



Policy Manual

At Warrnambool College we achieve success
through persistence, resilience and mutual respect

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Actual or Suspected Fraud, Improper or Corrupt Conduct

RATIONALE

Warrnambool College has a zero tolerance policy to Fraud. An employee who has knowledge of a fraud incident, or has reason to suspect that a fraud has occurred, is obliged to report to the relevant officials.

AIMS

To ensure the proper reporting of fraud, improper or corrupt conduct or dishonest activity causing actual or potential loss, either financial or non-financial to Warrnambool College or the Department of Education and Early Childhood Development, is reported in all instances.

DEFINITIONS

Fraud: Fraud is defined as dishonest activity causing actual or potential financial loss to the Department (including thefts of monies or other property) and where deception is used at the time, immediately before or immediately following the activity. This also includes deliberate falsification, concealment, destruction or use of (or intention to use) falsified documentation and the improper use of information or position for personal financial benefit.

Corruption: Corruption is a dishonest activity in which an executive, manager, employee or contractor of the Department acts contrary to the interests of the Department and abuses his/her position of trust in order to achieve some personal gain or advantage for him or herself or for another person or entity. Fraud and corruption can be perpetrated against the department by:

- a Department employee
- an agency or external individual
- a contractor or service provider
- any combination of the above, acting in collusion or otherwise.

IMPLEMENTATION

Any employee who has knowledge of a fraud or corruption incident, or has reason to suspect that a fraud or corruption has occurred, has an obligation to immediately report the matter. The matters can be reported generally, or as a complaint or a protected disclosure.

If you suspect improper or corrupt conduct you should raise your concerns with you Principal, the Director, Audit and Risk Branch on (03) 9631-3650 or email: fraud.control@edumail.vic.gov.au or the Fraud Control Officer on (03) 9637-3669 or email: fraud.control@edumail.vic.gov.au

Any employee who wishes to make a protected disclosure about the Department or any of its employees and/or officers should contact or report to:

- Department's Protected Disclosure Coordinator, Mr James Kelly
Telephone 9637-3158 or
email kelly.james.jk@edumail.vic.gov.au
or
- Independent Broad-based Anti-corruption Commission (IBAC)
Level 1, North Tower
459 Collins Street
Melbourne Vic 3000
Postal address: GPO Box 24234, Melbourne VIC 3001
Telephone: 1300 735 135
Website: www.ibac.vic.gov.au

EVAULATION

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

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Administration of Medication

Many students attending school need medication to control a health condition. It is necessary that teachers (as part of their duty of care) assist students, where appropriate to take their medication. The school will ensure the students privacy and confidentiality and will exercise sensitivity towards this issue to avoid any stigmatisation.

RATIONALE

- Warrnambool College will have an administration of medication procedure which outlines the school's processes and protocols regarding the management of prescribed and non-prescribed medication to students at this school.
- The student's parent/carer may wish to supply medication to be administered at the school. To minimise the quantity of medication held at the school, it should be considered if the medication can be taken outside of the school day, for example medication required three times a day may be able to be taken before and after school, and before bed
- Students will generally need supervision of their medication and other aspects of health care management. The school in consultation with parents/carers and the student's medical/health practitioner may consider the age and circumstances by which the student could be permitted to self-administer their medication, however this may only occur in very rare circumstances

AIMS

- In order to ensure that the interests of staff, children and parents/guardians/approved persons are not compromised, medication will only be administered with explicit written permission from parent/guardian/approved person, or in the case of an emergency, with permission of a medical practitioner.
- All medications, prescription as well as non-prescription medication, including analgesics, such as paracetamol and aspirin and other medications which can be purchased over the counter without a prescription, are to be administered by school personnel following the processes and protocols set out the Warrnambool College Enrolment Form. In order to ensure that the interests of staff, students and parents/guardians/approved persons are not compromised, medication will only be administered with explicit written permission from parent/guardian/approved person, or in the case of an emergency, with permission of a medical practitioner.
- When administering prescription medication on behalf of parent/carers, the written advice received must be supported by specific written instructions on the original medication bottle or container, such as that on the pharmacist's label noting the name of the student, dosage and time to be administered. This prescription medication is stored in the Sick Bay and logged in the register in Sick Bay. Analgesics can mask signs and symptoms of serious illness or injury and will not, therefore, be administered by the school, as a standard first aid strategy – unless there is parent/guardian consent given in writing (see enrolment form).
- The principal (or nominee) administering medication needs to ensure that
 - permission to administer medication has been received from the child's parents/guardians/approved persons or a medical practitioner
 - the right child;
 - has the right medication;
 - and the right dose;
 - by the right route (for example, oral or inhaled);
 - at the right time; and
 - that they write down what they have observed
 - a record of medications administered is recorded in Sick Bay
- The principal or their nominee will inform teachers of those students in their charge who require medication to be administered at the school. The teachers may be required to release students at prescribed times so they may receive their medications from the principal or nominee.
- The Warrnambool College register will be completed by the person administering the taking of medication.

- The school in consultation with parents/carers and the student's medical/health practitioner will consider the age and circumstances by which the student could be permitted to self-administer their medication. Ideally, medication to be self-administered by the student should be stored by the school. However, where immediate access is required by the student, such as in the case of asthma, anaphylaxis, or diabetes, medication must be stored in an easily accessible location.

Note: It is at the principal's discretion to agree for the student to carry and manage his/her own medication.

Links which are connected with this policy are:

- http://www.education.vic.gov.au/management/governance/referenceguide/enviro/4_5.htm
- <http://www.education.vic.gov.au/healthwellbeing/health/anaphylaxischools.htm>
- <http://www.asthma.org.au/Default.aspx?tabid=102>

Appendices which are connected with this policy are:

- Appendix A: Medication Management Procedures
- Appendix B: Medication Authority Form

EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

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APPENDIX A: Medication Management Procedures

The school has developed procedures for the appropriate storage and administration of prescribed and non-prescribed medicines to students by school staff with reference to individual student medical information.

Student Information

Parents and/or guardians are required to keep the school informed of current medical contact details concerning students and any current medical conditions and appropriate medical history.

Every student who has a medical condition or illness has an individual management plan that is attached to the student's records. This management plan is provided by the student's parents/guardians and contains details of:

- the usual medical treatment needed by the student at school or on school activities
- the medical treatment and action needed if the student's condition deteriorates
- the name, address and telephone numbers for an emergency contact and the student's doctor

All completed Medication Authority Forms and details relating to students, their prescribed medication, dosage quantities and times of administering will be kept and recorded in a confidential official register located in the school campus office.

Administration of prescribed Oral Medication

- In order to ensure that the interests of staff, children and parents/guardians/approved persons are not compromised, medication will only be administered with explicit permission from parent/guardian/approved person or in the case of an emergency, with permission of a medical practitioner.
- Parents/guardians are required to inform the principal in writing of any prescribed medication that students need to take in school hours. Where medication is required in spontaneous situations, detailed administration instructions should be provided, for example in the case of asthma attacks. Medication Administration Permission Forms are available from the Administration Office and should be completed and signed by the parent/guardian.
- Certain students are capable of taking their own medication (usually tablets) while other students will need assistance from teachers. This information will be recorded on the individual student's management plan.
- All medication sent to school is to be administered by school staff and, parents/guardians are required to supply medication in a container that gives the name of the medication, name of the student, the dose, and the time it is to be given.
- Where medication for more than one day is supplied, it is to be locked in the storage cupboard in the school administration office.

Administration of Analgesics

- Analgesics can mask signs and symptoms of serious illness or injury and will not, therefore, be administered by the school, as a standard first aid strategy. Therefore analgesics such as aspirin and paracetamol will not be stored in the school's first aid kit
- Analgesics are only to be given following permission of parents/guardians and are to be issued by a First Aid Officer who maintains a record to monitor student intake. Analgesics are to be supplied by the parents.

Asthma

Asthma is an extremely common condition for Australian students. Students with asthma have sensitive airways in their lungs. When exposed to certain triggers their airways narrow, making it hard for them to breathe.

Symptoms of asthma commonly include:

- cough
- tightness in the chest
- shortness of breath/rapid breathing
- wheeze (a whistling noise from the chest)

Many children have mild asthma with very minor problems and rarely need medication. However, some students will need medication on a daily basis and frequently require additional medication at school (particularly before or after vigorous exercise). Most students with asthma can control their asthma by taking regular medication.

Consistent with our Asthma policy, students who provide the school with written parent permission supported by approval of the principal may carry an asthma inhaler with them.

Student Asthma Information

- Every student with asthma attending the school has a written Asthma Action Plan, ideally completed by their treating doctor or paediatrician, in consultation with the student's parent/carer.
- This plan is attached to the student's records and updated annually or more frequently if the student's asthma changes significantly. The Asthma Action Plan should be provided by the student's doctor and is accessible to all staff. It contains information including:
 - usual medical treatment (medication taken on a regular basis when the student is 'well' or as pre-medication prior to exercise)
 - details on what to do and details of medications to be used in cases of deteriorating asthma – this includes how to recognise worsening symptoms and what to do during an acute asthma attack
 - name, address and telephone number of an emergency contact
 - name, address and telephone number (including an after-hours number) of the student's doctor
- If a student is obviously and repeatedly experiencing asthma symptoms and/or using an excessive amount of reliever medication, the parents/carers will be notified so that appropriate medical consultation can be arranged.
- Students needing asthma medication during school attendance must have their medication use; date, time and amount of dose recorded in the First Aid Treatment Book in the sick bay each time for monitoring of their condition
- Students who provide written parent permission supported by approval of the principal may carry an asthma inhaler with them during the school day

Asthma Medication

There are three main groups of asthma medications: relievers, preventers and symptom controllers. There are also combination medications containing preventer and symptom controller medication in the same delivery device.

Reliever medication provides relief from asthma symptoms within minutes. It relaxes the muscles around the airways for up to four hours, allowing air to move more easily through the airways. Reliever medications are usually blue in colour and common brand names include Airomir, Asmol, Bricanyl, Epaq and Ventolin. These medications will be easily accessible to students at all times, preferably carried by the student with asthma. All students with asthma are encouraged to recognise their own asthma symptoms and take their blue reliever medication as soon as they develop symptoms at school.

