities of their role, Gladstone Park Secondary College may also require volunteers to complete additional child safety training.

Management and supervision

Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety and Wellbeing Policy, our Child Safety Code of Conduct and our Visitors Policy.

Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's policies relating to Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying.

The principal (or their nominee) will determine the level of school staff supervision required for volunteers, depending on the type of work being performed, and with a focus on ensuring the safety and wellbeing of students.

The principal has the discretion to make a decision about the ongoing suitability of a volunteer worker and may determine at any time whether or not a person is suitable to volunteer at Gladstone Park Secondary College.

Privacy and information-sharing

Volunteers must ensure that any student information they become aware of because of their volunteer work is managed sensitively and in accordance with the Schools' Privacy Policy and the Department's policy on Privacy and Information Sharing.

Under these policies, student information can and should be shared with relevant school staff to:

- support the student's education, wellbeing and health;
- reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors;
- make reasonable adjustments to accommodate the student's disability; or
- provide a safe and secure workplace.

Volunteers must immediately report any child safety concerns that they become aware of to a member of staff to ensure appropriate action. There are some circumstances where volunteers may also be obliged to disclose information to authorities outside of the school such as to Victoria Police. For further information on child safety responding and reporting obligations refer to: *Child Safety Responding and Reporting Obligations Policy and Procedures*.

Records management

While it is unlikely volunteers will be responsible for any school records during their volunteer work, any school records that volunteers are responsible for must be provided to the Business Manager to ensure they are managed in accordance with the Department's policy: Records Management – Schools.

Compensation

Personal injury

Volunteer workers are covered by the Department of Education and Training's Workers' Compensation Policy if they suffer personal injury in the course of engaging in school work.

Property damage

If a volunteer worker suffers damage to their property in the course of carrying out school work, the Minister (or delegate) may authorise such compensation as they consider reasonable in the circumstances. Claims of this nature should be directed to the principal who will direct them to the Department's Legal Division.

Public liability insurance

The Department of Education and Training's public liability insurance policy applies when a volunteer worker engaged in school work is legally liable for:

- a claim for bodily injury to a third party
- damage to or the destruction of a third party's property.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in induction processes for relevant staff
- Included in our staff handbook/manual
- Made available in hard copy from school administration upon request

RELATED POLICIES AND RESOURCES

Example School policies and resources relevant to this policy include:

- *Visitors Policy, Child Safety and Wellbeing Policy, Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations Policy and Procedures, Inclusion and Diversity Policy, Gladstone Park Child Safety Induction Pack*

Department policies:

- [Equal Opportunity and Anti-Discrimination](#)
- [Child Safe Standards](#)
- [Privacy and Information Sharing](#)
- [Records Management – School Records](#)
- [Sexual Harassment](#)
- [Volunteers in Schools](#)
- [Volunteer OHS Management](#)
- [Working with Children and Other Suitability Checks for School Volunteers and Visitors](#)
- [Workplace Bullying](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2020
Consultation	16.05.23
Approved by	Principal
Next scheduled review date	August 2025

YARD DUTY SUPERVISION POLICY

PURPOSE

To ensure school staff understand their supervision and yard duty responsibilities.

SCOPE

This policy applies to all teaching and non-teaching staff at Gladstone Park Secondary College, including education support staff, casual relief teachers and visiting teachers.

POLICY

Appropriate supervision is an important strategy to monitor student behaviour and enables staff to identify and respond to possible risks at school as they arise. It also plays a vital role in helping schools to discharge their duty of care to students.

The principal is responsible for ensuring that there is a well organised and responsive system of supervision and yard duty in place during school hours, before and after school, and on school excursions and camps and other school activities.

School staff are responsible for following reasonable and lawful instructions from the principal, including instructions to provide supervision to students at specific dates, times, and places. Supervision should be undertaken in a way that identifies and mitigates risks to child safety.

Before and after school

Gladstone Park Secondary College's grounds are supervised by school staff from 8:30am until 3:20pm. Outside of these hours, school staff will not be available to supervise students

Before School and after school staff will supervise the front gate on Taylor Drive and back gate on Wolverton Drive

Students who wish to attend school outside of these hours will be expected to, attend the library which is open as follows:

Mornings: Monday, Tuesday & Thursday from 8:00AM

Afternoons:	Monday Closes 5:00PM
	Tuesday Closes 7:00PM
	Wednesday Closes 5:00PM
	Thursday Closes 7:00PM
	Friday Closes 5:30PM

Yard duty

All staff at Gladstone Park Secondary College are expected to assist with yard duty supervision and will be included in the weekly roster.