Preventer medications come in autumn colours (for example brown, orange, and yellow) and are used on a regular basis to prevent asthma symptoms. They are mostly taken twice a day at home and will generally not be seen in the school environment.

Symptom controllers are green in colour and are often referred to as long acting relievers. Symptom controllers are used in conjunction with preventer medication and are taken at home once or twice a day.

Symptom controllers and preventer medications are often combined in one device. These are referred to as combination medications and will generally not be seen at school.

APPENDIX B

WARRNAMBOOL COLLEGE

Medication Authority Form

for a student who requires medication whilst at school

This form should be completed ideally by the student’s medical/health practitioner, for all medication to be administered at school. For those students with asthma, an Asthma Foundation’s *School Asthma Action Plan* should be completed instead. For those students with anaphylaxis, an ASCIA *Action Plan for Anaphylaxis* should be completed instead. These forms are available from the Australasian Society of Clinical Immunology and Allergy (ASCIA): <http://www.allergy.org.au/health-professionals/ascia-plans-action-and-treatment>.

Please only complete those sections in this form which are relevant to the student’s health support needs.

Name of School: _____

Student’s Name: _____ Date of Birth: _____

MedicAlert Number (if relevant): _____ Review date for this form: _____

Please Note: wherever possible, medication should be scheduled outside the school hours, e.g. medication required three times a day is generally not required during a school day: it can be taken before and after school and before bed.

Medication required:				
Name of Medication/s	Dosage (amount)	Time/s to be taken	How is it to be taken? (eg orally/ topical/injection)	Dates
				Start date: / / End Date: / / <input type="checkbox"/> Ongoing medication
				Start date: / / End Date: / / <input type="checkbox"/> Ongoing medication
				Start date: / / End Date: / / <input type="checkbox"/> Ongoing medication
				Start date: / / End Date: / / <input type="checkbox"/> Ongoing medication

Medication Storage

Please indicate if there are specific storage instructions for the medication:

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.....

.....

Medication delivered to the school

Please ensure that medication delivered to the school:

- Is in its original package
- The pharmacy label matches the information included in this form.

Self-management of medication

Students in the early years will generally need supervision of their medication and other aspects of health care management. In line with their age and stage of development and capabilities, older students can take responsibility for their own health care. Self-management should follow agreement by the student and his or her parents/carers, the school and the student's medical/health practitioner.

Please advise if this person's condition creates any difficulties with self-management, for example, difficulty remembering to take medication at a specified time or difficulties coordinating equipment:

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Monitoring effects of Medication

Please note: School staff *do not* monitor the effects of medication and will seek emergency medical assistance if concerned about a student's behaviour following medication.

Privacy Statement

The school collects personal information so as the school can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant school staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected. Please contact the school directly or FOI Unit on 96372670.

Authorisation:
Name of Medical/health practitioner:
Professional Role:
Signature: Date:
Contact details:
Name of Parent/Carer or adult/Mature minor**:
Signature: Date:

If additional advice is required, please attach it to this form

**Please note: Mature minor is a student who is capable of making their own decisions on a range of issues, before they reach eighteen years of age. (See: [Decision Making Responsibility for Students - School Policy and Advisory Guide](#)).

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Allocation of Allotments

RATIONALE

Warrnambool College is committed to achieving excellent outcomes for students and teachers. Students must be provided with the best teaching options, and staff must be provided with the best opportunities to extend and develop their teaching skills. The allocation of teacher allotments is based on the February 2010 requirements of the school to meet the educational needs of all students. The principal has overall responsibility to ensure that all classes are covered by appropriately qualified and skilled staff, keeping in clear focus the need for succession planning. Allocation of allotments will be performed on a Merit and Equity basis. Allocation will be initially conducted by Learning Area Leaders with an avenue for grievances.

The principal has the final decision about allotment allocations.

GUIDELINES

Classes should be allocated by Learning Area Leaders using the following principles:

- It is desirable that teachers have a mix of year levels with parallel classes being considered to reduce preparation time.
- Senior classes are allocated, bearing in mind qualifications, experience and timetabling profile.
- A rotational system is established to allocate senior classes taking into account succession planning. Teachers who have been teaching particular subjects over a number of years should not have a “claim” on that subject.
- Staff will not be allocated parallel subjects at VCE unless there is no other suitable alternative
- While some continuity of teaching teams should be maintained from year to year, there should also be strategic changes made to bring new teachers into subjects, year levels and teams
- It is desirable that the teachers of SEALP have some gifted education training and that teachers of the laptop classes have the capacity to embed ICT into the program.
- Where Learning Areas are asked to have teachers teaching in an area outside of their method there is some form of support available.
- College priorities will be taken into account

IMPLEMENTATION

- Learning Area Leaders shall ask for preferences from staff at the start of Term 3
- Class numbers are provided for Learning Area Leaders by Week 6 of Term 3
- Using the Guidelines, Learning Area Leaders provisionally allocate staff to available classes by Week 8 of Term 3
- A meeting of Learning Area Leaders, administration and timetable is set and held to determine class allocation on a whole school basis in week 10 of term 3
- Following the Learning Area Leaders Meeting teachers are advised of their allotments.

Grievance Process

Objections to allotments are to be made in writing to the Learning Area Leader and then discussed with the Learning Area Leader. Further discussion with the principal may occur. Principal has the final decision to allotments

EVALUATION

Policy to be reviewed at the start of Term 4 2009 and then as part of the school’s three-year review process

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Anaphylaxis Management

RATIONALE

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), plants and grass, cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between schools and parents are important in ensuring that certain foods or items are kept away from the student while at school.

Adrenaline given through an EpiPen® auto injector to the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.

AIMS:

- To provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the student's schooling.
- To raise awareness about anaphylaxis and the school's anaphylaxis management policy in the school community.
- To engage with parents/carers of students at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for the student.
- To ensure that staff are aware of students with anaphylaxis and of the school's policy and procedures in preventing and responding to an anaphylactic reaction.

School Statement

Warrnambool College will fully comply with Ministerial Order 706 and the associated Guidelines published and amended by the Department from time to time.

IMPLEMENTATION:

Individual Anaphylaxis Management Plans

The principal will ensure that an individual management plan is developed, in consultation with the student's parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.

The individual anaphylaxis management plan will be in place as soon as practicable after the student is enrolled, and where possible before their first day of school. The plan will provide information on:

- Strategies to minimise the risk of exposure to known and notified allergens while the student is under the care or supervision of School Staff, for in-school and out-of-school settings including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the School;
- The name of the person(s) responsible for implementing the strategies;
- Information on where the student's medication will be stored;
- The student's emergency contact details; and
- An ASCIA Action Plan ***printed in colour***

➔ The red and blue 'ASCIA Action Plan' needs to be signed by the parent and the student's medical practitioner about first aid response to anaphylaxis at the school.

School Staff will then implement and monitor the student's Individual Anaphylaxis Management Plan.

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

- Annually

- If the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes
- As soon as practicable after the student has an anaphylactic reaction at School
- When the student is to participate in an off-site activity, such as camps and excursions, or at special events conducted, organised or attended by the School (e.g. class parties, elective subjects, cultural days, fetes, incursions). This will be the responsibility of the camp/event/subject co-ordinator. Planning for off-site activities includes contact with parents to specify specific prevention strategies.

Parent's Responsibilities

It is the responsibility of the parents to:

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

Prevention Strategies

Risk Minimisation and Prevention Strategies that Warrnambool College will put in place for students with Anaphylaxis in all relevant in-school and out-of-school settings which include:

- all teachers and staff will be informed about students with Anaphylaxis in their class, including casual relief teachers and specialist classes;
- all staff are to notify the office of bee hives or wasp nests in the school grounds, for removal by tradespeople;
- students with anaphylaxis to insect stings and bites are encouraged to wear long shirts, hats and shoes during recess and lunchtimes;
- Canteen staff manager will be provided with current photos and names of students with food allergies.
- For students with anaphylaxis to foods, Food technology staff will discuss with parent prevention strategies and anaphylaxis first aid management.
- For special events including incursions, sports, cultural days, fetes or class parties, excursions and camps, co-ordinators will discuss specific prevention strategies if required with parent.
- Off-site excursions and camps will require co-ordinator to have verbal discussion with parent about prevention and risk management strategies, and the co-ordinator is required to fill out the specific camp/excursion risk management form. There is a separate risk management and prevention form for camps and excursions available to camp/excursion co-ordinators.

School Management and Emergency Response

- The school maintains a complete and up to date list of students identified as having a medical condition that relates to allergy and the potential for anaphylactic reaction
- The school has Individual Anaphylaxis Management Plans and ASCIA Action Plans that are held in set locations including:
 - in the students files;
 - in the sick bay room with student's Adrenaline autoinjectors, and in the sick bay medical files;
 - on school excursions/camps with the medical files/forms with the teacher in charge;
- General ASCIA action plans are also displayed in the general staff room and house offices.
- School staff will be informed about the storage of general use Epipens and student's own Epipens minimum twice a year
- School Staff will be informed of changes in anaphylaxis management plans or ASCIA action plans when they occur

- School staff will be informed minimum twice yearly about students with anaphylaxis at the school through a whole staff anaphylaxis briefing

Adrenaline Autoinjectors for General Use

The Principal will purchase Adrenaline Autoinjector(s) for General Use (purchased by the School) and as a back up to those supplied by Parents.

The Principal will determine the number of additional Adrenaline Autoinjector(s) required. In doing so, the Principal will take into account the following relevant considerations:

- the number of students enrolled at the School who have been diagnosed as being at risk of anaphylaxis;
- the accessibility of Adrenaline Autoinjectors that have been provided by Parents of students who have been diagnosed as being at risk of anaphylaxis;
- the availability and sufficient supply of Adrenaline Autoinjectors for General Use in specified locations at the School, including
- in the school yard, and at excursions, camps and special events conducted or organised by the School; and
- the Adrenaline Autoinjectors for General Use have a limited life, usually expiring within 12-18 months, and will be replaced at the School's expense, either at the time of use or expiry, whichever is first.