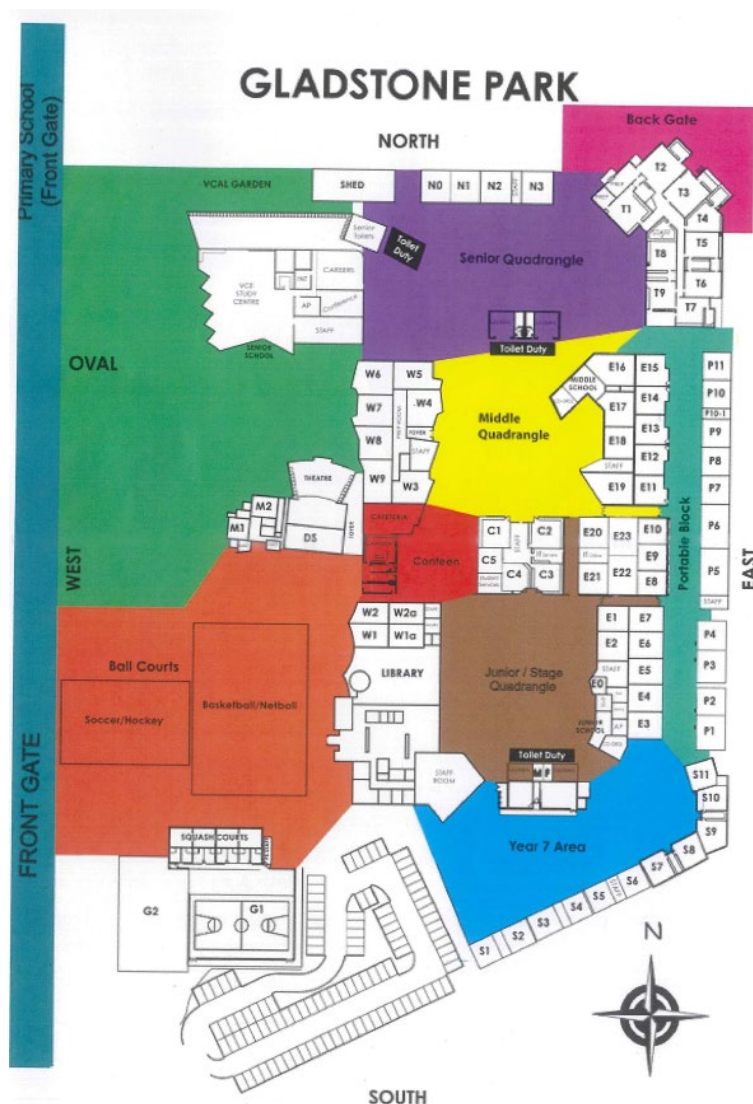


The Daily Organiser & Assistant Principal is responsible for preparing and communicating the yard duty roster on a regular basis. At Gladstone Park Secondary College, school staff will be designated a specific yard duty area to supervise.

Yard duty zones

The designated yard duty areas for our school as at Term 1, 2024 are:

Zone	Area
Zone 1	Oval
Zone 2	Senior Quadrangle
Zone 3	Portable Block
Zone 4	Middle School Quadrangle
Zone 5	Junior School Quadrangle
Zone 6	Year 7 Area
Zone 7	Basketball Courts
Zone 8	Oval
Zone 9	Front gate
Zone 10	Back Gate
Zone 11	Cafeteria
Zone 12	Canteen



Yard duty equipment

School staff must:

- wear a provided safety/hi-vis vest whilst on yard duty. Safety/hi-vis vests will be stored in the staffroom

Yard duty responsibilities

Staff who are rostered for yard duty must remain in the designated area until they are replaced by a relieving staff member.

During yard duty, supervising staff must:

- methodically move around the designated zone ensuring active supervision of all students
- where safe to do so, approach any unknown visitor who is observed on school grounds without a clear legitimate purpose, and ensure they have a visitor pass and have signed in
- be alert and vigilant
- intervene immediately if potentially dangerous or inappropriate behaviour is observed in the yard
- enforce behavioural standards and implement appropriate consequences for breaches of safety rules, in accordance with any relevant disciplinary measures set out in your school's *Student Engagement and Wellbeing* policy
- ensure that students who require first aid assistance receive it as soon as practicable

- log any incidents or near misses as appropriate on Compass & EduSafe & inform admin.
- if being relieved of their yard duty shift by another staff member (for example, where the shift is 'split' into 2 consecutive time periods), ensure that a brief but adequate verbal 'handover' is given to the next staff member in relation to any issues which may have arisen during the first shift.

If the supervising staff member is unable to conduct yard duty at the designated time, they should contact the an Assistant Principal & or the Daily Organiser with as much notice as possible prior to the relevant yard duty shift to ensure that alternative arrangements are made.

If the supervising staff member needs to leave yard duty during the allocated time, they should contact the an Assistant Principal but should not leave the designated area until the relieving staff member has arrived in the designated area.

If a relieving or next staff member does not arrive for yard duty, the staff member currently on duty should send a message to the office/staffroom/Assistant principal/call the emergency number and not leave the designated area until a replacement staff member has arrived.

Students will be encouraged to speak to the supervising yard duty staff member if they require assistance during recess or lunchtime.

Classroom

The classroom teacher is responsible for the supervision of all students in their care during class.

If a student is asked to leave the classroom, the student should be asked to stand outside the classroom in view of the teacher and is not to be left to remain outside the classroom for more than 5 minutes without teacher dealing with the student.

If a student needs to leave the classroom the need to have a note written by the teacher in the student's planner and allowed to make their way to the relevant classroom.

If a teacher needs to leave the classroom unattended at any time during a lesson, they should first contact either the main office, a sub-school, Year Level Coordinator or a Principal for assistance. The teacher should then wait until another staff member has arrived at the classroom to supervise the class prior to leaving.

School activities, camps and excursions

The principal and leadership team are responsible for ensuring that students are appropriately supervised during all school activities, camps and excursions, including when external providers are engaged to conduct part or all of the activity. Appropriate supervision will be planned for school activities, camps and excursions on an individual basis, depending on the activities to be undertaken and the level of potential risk involved, and will follow the supervision requirements in the Department of Education and Training [Excursions Policy](#).

Digital devices and virtual classroom

Gladstone Park Secondary College follows the Department's [Cybersafety and Responsible Use of Technologies Policy](#) with respect to supervision of students using digital devices.

Gladstone Park Secondary College will also ensure appropriate supervision of students participating in remote and flexible learning environments while on school site. In these cases, students will be supervised in an appropriate space such as in a subschool or the library.

While parents are responsible for the appropriate supervision of students accessing virtual classrooms from home:

- student attendance will be monitored using Teams log of online attendance
- any wellbeing or safety concerns for the student will be managed in accordance with our usual processes – refer to our Student Wellbeing and Engagement Policy and our Child Safety Responding and Reporting Policy and Procedures for further information.

Students requiring additional supervision support

Sometimes students will require additional supervision, such as students with disability or other additional needs. In these cases, the principal or delegate will ensure arrangements are made to roster additional staff as required. This may include on yard duty, in the classroom or during school activities.

Workplace learning programs

When students are participating in workplace learning programs, such as work experience, school-based apprenticeships and traineeships, and structured workplace learning, the safety and welfare of the student is paramount. Organising staff are required to follow all applicable Department of Education and Training policies and guidelines in relation to off-site learning, including policy and guidelines on the safety and wellbeing of students. Refer to:

- [Structure Workplace Learning](#)
- [School Based Apprenticeships and Traineeships](#)
- [Work Experience](#)
- [School Community Work](#)

Independent Study

Year 12 students only will have one study block of four sessions per week. This will be timetabled as a formal 'Private Study' where teacher supervision and support will be provided, and attendance will be recorded by the supervising teacher. Students will not be permitted to leave school grounds during these sessions.

Supervision of student in emergency operating environments

In emergency circumstances our school will follow our Emergency Management Plan, including with respect to supervision.

In the event of any mandatory period of remote or flexible learning our School will follow the operations guidance issued by the Department.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Included in staff induction processes
- Discussed at staff briefings or meetings, as required



- Included in our staff handbook
- Made available in hard copy from school administration upon request

Information for parents and students on supervision before and after school is available on our school website and parent reminders are sent at the beginning of each term in our school newsletter.

FURTHER INFORMATION and resources

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- [Child Safe Standards](#)
- [Cybersafety and Responsible Use of Technologies](#)
- [Duty of Care](#)
- [Excursions](#)
- [School Based Apprenticeships and Traineeships](#)
- [School Community Work](#)
- [Structured Workplace Learning](#)
- [Supervision of Students](#)
- [Visitors in Schools](#)
- [Work Experience](#)

Policy REVIEW and Approval

Policy last reviewed	20 February 2024
Approved by	Principal
Next scheduled review date	February 2026

This policy will also be updated if significant changes are made to school grounds that require a revision of Gladstone Park Secondary College's yard duty and supervision arrangements.

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