Communication Plan

- Staff will be advised by the principal about how to respond to an anaphylactic reaction by a student in the classroom, school yard and school buildings at the start of each year. Staff will be advised by the principal about how to respond to an anaphylactic reaction during off-site or out of school activities at the start of the year, including on excursions, school camps and at special events conducted or organised by the School.
- Parents will be given information twice a year about responding to anaphylaxis in the school newsletter.
- Casual Relief teachers will be informed through the Compass school computer system about students with Anaphylaxis at the school. CRT teachers will be provided with a list of students who have anaphylaxis at the school, the location of the child's Epipen, a list of the first aid staff members and the location of information about emergency procedures at the school.
- Volunteers at the school working directly with students with the potential for an anaphylactic reaction will be notified of the condition and the student and who to go to in a medical emergency.

Staff Training

The following School Staff will be appropriately trained:

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

The identified School Staff will undertake the following training:

- An Anaphylaxis Management Training Course every three years or more frequently if required.
- Participate in a briefing, to occur twice per calendar year (with the first briefing to be held at the beginning of the school year) on:
 - the School's Anaphylaxis Management Policy;
 - the causes, symptoms and treatment of anaphylaxis;
 - the identities of the students with a medical condition that relates to an allergy and the potential for anaphylactic reaction, and where their medication is located;
 - how to use an Adrenaline Autoinjector, including hands on practise with a trainer Adrenaline Autoinjector device;
 - the School's general first aid and emergency response procedures; and

- the location of, and access to, Adrenaline Autoinjector that have been provided by Parents or purchased by the School for general use.

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

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

The Principal will ensure that while the student is under the care or supervision of the School, including excursions, yard duty, camps and special event days, there is a sufficient number of School Staff present who have successfully completed an Anaphylaxis Management Training Course in the three years prior.

Annual Risk Management Checklist

The Principal will complete an annual Risk Management Checklist as published by the Department of Education and Early Childhood Development to monitor compliance with their obligations.

Appendix A: 2014 Anaphylaxis Management Plan

Appendix B: Staff: Who Does What

Appendix C: Warrnambool College Management Plan for students with Anaphylaxis-Camps and Excursions form

Appendix D: Risk Minimisation Strategies Discussion Guide – Staff/Camp Co-ordinators

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APPENDIX A

Individual Anaphylaxis Management Plan

This plan is to be completed by the Principal or nominee on the basis of information from the student's medical practitioner (ASCIA Action Plan for Anaphylaxis) provided by the Parent.

It is the Parents' responsibility to provide the School with a copy of the student's ASCIA Action Plan for Anaphylaxis containing the emergency procedures plan (signed by the student's Medical Practitioner) and an up-to-date photo of the student - to be appended to this plan; and to inform the school if their child's medical condition changes.

School		Phone	
Student			
DOB		Year level	
Severely allergic to:			
Other health conditions			
Medication at school			

EMERGENCY CONTACT DETAILS (PARENT)

Name		Name	
Relationship		Relationship	
Home phone		Home phone	
Work phone		Work phone	
Mobile		Mobile	
Address		Address	

EMERGENCY CONTACT DETAILS (ALTERNATE)

Name		Name	
Relationship		Relationship	
Home phone		Home phone	
Work phone		Work phone	
Mobile		Mobile	
Address		Address	

Medical practitioner contact	Name		
	Phone		
Emergency care to be provided at school			
Storage for Adrenaline Autoinjector (device specific) (EpiPen®/ Anapen®)			
ENVIRONMENT			
To be completed by Principal or nominee. Please consider each environment/area (on and off school site) the student will be in for the year, e.g. classroom, canteen, food tech room, sports oval, excursions and camps etc.			
Name of environment/area:			
Risk identified	Actions required to minimise the risk	Who is responsible?	Completion date?
Name of environment/area:			
Risk identified	Actions required to minimise the risk	Who is responsible?	Completion date?
Name of environment/area:			
Risk identified	Actions required to minimise the risk	Who is responsible?	Completion date?
Name of environment/area:			
Risk identified	Actions required to minimise the risk	Who is responsible?	Completion date?

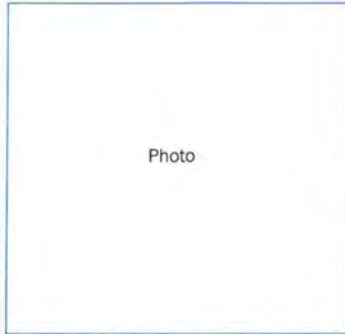


ACTION PLAN FOR Anaphylaxis

For use with EpiPen® Adrenaline Autoinjectors

Name: _____

Date of birth: _____



Confirmed allergens: _____

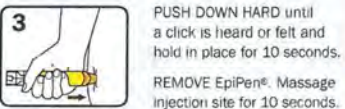
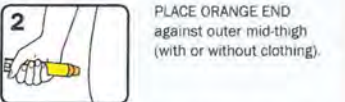
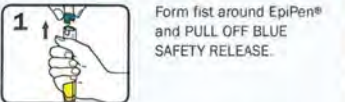
Asthma Yes No

Family/emergency contact name(s): _____

Work Ph: _____
Home Ph: _____
Mobile Ph: _____

Plan prepared by: _____
Dr: _____
Signed: _____
Date: _____

How to give EpiPen®



Instructions are also on the device label and at: www.allergy.org.au/anaphylaxis

© ASCIA 2014. This plan was developed by ASCIA

MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of a severe allergic reaction to insects)

ACTION

- **For insect allergy, flick out sting if visible. Do not remove ticks.**
- Stay with person and call for help
- Locate EpiPen® or EpiPen® Jr
- Give other medications (if prescribed)
Dose:
- Phone family/emergency contact

Mild to moderate allergic reactions may or may not precede anaphylaxis

Watch for any one of the following signs of anaphylaxis

ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Difficulty talking and/or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION

- 1 Lay person flat. Do not allow them to stand or walk. If breathing is difficult allow them to sit.**
- 2 Give EpiPen® or EpiPen® Jr**
- 3 Phone ambulance* 000 (AU), 111 (NZ), 112 (mobile)**
- 4 Phone family/emergency contact**
- 5 Further adrenaline doses may be given if no response after 5 minutes (if another adrenaline autoinjector is available)**

If in doubt, give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally. If uncertain whether it is asthma or anaphylaxis, give adrenaline autoinjector FIRST, then asthma reliever.

EpiPen® is generally prescribed for adults and children over 5 years.
EpiPen® Jr is generally prescribed for children aged 1-5 years.

*Medical observation in hospital for at least 4 hours is recommended after anaphylaxis.

Additional information _____

Note: This is a medical document that can only be completed and signed by the patient's treating medical doctor and cannot be altered without their permission.

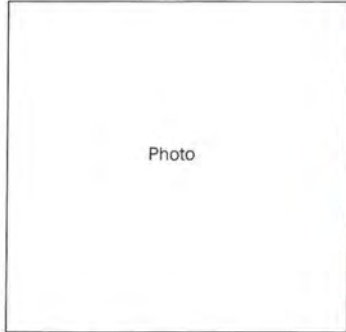


ACTION PLAN FOR Anaphylaxis

For use with Anapen® Adrenaline Autoinjectors

Name: _____

Date of birth: _____



Confirmed allergens: _____

Asthma Yes No

Family/emergency contact name(s): _____

Work Ph: _____

Home Ph: _____

Mobile Ph: _____

Plan prepared by: _____

Dr: _____

Signed: _____

Date: _____

How to give Anapen®



PULL OFF BLACK NEEDLE SHIELD.



PULL OFF GREY SAFETY CAP from red button.



PLACE NEEDLE END FIRMLY against outer mid-thigh at 90° angle (with or without clothing).



PRESS RED BUTTON so it clicks and hold for 10 seconds. REMOVE Anapen® and DO NOT touch needle. Massage injection site for 10 seconds.

Instructions are also on the device label and at: www.allergy.org.au/anaphylaxis

© ASCIA 2014. This plan was developed by ASCIA

MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of a severe allergic reaction to insects)

ACTION

- **For insect allergy, flick out sting if visible. Do not remove ticks.**
- Stay with person and call for help
- Locate Anapen® 300 or Anapen® 150
- Give other medications (if prescribed)
- Dose:
- Phone family/emergency contact

Mild to moderate allergic reactions may or may not precede anaphylaxis

Watch for any one of the following signs of anaphylaxis

ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Difficulty talking and/or hoarse voice
- Wheeze or persistent cough
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION

- 1 Lay person flat. Do not allow them to stand or walk. If breathing is difficult allow them to sit.**
- 2 Give Anapen® 300 or Anapen® 150**
- 3 Phone ambulance* 000 (AU), 111 (NZ), 112 (mobile)**
- 4 Phone family/emergency contact**
- 5 Further adrenaline doses may be given if no response after 5 minutes (if another adrenaline autoinjector is available)**

If in doubt, give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally. If uncertain whether it is asthma or anaphylaxis, give adrenaline autoinjector FIRST, then asthma reliever.

Anapen® 300 is generally prescribed for adults and children over 5 years.

Anapen® 150 is generally prescribed for children aged 1-5 years.

*Medical observation in hospital for at least 4 hours is recommended after anaphylaxis.

Additional information _____

Note: This is a medical document that can only be completed and signed by the patient's treating medical doctor and cannot be altered without their permission.

<p>This Individual Anaphylaxis Management Plan will be reviewed on any of the following occurrences (whichever happen earlier):</p> <ul style="list-style-type: none"> • annually; • if the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes ; • as soon as practicable after the student has an anaphylactic reaction at School; and • when the student is to participate in an off-site activity, such as camps and excursions, or at special events conducted, organised or attended by the School (eg. class parties, elective subjects, cultural days, fetes, incursions). <p>I have been consulted in the development of this Individual Anaphylaxis Management Plan.</p> <p>I consent to the risk minimisation strategies proposed.</p> <p>Risk minimisation strategies are available at Chapter 8 - Prevention Strategies of the Anaphylaxis Guidelines</p>	
Signature of parent:	
Date:	
<p>I have consulted the Parents of the students and the relevant School Staff who will be involved in the implementation of this Individual Anaphylaxis Management Plan.</p>	
Signature of Principal (or nominee):	
Date:	

APPENDIX B

Anaphylaxis – Who Does What at the School

1. Principal informs staff annually about anaphylaxis emergency first aid procedures at the school and on camps/excursions.
2. Principal completes annually the risk management from DEECD.
3. All teaching staff need to check student medical lists when doing roles, if have anaphylaxis symbol, what they are allergic to and whether they carry epipen at the school. All teaching staff need to know where to find that student's anaphylaxis management plan.
4. All staff to attend the twice yearly anaphylaxis briefing at the school.
5. All staff need to read the anaphylaxis policy on the school website.
6. All staff to inform volunteers at the school working directly with students with anaphylaxis of their allergies and who to ask/where to go for assistance in emergencies.
7. All staff need to read the anaphylaxis policy on the school website.
8. All camp/excursion co-ordinators need to include specific risk management strategies for students with anaphylaxis on camps and excursions, as well as using the student's current management plan. All camp/excursion co-ordinators need to contact parents about risk management strategies.
9. CRT co-ordinator to provide CRT with information about emergency first aid procedures, location of wellbeing centre, lists of students with anaphylaxis and where to locate prevention management plans for students in their direct care.
10. First Aid staff members to monitor use by dates of epipens and storage of epipens at the school.
11. First Aid staff member purchases spare epipens for first aid kits at the school excursions with advise from principal about numbers of pens required. Extra kits for PE staff use , PE staff should communicate with First Aid staff member about requirements and manage their own storage and expiration dates.
12. First Aid to send out lists of students with anaphylaxis annually along with where the students store their epipens at the school to all staff via email, including providing a list to canteen staff.
13. First Aid staff member to check anaphylaxis management plans are reviewed yearly, or after an anaphylactic reaction/change of anaphylaxis medical status.
14. Nurse to collaborate with parents and school staff to write the prevention plans after notification of newly enrolled students with epipens and ASCIA action plan for or new diagnosis of anaphylaxis.
15. Nurse to distribute parent signed management /prevention plans to house leaders, subject teachers at the start of the year and keep a copy of plan in the first aid medical files and student file.
16. Nurse to write annual newsletter article in school newsletter and to raise awareness by distributing anaphylaxis first aid posters to key school areas each year.
17. PD co-ordinator to arrange for suitably trained individual to present the anaphylaxis briefing as set out by DEECD twice yearly at the school.
18. PD co-ordinator to arrange anaphylaxis training for all required staff minimum every three years or earlier if insufficient numbers of staff trained.
19. Office staff to provide parents of students enrolled at the school with an anaphylaxis management plan to be completed before the student starts school, or as soon as is practically possible.
20. ASCIA action plan from this document must be copied in colour with an up to date photo and signed by the parent and medical practitioner.

Documents:

DEECD check list

<http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx>

Anaphylaxis management plans for parents to fill out at enrolment.

[Individual Anaphylaxis Management Plan Template \(docx - 10.11mb\)](#)

DEECD Suggested Anaphylaxis prevention strategies for assistance in completing management plans & camp/excursion risk management plans.



riskminimisation.pdf

DEECD Guidelines updated 2014

[Anaphylaxis Guidelines for Victorian Schools \(docx - 14.48mb\)](#)

APPENDIX C

Warrnambool College Management Plan for students with Anaphylaxis -Camps and Excursions form

Event

Event co-ordinator.....

Anaphylaxis prevention and risk management on camps and excursions.	Strategy	Person responsible	Signature & Date
Lack of awareness of parent/carer about risks involved at camp/excursion	1. Phone or "in person" discussion between staff and parent about prevention, risks, and first aid management for anaphylaxis before the camp/event.	Event co-ordinator	
Remote and rural locations of events and travel to and from the event- access to emergency medical care. Other risks in the environment-specify	2. (please fill in, will be different, depending on location) 3.	Event co-ordinator	

<p>Lack of awareness of prevention strategies by staff in attendance</p>	<ol style="list-style-type: none"> 4. All staff attending to know names of students with anaphylaxis and what is in their school management plan for prevention (kept in first aid room). 5. Co-ordinator to disseminate information about prevention strategies with all staff members and the student prior to event. 	<p>Event co-ordinator Event co-ordinator & Student</p>	
<p>Lack of awareness of anaphylaxis first aid management</p>	<ol style="list-style-type: none"> 6. At least 50% of staff member attending to have current anaphylaxis first aid training. 7. All staff to be aware of their role in first aid emergencies at the event and the location of the student's EpiPen and action plan. 	<p>Event co-ordinator All staff on camp/at event.</p>	

APPENDIX D

Risk Minimisation Strategies Discussion Guide – Staff/Camp Co-ordinators

(ideas on Risk Minimisation Strategies in the School and/or Childcare Environment – this provides ideas for staff/co-ordinators about what to put in the risk management prevention boxes. **It cannot be prefilled in as each camp /allergy /student will be different**)

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www.allergyfacts.org.au

Risk Minimisation Strategies in School and/or Childcare

All staff members should know who the child/student at risk of anaphylaxis is by sight. They are not to be left alone when complaining of feeling unwell, even in sickbay. Their complaint should always be taken seriously.

The many areas of risk and the strategies one might implement to reduce the risk of an allergic reaction vary greatly according to a number of factors including:

- the age of the child at risk
- the age of their peers
- what the child is allergic to
- the severity of the child's allergy
- the environment they are in
- the level of training carers have received.

The following list of strategies is meant to be used as a guide or as a tool to prompt thought on achievable risk minimisation procedures in an environment where there is an individual who is at risk of a potentially life threatening allergic reaction. It is not an exhaustive list of all strategies that could be implemented in any given environment.

School and Children's Services staff are encouraged to work with the parents of the child at risk in the production of an individualised School/Children's Services management plan which could include some of the strategies listed in this discussion paper as well as others specific to the child's needs.

** Information on strategies to help prevent insect sting reactions is included at the end of this long list of strategies. In young children, the risk of anaphylaxis from insect sting reactions is much lower than the risk from food allergic reactions but it certainly does still occur.*

Whilst every child at risk of anaphylaxis in Victorian Schools and Children's Services must have an ASCIA Action Plan for Anaphylaxis provided by their doctor, each child at risk must also have an Individual Management Plan which details strategies to help reduce risk for that child. This Individual Management Plan is developed on enrolment after the School/Children's Service has a face to face meeting with parents. Once the plan is agreed to by the parents and School/ Children's Service, the plan is signed off by both parties. The Individual Management Plan for each child is to be reviewed yearly OR after a reaction, in case management strategies are to be changed. As the child gets older and has more understanding of personal management, strategies do differ. A child may also outgrow an allergy or develop another allergy.

RISK	Considerations when you have a child at risk of anaphylaxis in your care
Food brought to school	<ul style="list-style-type: none"> Consider sending out an information sheet to the parent community on severe allergy and the risk of anaphylaxis. Alert parents to strategies that the school has in place and the need for their child to not share food and to wash hands after eating.
School fundraising/ special events/cultural days	<ul style="list-style-type: none"> Consider children with food allergy when planning any fundraisers, cultural days or stalls for fair/fete days, breakfast mornings etc. Notices may need to be sent to parent community discouraging specific food products. E.g. nuts
Food rewards	<ul style="list-style-type: none"> Food rewards should be discouraged and non-food rewards encouraged. Children at risk of food anaphylaxis should eat food that is supplied by their parents or food that is agreed to by parents prior to a given event. If required a clearly labelled 'treat box' could be supplied by parents and located in child's classroom.
Class parties / Birthday celebrations	<ul style="list-style-type: none"> Discuss these activities with parents of allergic child well in advance Suggest that a notice is sent home to all parents prior to the event, discouraging specific food products Teacher may ask the parent to attend the party as a 'parent helper' Child at risk of anaphylaxis should not share food brought in by other students. Ideally they should bring own food. Child can participate in spontaneous birthday celebrations by parents supplying 'treat box' or safe cup cakes stored in freezer in a labelled sealed container
Cooking/Food Technology	<ul style="list-style-type: none"> Engage parents in discussion prior to cooking sessions and activities using food. Remind all children to not share food they have cooked with others at school.
Science experiments	<ul style="list-style-type: none"> Engage parents in discussion prior to experiments containing foods.
Students picking up papers	<ul style="list-style-type: none"> Students at risk of food or insect sting anaphylaxis should be excused from this duty. Non rubbish collecting duties are encouraged.
Music	<ul style="list-style-type: none"> Music teacher to be aware, there should be no sharing of wind instruments e.g. recorders. Speak with the parent about providing the child's own instrument.
Art and craft classes	<ul style="list-style-type: none"> Ensure containers used by students at risk of anaphylaxis do not contain allergens .e.g. egg white or yolk on an egg carton. Activities such as face painting or mask making (when moulded on the face of the child), should be discussed with parents prior to the event, as products used may contain food allergens such as peanut, tree nut, milk or egg. Care to be taken with play dough etc. Check that nut oils have not been used in manufacture. Discuss options with parent of wheat allergic child.
Canteen	<ul style="list-style-type: none"> Does canteen offer foods that contain the allergen? What care is taken to reduce the risk to a child with allergies who may order/ purchase food? <p>Strategies to reduce the risk of an allergic reaction can include:</p> <ul style="list-style-type: none"> Staff (including volunteer helpers) educated on food handling procedures and risk of cross contamination of foods said to be 'safe' Child having distinguishable lunch order bag Restriction on who serves the child when they go to the canteen Discuss possibility of photos of the children at risk of anaphylaxis being placed in the canteen/children's service kitchen. Encourage parents of child to visit canteen/Children's Service kitchen to view products available. See Anaphylaxis Australia's School Canteen poster, Preschool/Playgroup posters and School Canteen Discussion Guide. www.allergyfacts.org.au
Sunscreen	<ul style="list-style-type: none"> Parents of children at risk of anaphylaxis should be informed that sunscreen is offered to children. They may want to provide their own.
Hand washing	<ul style="list-style-type: none"> Classmates encouraged to wash their hands after eating.

<p>Part-time educators, casual relief teachers & religious instruction teachers</p> <p>Suggestions:</p>	<p>These educators need to know the identities of children at risk of anaphylaxis and should be aware of the school’s management plans, which includes minimisation strategies initiated by the school community. Some casual staff have not received training in anaphylaxis management and emergency treatment. This needs to be considered when a teacher is chosen for a class with a child at risk of anaphylaxis and if this teacher is on playground/yard duty.</p> <ul style="list-style-type: none"> Casual staff who work at school regularly, should be included in anaphylaxis training sessions to increase the likelihood that they recognise an allergic reaction and know how to administer the adrenaline autoinjector. Schools should have interim educational tools such as autoinjector training devices and DVDs available to all staff. A free online training course for teachers and Children’s Service staff is available whilst waiting for face to face training by a DEECD nominated anaphylaxis education provider. Visit ASCIA www.allergy.org.au. This course can also be done as a refresher.
<p>Use of food as counters</p>	<ul style="list-style-type: none"> Be aware of children with food allergies when deciding on ‘counters’ to be used in mathematics or other class lessons. Non-food ‘counters’ such as buttons /discs may be a safer option than chocolate beans.
<p>Class rotations</p>	<ul style="list-style-type: none"> All teachers will need to consider children at risk of anaphylaxis when planning rotational activities for year level, even if they do not currently have a child enrolled who is at risk, in their class.
<p>Class pets/ pet visitors /school farmyard</p>	<ul style="list-style-type: none"> Be aware that some animal feed contains food allergens. E.g. nuts in birdseed and cow feed, milk and egg in dog food, fish in fish food. Chickens hatching in classroom. Children’s Services facilities and Schools sometimes organise incubators from hatcheries and hatch chicks for fun and learning. Generally speaking, simply watching chicks hatch in an incubator poses no risk to children with egg allergy, but all children should be encouraged to wash their hands after touching the incubation box in case there is any residual egg content on it. There is a little more risk when it comes to children handling the chicks. Here are some suggestions to reduce the risk of a reaction and still enable the child with allergy to participate in the touch activity. The allergic child can touch a chick that hatched the previous day (i.e. a chick that is more than just a couple of hours old); no wet feathers should be present. Encourage the parent/carer of the child with the allergy to be present during this activity so they can closely supervise their child and make sure the child does not put his/her fingers in their mouth. If there is concern about the child having a skin reaction, consider the child wearing gloves. All children need to wash hands after touching the chicks in case there is any residue of egg protein, in addition to usual hygiene purposes. Whilst care needs to be taken, this is an activity that most children can enjoy with some safe guards in place.
<p>Incursions</p>	<ul style="list-style-type: none"> Prior discussion with parents if incursions include any food activities.
<p>Excursions, Sports carnivals, Swimming program</p>	<ul style="list-style-type: none"> Teachers organising/attending excursion or sporting event should plan an emergency response procedure prior to the event. This should outline the roles and responsibilities of teachers attending, if an anaphylactic reaction occurs. This includes distribution of laminated cards to all attending teachers, detailing the following: Location of event, including Melway reference or nearest cross street. <p><i>Procedure for calling ambulance, advising life threatening allergic reaction has occurred and adrenaline is required.</i></p>

<p>Staff should also:</p>	<ul style="list-style-type: none"> • Carry mobile phones. Prior to event, check that mobile phone reception is available and if not, consider other form of emergency communication i.e. walkie talkie. • Consider increased supervision depending on size of excursion/sporting event i.e. if students are split into groups at large venue e.g. zoo, or at large sports venue for sports carnival. • Consider adding a reminder to all parents regarding children with allergies on the excursion/sports authorisation form and encourage parents not to send in specific foods in lunches (e.g. food containing nuts). • Discourage eating on buses. • Check if excursion includes a food related activity, if so discuss with parent. • Ensure that all teachers are aware of the locatin of the emergency medical kit containing adenaline autoinjector.
<p>Medical Kits</p>	<p>(Student’s own and school’s autoinjector for general use)</p> <ul style="list-style-type: none"> • Medical kit containing ASCIA Action Plan for Anaphylaxis and adrenaline autoinjector should be easily accessible to child at risk and the adult/s responsible for their care at all times. On excursions ensure that the teacher accompanying the child’s group carries the medical kit. For sporting events this may be more difficult, however, all staff and parent volunteers must always be aware of who has the kit and where it is. <p>Be aware - adrenaline autoinjectors should not be left sitting in the sun, in parked cars or buses.</p> <p>Parents are often available to assist teachers on excursions in Children’s Services and primary schools. If child at risk is attending without a parent, the child should remain in the group of the teacher who has been trained in anaphylaxis management, rather than be given to a parent volunteer to manage. This teacher should carry the medical kit.</p>
<p>School camps</p>	<p>Parent involvement at primary school camps is often requested. Many primary schools invite the parent of the child at risk of anaphylaxis to attend as a parent helper. Irrespective of whether child is attending primary school or secondary college, parents of child at risk should have face to face meeting with school staff/camp coordinator prior to camp to discuss safety including the following:</p> <ul style="list-style-type: none"> • School’s emergency response procedures, should clearly outline roles and responsibilities of the teachers in policing prevention strategies and their roles and responsibilities in the event of an anaphylactic reaction. • All teachers attending the camp should carry laminated emergency cards, detailing the location of the camp and correct procedure for calling ambulance, advising the call centre that a life threatening allergic reaction has occurred and adrenaline is required. • Staff to practise with adrenaline autoinjector training devices (EpiPen® and AnaPen® Trainers) and view DVDs prior to camp. • Consider contacting local emergency services and hospital prior to camp and advise that xx children in attendance at xx location on xx date including child/ren at risk of anaphylaxis. Ascertain location of closest hospital, ability of ambulance to get to camp site area i.e. consider locked gates etc in remote areas. • Confirm mobile phone network coverage for standard mobile phones prior to camp. If no access to mobile phone network, alternative needs to be discussed and arranged. • Parents should be encouraged to provide two adrenaline autoinjectors along with the Action Plan for Anaphylaxis and any other required medications whilst the child is on the camp. • Clear advice should be communicated to all parents prior to camp on what foods are not allowed. • Parents of child at risk of anaphylaxis and school need to communicate about food for the duration of the camp. Parent should communicate directly with the provider of the food/chef/caterer and discuss food options/menu, cross contamination risks, safest food choices, bringing own food. • Parents may prefer to provide all child’s food for the duration of the camp. This is the safest option. If this is the case, storage and heating of food needs to be organised as well.

	<p>Discussions by school staff and parents with the operators of the camp facility should be undertaken well in advance of camp. Example of topics that need to be discussed would be:</p> <ol style="list-style-type: none"> 1. Possibility of removal of peanut/tree nut from menu for the duration of the camp. 2. Creation of strategies to help reduce the risk of an allergic reaction where the allergen cannot be removed i.e. egg, milk, wheat. A decision may be made to remove pavlova as an option for dessert if egg allergic child attending for example. 3. Awareness of cross contamination of allergens in general i.e. during storage, preparation and serving of food. 4. Discussion of menu for the duration of the camp. 5. Games and activities should not involve the use of known allergens. 6. Camp organisers need to consider domestic activities which they assign to children on camp. It is safer to have the child with food allergy set tables, for example, than clear plates and clean up. <p>Allergy & Anaphylaxis Australia has launched a new publication titled <i>Preparing for Camps and Overnight School Trips with Food Allergies</i>. This comprehensive booklet consists of concise and easy-to-read information and ideas on preparing for school camp when you have students at risk of anaphylaxis.</p> <p>To purchase or for more information call 1300 728 000 or visit www.allergyfacts.org.au</p>
<p>*Insect sting allergy</p>	<p>Children who have a severe insect sting allergy and are at risk of anaphylaxis need to have their adrenaline autoinjector and Action Plan for Anaphylaxis easily accessible at all times. Strategies that reduce the risk of insect stings vary depending on the insect the person is allergic to. Strategies both at school and on excursions can include:</p> <ul style="list-style-type: none"> • Avoiding being outdoors at certain times of the day • Using insect repellents that contain DEET (Diethyltoluamide, N, N - diethyl - 3- methylbenzamide) • Wearing light coloured clothing that covers most exposed skin • Avoid wearing bright clothing with 'flower' type prints • Wearing shoes at all times • Avoiding perfumes or scented body creams/deodorants • Wearing gloves when gardening • Avoid picking up rubbish which may attract insect/s • Being extra careful where there are bodies of water i.e. lake/pond/swimming pool. • Chlorinated pools attract bees • Drive with windows up in the car/windows closed in a bus • Keep your drink (glass/bottle/can) indoors or covered. Always check your drinks before you sip i.e. don't drink blindly from container. • Keep garbage bins covered – lids on • Keep grass areas mowed (reduce weed such as clover which attracts insects) • Wearing boots and thick clothing such as denim jeans if ant sting allergic and in area where specific ants reside. Avoid ant mounds • Not provoking bees, wasps or ants. Have mounds/nests removed by professionals • Removal of nests when students/teachers are not present • When putting in new plants consider location and select plants less likely to attract stinging insects.

	<p>Things to consider when purchasing an adrenaline autoinjector for general use for your school or children's service</p> <p>Many Schools/Children's Services now have an adrenaline autoinjector for general use and the device specific Action Plan for Anaphylaxis in their first aid kit. If your facility has an autoinjector for general use, you need to consider availability of this device at School or Children's Service for:</p> <ul style="list-style-type: none">• Excursions• for school camp• for specialist activities (i.e. a debating group, music group or sports team going off campus)• even a walk to a local park <p>A risk assessment needs to be done to see which group (i.e. the group staying at the facility or the group going on an outing) should have the device for general use at any given time or on any given day. Considerations can include:</p> <ul style="list-style-type: none">• number of children attending outing• number of children at risk• location of the activity• location of emergency services• mobile phone access• food on location etc.
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Assessment of VCAL and VCE Coursework

RATIONALE

The Victorian Curriculum and Assessment Authority (VCAA) provide specific guidelines for the assessment and reporting of student progress at the VCE level. This information is contained in VCAA documents and is given to students by their teachers in the initial stages of their VCAL and VCE studies in each unit.

Described below are the College's policies and procedures for the assessment of Coursework for students at the VCE level that are in accordance with VCAA guidelines. Teachers act as representatives of the VCAA and they are required to follow strict guidelines in following the assessment program.

The following policies apply to students:

- In order to achieve a 'Satisfactory Completion' or an 'S' for a unit all required assessment tasks must be completed and prescribed outcomes demonstrated to the satisfaction of the classroom teacher

Students are expected to attend all classes. If a student's attendance falls below 90% (including explained absences via medical certificates, or school approved activities).

- In a class then they risk being given an 'N', or a 'fail' for that Unit.
- Scheduled School Assessment Task missed as a result of absence must be explained by official documentation (e.g., a medical certificate or its equivalent). The 'onus of proof' for legitimate absences rests with the student and/or the Parent/Guardian. The levels of acceptance of this documentation and arranging for alternative assessments are as follows:
 - The subject teacher – for a 'one-off' and acceptable absence, then alternative arrangements for the completion of the assessment task may be made (e.g. alternate time or task)
 - the Senior School Coordinator is responsible for approving alternative assessment schedules for students undertaking studies at the Unit 3 & 4 levels

It must be noted that the College reserves the right to deny alternative assessment procedures and programs where the explanation for an absence is deficient or unacceptable. (For example, annual holidays, a weekend away, part-time work commitments, minor ailments such as a cold without medical certificate, etc CANNOT be accepted as a legitimate excuse for a student being absent from a scheduled School Assessment Task). Scheduled Assessment Tasks are to be considered as having the same importance as end-of-year examinations. Students who are aware that they will be absent during the period when Scheduled Assessment Tasks are to be held will be required to complete the assessment task prior to their absence from the College. It is a student's responsibility to be in attendance when assessment tasks are being undertaken and not the College's responsibility to provide alternative assessment arrangements.

STUDIES AT UNITS 1 & 2

At the VCE (including MiVCE) level students need to be aware that their attendance in classes and during assessment periods is compulsory. Absences during these periods may seriously affect a student's ability to achieve a 'Satisfactory Completion' or 'S' in their studies.

Classroom teachers are responsible for determining whether a student has demonstrated the required outcomes for them to achieve an 'S' in their subject area. In order to achieve success a student must:

- Attend the prescribed minimum number of classes (at least 90% attendance, including explained absences via medical certificates or school approved activities).
- Complete all required assessment tasks and demonstrate outcomes at the level prescribed by the VCAA

Where assessment tasks are missed, for legitimate and acceptable reasons, the procedures for resolving these issues and completing the required work are as follows:

- In the first instance, students must explain to their teacher the reason for their absence. If the reason is acceptable to the teacher then alternative arrangements for the completion of the assessment task may be made (for example, an alternative time, alternative task, etc.)

- In studies at Units 1 & 2 level, the Senior School Coordinator may need to be consulted in regard to accepting reasons for absences, interpreting College and VCAA Policies and organizing provision for alternative assessment arrangements

VCAL STUDIES (FOUNDATION, INTERMEDIATE & SENIOR)

All the requirements with respect to the Assessment of Student Coursework described above apply for students undertaking any level of VCAL. Additional procedures, however, are required for students and these are outlined below:

- All students have to successfully complete a minimum level of Certificate II in their chosen VET (Intermediate and Senior levels)
- All students have to successfully complete ten credits (units) to be awarded a VCAL Certificate, irrespective of level enrolled
- One credit for numeracy
- One credit for literacy
- One credit for Personal Development Skills
- Curriculum components to the value of six credits (units) at the level of the VCAL award

Due to the nature of assessment (competency based; continuous and ongoing) attendance is compulsory (minimum standard of 90%, including explained absences via medical certificates, or school approved activities).

VCE STUDIES AT UNITS 3 & 4

All the requirements in respect of the Assessment of Student Coursework described above apply for students undertaking Unit 1 & 2 Study sequences. Additional procedures, however, are required for students undertaking Unit 3 & 4 study sequences and these are outlined below:

- Attendance during Coursework Assessment periods is compulsory (minimum standard of 90%). Absences that occur during Coursework Assessment periods must be of an official nature and reasons for absences must be delivered personally to the Senior School Manager before the scheduled assessment task is to take place
- If as student is aware, in advance that they will be absent on a particular day they must inform their subject teacher and Senior School staff of their absence, seek permission to be absent and provide acceptable documentary evidence to enable alternative assessment arrangements to be made (eg, medical operation, funeral, etc.)
- In the situation where a student is absent from a scheduled School Assessed Task, they may be allowed to complete the task at an alternative time, yet only receive an 'S' or 'N' for that task. They may be in a situation where they do not receive a graded assessment that contributes to their ATAR Score
- If an emergency creates an unexpected absence on the day of the scheduled Coursework Assessment Task the Senior School Co-ordinators must be informed by telephone prior to the beginning of the school day, either by the student or their parent/guardian, who must provide a legitimate and acceptable reason for the absence. Subsequent documentation will need to be provided to support this action
- Alternative assessment of Coursework may need to be completed out of school hours – including before and/or after school hours or on weekends, during term holidays, etc. Alternative times for assessment will be at the discretion of the College in consultation with the subject teacher, Senior School personnel and student. Alternative assessment arrangements for students will be documented. Failure to attend official, scheduled alternative assessment arrangements may lead to a student receiving an 'N' or 'Not Satisfactory' in their studies for that unit of study
- Advice received by the VCE subject teacher with respect to a student's overall performance, attendance and general commitment to their studies will be a factor in determining the provision of alternative assessment arrangements

If students or parents/guardians require any further clarification or explanation of the VCAA or Warrnambool College's policies or procedures described above please feel free to contact the Senior School Coordinator for an appointment at a mutually convenient time.

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Asset Management

RATIONALE

School Council will approve the purchase of all assets.

All school equipment valued over \$5000 shall be recorded on the CASES21 Asset Register and reviewed annually. Portable, desirable assets such as computer, electronic or audio visual equipment valued under \$5000 shall also be recorded on the CASES21 Asset Register.

PURPOSE

The aims of the College Council in monitoring Assets Management is:

- To facilitate the accounting, management and conservation of the College's assets
- To comply with the Department of Education and Early Childhood Development's audit requirements regarding assets

IMPLEMENTATION

Recording of assets

All assets valued over \$5000 will be recorded at the time of purchase on the CASES21 Asset Register and bar-coded in accordance with asset system numbering.

Adequate insurance

School Council will ensure that additional insurance be obtained to cover items acquired by the school not covered by DET insurance.

Biennial stocktake

A stock take of all assets will be carried out biennially and any additions or releases followed up and noted on CASES21

Reasonable care

All new equipment will be barcoded or appropriately identified with school details

Staff wishing to borrow assets will do so only in a manner consistent with the School Council's 'Borrowing' policy.

All assets are to be treated and operated in a manner for which they were intended.

All staff members must be conscious of security issues related to assets, and are required to ensure that asset security is maintained at all times.

Release of assets

Sale of unserviceable, surplus or obsolete assets will be overseen by a team comprising the principal, finance manager and school council treasurer. The group will: -

- Identify any unserviceable, surplus or obsolete items
- Recommend to school council a course of action for disposal
- Advertise locally that assets are available for purchase and request bids from interested parties.
- Arrange for proceeds of any sale to be paid to the school consistent with Section 16 of the Education Act (Asset Register Release form to be used).
- A report of released assets will be table at Finance Meetings at the time of the stock take.

Replacement

A depreciation schedule will be developed by school council so as to ensure that funds are available to ensure that assets are replaced on a needs basis.

EVALUATION

This document is to be reviewed annually as part of the College's policy review cycle.

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Budget Allocations

RATIONALE

Targeted resource allocation is essential in ensuring the best possible student results are achieved from available funds.

AIMS

To ensure that resources are used as effectively and transparently as possible. Also that funds are distributed on an equitable basis.

IMPLEMENTATION

- All schools have access to limited funds and resources.
- Some funds are required to be spent in certain ways or on specific projects. The remaining funds may be spent at the School Council's discretion.
- A Finance subcommittee of School Council will assist School Council in the formation, prioritisation and monitoring of all budgets.
- The school's priority programs will attract a high priority when budgets are being decided.
- Aggregated statistical data will contribute toward decisions of budget priority.
- The Business Manager will coordinate the Finance committee and will seek budget submissions from staff members.
- Budget submissions must be submitted via the Compass Budget Module, and must include quotes, substantiating reasons for the purchase of resources and intended measurable outcomes.
- Budgets will not be based on historical allocations, but will instead be targeted toward areas of greatest need, priorities and targeted improvements.
- Budget allocations for the Learning Areas are based on a per capita basis and formula driven
- In the likely event that budget submissions are greater than the funds available, some submissions will need to be reduced, unfunded or require additional locally raised funds.
- Annual budgets must be balanced against longer-term school projects such as playgrounds development or significant building works or equipment purchases.
- The School Council will approve all purchases and allocations made from locally raised funds.
- Whilst the principal always retains overall responsibility for the day-to-day financial management, the principal may delegate individual staff members the responsibility of managing specific budgets.
- The expenditure of, and outcomes achieved by each budget will be monitored and reported in full to the School Council.

EVALUATION

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

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Bullying (inclusive of Cyber Bullying Guidelines)

DEFINITION

Being bullied or harassed means that individuals or groups target an individual or group with behaviour which is hurtful, threatening or frightening and this behaviour is repeated more than once. Bullying can take many forms such as verbal, physical, social isolation, stalking, racial, cyber bullying, extortion and sexual harassment. Actions can be observable or hidden.

RATIONALE

Warrnambool College has a zero tolerance to any form of bullying. All members of the College community have the right to feel safe and comfortable. The school will provide a positive culture where bullying is not accepted. All will have the right of respect from others including the right to learn or to teach, and a right to feel safe and secure in their environment.

AIMS

- To reinforce within the school community that bullying is unacceptable at Warrnambool College
- To educate staff, parents and students about the importance of maintaining a safe and comfortable environment
- Identify and report incidents of bullying
- To respond to incidents of bullying that have been reported to the school quickly and effectively
- Appropriate action/support for incidents

IMPLEMENTATION

- Parents, staff members, students and the community will be aware of the school's position on bullying.
- The school will adopt a four-phase approach to bullying:

A. *Primary Prevention:*

- Professional development for staff relating to bullying, harassment and proven counter measures to include restorative practices processes
- Community awareness and input relating to bullying, its characteristics and the programs and responses. Speaking at information nights about the school bullying policy
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving
- A Health and Wellbeing Audit will be administered and acted upon every 12 months
- Each classroom teacher to clarify at the start of each year the school policy on bullying
- Developing tutor/student relationships so everybody (including families) is comfortable with speaking about bullying issues. Tutors to clarify the bullying policy with all tutorial groups at the beginning of the year
- Curriculum across subjects to include anti-bullying messages and strategies
- Policy to be available to the community on the school website, staff manual and school policy booklet
- Student house leaders and student school captains, staff and students to promote the philosophy of 'No Put Downs' and 'Bullying is unacceptable'
- Structured activities available to students at recess and lunch breaks

B. *Early Intervention:*

- Promote parent, student and staff reporting of bullying incidents involving themselves or others
- Classroom teachers, ES Staff and principal class on a regular basis reminding students and staff to report incidents of bullying
- Provide designated areas for students to access at recess and lunch breaks
- Public recognition and reward (5A Reward System) for positive behaviour and resolution of problems
- Students identified on the Health and Wellbeing Audit as a bully, will be spoken with and placed in a Wellbeing Program if appropriate

Cont.

C. *Intervention:*

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented. Where appropriate, victims and the alleged bully will be asked to record in writing what has occurred
- Students identified by others as bullies will be informed of allegations
- If appropriate victims and/or the alleged bully will be referred for counselling or other avenues of support
- If student bullying persists parents will be contacted and a Student Support Group meeting will be conducted. Consequences of actions (consistent with the school's Student Code of Conduct) and strategies to improve behaviour will be discussed in this meeting. House Leader, student and parent will be in attendance and if appropriate a principal class member will be asked to attend

D. Post Violation:

- Sanctions will vary according to the nature and frequency of the bullying or harassment and the individual circumstances of the victim and the offender. The severity of sanctions will be increased for repeat offenders
- Sanctions which the College may impose includes any one or a combination of the following:
 - o Warning (written or verbal – this is to be recorded on Compass)
 - o Loss of privileges including exclusion from yard or yard restrictions
 - o Informing and consulting parents/carers
 - o Mediation/Restorative Practises
 - o Ongoing counselling for both victim and bully
 - o Social skills training – Wellbeing program
 - o Loss of Leadership title
 - o Detention
 - o Exclusion from class
 - o Internal or external suspension
 - o Expulsion
 - o Other actions deemed appropriate by the College
 - o Police notification
- Reinforcement of positive behaviours
- Classroom meetings
- Support structures (Literacy support etc)
- Ongoing monitoring of identified bullies
- Rewards for positive behaviour

Please refer to the Social Media/CyberBullying Guidelines document (as Appendix 1 and also on the school website) for detailed information about useful terminology, student responsibilities and expectations (also found in the student planner), suggested strategies to assist parents and caregivers and consequences of the misuse of social media.

It must be noted that any use of social media forums outside of school hours that impact on the wellbeing of a student when at school will be dealt with under the same intervention and post violation processes as any other incident.

EVALUATION

This policy will be reviewed with whole staff, student, parent and community input as part of the School's three-year review cycle.

Appendices which are connected with this policy are:

- Appendix 1: Warrnambool College Social Media/Cyber Bullying Guidelines "Value Your Privacy"

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Appendix 1: Warrnambool College Social Media/Cyber Bullying Guidelines “Value Your Privacy”

Useful Terminology

Bullying –the repeated negative actions by individuals or groups against a target individual or group, which involves an imbalance of power. Bullying can take many forms – verbal, physical, social, cyber or psychological. Actions can be observable or hidden.

Conflict or fights between equals or single incidents are not defined as bullying.

Harassment – negative behaviour which is intended to annoy or trouble another individual. It may be based on obvious differences such as race, gender, religious or cultural beliefs, physical difference, sexual orientation, ability or disability and socioeconomic status. It may be a one off incident between individuals or groups or may continue over time.

Cyber bullying - bullying through information and communication technologies including social media tools and can be conducted in many ways, using different media including:

- The sending of abusive texts or emails
- Taking and sharing unflattering or private images, including naked or sexual images
- Posting unkind messages or inappropriate images on social networking sites
- Excluding individuals from online chats or other communication
- Assuming the identity of the victim online and representing them in a negative manner or a manner that may damage their relationship with others
- Repeatedly, and for no strategic reason, attacking players in online gaming

Social media tools can include social networking sites, (eg facebook, LinkedIn, My Space), video and photosharing websites (eg. Flickr, Youtube), Blogs, including school or personal blogs), Microblogs (eg. Twitter), Forums, discussion boards and groups (e.g. Google groups, Whirlpool), Wikis (e.g. Wikipedia), Vod and podcasts, Video conferences and web conferences and email and SMS messaging. Social media also includes all other emerging electronic/digital communication applications. For more information see:

<http://www.education.vic.gov.au/studentlearning/elearning/technology/atof.htm>

APPLICATION OF GUIDELINES

Like other forms of bullying such as verbal abuse, social exclusion and physical aggression, misuse of social media such as cyber bullying has the potential to result in the victim of bullying developing social, psychological and educational issues.

Warrnambool College recognises that the Internet provides an opportunity to enhance students’ learning experiences by providing access to vast amounts of information across the globe. Online communication links students to provide a collaborative learning environment and are intended to assist with improving learning outcomes. Today’s students are exposed to online communication tools and the Internet in their community.

Use of the Internet and other online communication services provided by Warrnambool College is intended for research and learning and communication between students, staff and parents and caregivers. Access to the Internet and online communication tools at school will assist students to develop the information and communication skills necessary to use the Internet effectively and appropriately.

Responsible use of the Internet and social media tools by students, with guidance from teaching staff, will contribute to providing a secure and safe learning environment

Students using the Internet and online communication tools have the responsibility to report inappropriate behaviour and material to a teacher. Students and parents should be aware of and sign of on the Warrnambool College Acceptable Use Policy.

Students should be aware that a breach of the policies on Acceptable Use and Bullying Policy may result in disciplinary action.

Our school exists in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community.

All members of the school community have a role in contributing to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Because most incidents of bullying, cyber bullying and harassment occur away from adults it is important that students learn to protect themselves online and respond to cyber bullying if encountered.

STUDENT RESPONSIBILITIES AND EXPECTATIONS

Students have a responsibility to:

1. Behave appropriately, respecting individual differences and diversity
2. Behave as responsible digital citizens
3. Follow the school Engagement Policy and The Warrnambool College Acceptable Use Policy and The Warrnambool College Bullying Policy
4. Behave as responsible bystanders – do not condone any form of bullying
5. Report incidents of bullying according to our college policy.
6. Ensure and not disable settings for virus protection, spam and filtering that have been applied to protect the Warrnambool College system
7. Ensure that communication through the Internet and online communication services is related to learning
8. Promptly tell a teacher if they suspect they have received a computer virus or spam or if they receive a message that is inappropriate or makes them feel uncomfortable
9. Seek advice if another user seeks excessive personal information, asks to be telephoned, offers gifts by email or wants to arrange a meeting
10. Ensure privacy and confidentiality is maintained by not disclosing or using any information in a way that will impact negatively to any individual
11. Never knowingly initiate or forward emails or other messages containing:
 - A message that was sent in confidence
 - A computer virus or attachment that is capable of damaging recipients' computers
 - Chain letters and hoax emails
 - Spam e.g. unsolicited advertising material

Never send or publish:

- Material which contains offensive, abusive or discriminatory comments
- Threatening, bullying or harassing another person or making excessive or unreasonable demands upon another person
- Sexually explicit or sexually suggestive material or correspondence
- False or defamatory information about a person, people or the college;
- the email address or social media contact details of another person;
- personal information including names, addresses, photographs or telephone numbers of themselves or others.
- Ensure privacy and confidentiality is maintained by not disclosing or using any information in a way that will impact negatively to any individual.

STUDENT PREVENTION

Students must be proactive to prevent cyber bullying. Useful strategies include:

1. Protecting personal contact information. Mobile phone numbers, Facebook or e-mail addresses should only be given to trusted friends. Never give your logon and password to another person (friends included).
2. Always logout when finished using your computer.
3. ID blocking to hide phone numbers when making calls, not leaving name on voicemails and not giving details to people you do not know – or do not want to know!
4. Take a stand against cyber bullying. Speak out whenever you see someone being mean to another person online. Most people respond better to criticism from their peers than to disapproval from adults.

Cont.

ACTION

If you are being harassed online, take the following actions immediately:

1. Tell an adult you trust. This can be a teacher, parent, older sibling or grandparent – someone who can help you.
2. Leave the area or stop the activity.
3. Block the sender's messages. If you are being bullied through e-mail or instant messaging, block the sender's messages. Never reply to harassing messages.
4. Keep a record. Save any harassing messages and record the time and date that you received them.
5. Advise your Service Provider. Most service providers have appropriate use policies that restrict users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.
6. Report to police. If the bullying includes physical threats, tell the police.

SUGGESTED STRATEGIES TO ASSIST PARENTS AND CAREGIVERS

Parents and caregivers should:

1. Be aware of what your child is accessing on the Internet (become a friend on Facebook!)
2. Support their children to become responsible citizens and to develop responsible on-line behaviour
3. Be aware of the school Anti-bullying policies and assist their children in understanding bullying behaviour
4. Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Policies
5. Report incidents of school related bullying behaviour to the school
6. Work collaboratively with the school to resolve incidents of bullying when they occur.

CONSEQUENCES OF BULLYING, HARASSMENT AND CYBERBULLYING

Misuse of social media must be viewed seriously. Such misuse may constitute one or more of the following:

1. a breach of community expectations and obligations;
2. serious misconduct;
3. sexual harassment;
4. unlawful discrimination;
5. a criminal offence ;
6. a threat to the security of college systems;
7. an infringement of privacy of staff, students, parents and caregivers
8. Where there is a reasonable belief that illegal activity may have occurred, Warrnambool College may report the suspected illegal activity to the police.

Please refer to the Warrnambool College Bullying Policy for an outline on how our college will respond to a bullying incident and the consequences which could be imposed on the offender.

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Bus Driver Drug and Alcohol Policy

RATIONALE

Warrnambool College is committed to a zero tolerance alcohol and illicit drugs working environment, and will take all practicable steps to endeavour that all persons performing bus safety work have a zero level for alcohol and illicit drugs and are not impaired by other drugs.

Warrnambool College recognises the detrimental effects that drugs and alcohol may have on the safety of bus operations and the general health and wellbeing of individuals.

Public sector employees are to carry out their work safely and avoid conduct that puts themselves or others at risk. This includes the misuse of alcohol, drugs or other substances when at work or when engaged in work related activities.

Consistent with any relevant occupational health and safety requirements, public sector employees who are on medication that could affect their work performance or the safety of themselves or others are to inform their Principal or manager to ensure any necessary precautions or adjustments to work can be put in place.

AIMS

- To provide a safe and health work environment
- To ensure that all persons are fit to carry out their duties

IMPLEMENTATION

This policy applies to all persons carry out bus safety work (as defined in section 3 of the Bus Safety Act 2009 (Vic)) for or on behalf of Warrnambool College. If you are unclear about what constitutes bus safety work, see our principal.

It is the responsibility of every person when reporting for duty or while at work to ensure they:

- Have no drugs or alcohol present in their blood or breathe immediately before, or while undertaking bus safety work
- Are not impaired by drugs or medication/s immediately before, or while undertaking bus safety work
- Inform their treating health practitioner or pharmacist of the Warrnambool College Drug and Alcohol Management Policy when being prescribed medications
- It is recommended that drivers cease drinking at least 12 hours prior to driving any bus
- It is the responsibility of those driving the buses to ensure the log books within each bus are completed
- It is the responsibility of those driving the buses to ensure they purchase the National Driver Work Diary Daily Sheet booklet from VicRoad. The driver is to purchase this book at their own cost as it is their individual book. One copy of each entry sheet is to be kept by the driver, one copy to the Business Manager of the school and the other remains in their log book.

EVALUATION

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

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Camps and Excursions

RATIONALE

The school's excursion program enables students to further their learning and social skills development in a non-school setting. Excursions complement, and are an important aspect of the educational programs offered at our school.

AIMS

- To reinforce, complement and extend learning opportunities beyond the classroom
- To develop an understanding that learning is not limited to school, and that valuable and powerful learning takes place in the real world.

IMPLEMENTATION

- An excursion is defined as any activity beyond the school grounds
- School Council is responsible for approving excursions that are:
 - overnight
 - camps
 - interstate/overseas visits
 - excursions requiring air or sea travel
 - excursions involving weekends or vacations
 - adventure activities

School Council will ensure that all excursions are maintained at a reasonable and affordable cost, and comply with all DE&T requirements

- All out of town excursions must be submitted to the Emergency & Security Management Branch of the Department; *Office Manager will complete this task*
- All endeavours will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish their children to attend an excursion, will be required to discuss their individual situation with the Principal. Decisions relating to alternative payment arrangements will be made by the Principal on a case-by-case basis
- All families will be given sufficient time to make payments for excursions. Parents will be sent notices before the excursion date reminding them of the need to finalise payment. Children whose payments have not been finalised at five school days before the departure date will not be allowed to attend unless alternative payment arrangements had been previously organised with the Principal or Business Manager
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide classroom teachers with detailed records on a regular basis; the teacher in charge can monitor student payments via Compass
- If a student withdraws from the excursion refer to Refunds Policy
- A designated 'Teacher in Charge' will coordinate each excursion
- Prior to any child attending an excursion, parents/guardians must have provided to the school a signed permission form, a signed "Confidential Medical Information for School Council Approved Excursions" form, and must have paid the costs involved
- Information will be provided to all parents of non-English speaking families in a manner that allows them to provide an informed consent to their children attending excursions
- The designated Teacher in Charge of each excursion will ensure that all excursions, transport arrangements and excursion activities comply with Department of Early Education and Childhood Development (DEECD) guidelines. The "Notification of School Activity" form will be completed and forwarded online to DEECD (if required) where practicable three weeks prior to the excursion departure date
- Classroom teachers will be given the first option to attend excursions

- The school will continue to provide the opportunity for teachers to update their first aid skills
- The school will provide a mobile phone and a first-aid kit for all excursions; teacher in charge needs to ensure they have printed Excursion Handbook (including medical information of all students, emergency contact details and parental consent) and take with them on all excursions
- When deciding on which parents will attend, the Teacher in Charge will take into account –
 - If they hold a current 'Working With Children's Check'
 - Any valuable skills the parents have to offer. E.g. bus licence, first aid etc
 - The need to include both male and female parents.
 - The special needs of particular students.
- Parents selected to assist with an excursion may be required to pay costs associated with the excursion
- Only children who have displayed sensible, reliable behaviour at school will be invited to participate in school excursions. Parents will be notified if a child is in danger of losing their invitation to participate in an excursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with the classroom teacher and the Teacher in Charge
- Excursions that require School Council approval should be sought at a scheduled meeting at least three weeks prior to the departure date. Information presented to the School Council will include: -
 - The educational aims and objectives of the excursion.
 - The names of all adults attending and their expertise and experience.
 - Travel arrangements and costs.
 - Venue details and an itinerary of events.
 - Procedures followed to ensure the safety of the children.
 - Risk Assessment form
- The above information will be provided to the Principal at least a week before the School Council meeting date.

EVALUATION

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

Appendices connected to this policy are:

- **APPENDIX A: PUPIL/TEACHER RATIOS – refer to website**
<http://www.education.vic.gov.au/school/principals/health/Pages/outdooractivity.aspx>
- **APPENDIX B: BUDGET PROFORMA FOR CAMP / EXCURSION / ACTIVITIES FORM**
- **APPENDIX C: CAMP CHECKLIST FOR STAFF**
- **APPENDIX D: CRITICAL INCIDENTS – All (please refer to following websites for all Critical Incidents Reporting)**
 - <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/excursionsafety.aspx>
 - <http://www.education.vic.gov.au/school/principals/spag/management/pages/emergency.aspx>

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APPENDIX B: Budget Proforma for Camp / Excursion / Activities

Activity:	
Student Group:	
Teacher in Charge:	
Date(s) of Activity:	
Venue of Activity:	

Total Students Attending (Allow for 80% attendance except where attendance is compulsory)

- Fill in the total GST Inclusive Cost in the yellow areas below.
- The remaining figures will be calculated for you.
- Fill in the Total Cost per Student.

Item	GST Inclusive Price	GST Deducted	Total to be charged	Cost per student
Food	\$		\$	\$
Travel	\$	\$	\$	\$
Accommodation	\$	\$	\$	\$
Entry Fees/Charges	\$	\$	\$	\$
Other Costs	\$	\$	\$	\$
CRT Allowance (No GST) \$300 per day	\$		\$	\$
Totals	\$	\$	\$	\$

Total Cost per Student (Rounded up to nearest \$)

**OFFICE USE ONLY - CASES21 Finance
Family Fee Information**

Total Cost per Student	\$	CASES21 Fee Code
Fee 1 - Food Component (GST - G01)	\$	
Fee 2 - Other Costs (GST - G03)	\$	

Please complete all sections in the Event organization sections on Compass.

Please provide a copy of the following document to Chris Dickson / Alannah Nicholas

Cont.

APPENDIX C: Camp Checklist for Staff

Camp Destination: _____

Dates: _____

Class Attending: _____

✓	APPROVAL:
	<p>Discussion to clarify that activity supports student learning with Learning Area Manager</p> <p>Discussion with School Operations Team to find suitable date (some excursions will require contact with other teachers to examine the impact on class time)</p>
OTHER REQUIREMENTS	
	Bus Booking – Purchase order form, must be requested and a copy given to Finance Assistant
	Accommodation Booked – Hard copy confirmation, together with the purchase order form must be requested and a copy given to Finance Assistant
	Costing to be checked by the Business Manager or Finance Assistant
	Enter Activity on Compass, including students attending, with the default to roll marked as present. Daily Organiser and Assistant Principal then gives approval electronically via Compass
	Excursion Note/Parental Consent Form completed by Teacher In Charge
	If taking year 12 students, permission to leave forms must be obtained from their subject teacher for approval, this is to ensure students are not missing class beyond their capabilities.
	School Council Approval package; including Risk Register completed (copy given or emailed to Karina Said)
	Teacher in charge to contact Sickbay Attendant to make arrangements for medication, forms, etc
	Print off Excursion Handbook from Compass
	Notification of School Activity form to be given to Karina Said for excursions not requiring School Council prior to the school council meeting prior to your activity.
	<p>Teacher-In-Charge to notify (if necessary):</p> <ul style="list-style-type: none"> • Canteen • Daily Organiser for timetable changes and yard duty replacement
	85% attendance must be assured for the activity to go ahead. Notice must be provided for cancellation if required.
	Notify the Daily Organiser of any students not attending and placements for them
WEEK BEFORE	
	Check students have paid; Teacher In Charge to check Compass – reminder 85% attendance must be assured for activity to go ahead.

	Do you have all permission and medication notes? – check well before the day of the excursion
	Ensure Teacher In Charge has printed the Excursion Handbook from Compass
	Provide details of payment/purchase order required to the Finance Assistant
DAY BEFORE	
	Organise collection of medication/emergency contact details folder, Medication
	First aid kit/bum bags from Sickbay Attendant
	Provide your mobile contact number or collect a school excursion phone
ON THE ACTUAL DAY	
	Ensure you mark your roll on Compass if required
	Ensure you collect the Excursion Handbook to be taken with you.
	Nominated medication teacher to collect medication from parents in Sick Bay and take medical folder with them
UPON RETURN	
	Return the College Phone to the Office.
	Return First Aid kits and Medication Register Form to Sick Bay

Cash Handling Policy

Rationale:

Cash transactions are one of the most vulnerable areas of the school. To safeguard these assets, protect the staff involved in receipting and collection, and minimise the risks associated with cash handling, the school will implement the measures outlined below in accordance with DT guidelines and best practice.

Aims:

- To provide a well-managed system for the handling of cash within the school
- To minimise the risk when handling cash
- To ensure all cash payments made are receipted in a timely manner and in accordance with DET guidelines

Implementation:

Office Collection

- All monies entering the school will be directed to the administration office. No cash to be kept in the classrooms.
- CASES 21 official receipts will be printed for all deposits.
- Receipts cannot be altered.
- Prior to banking, all cash, cheques and Eftpos receipts will be reconciled to receipts processed. Eftpos settlement is undertaken each day.
- All cash is to be kept either in the secure cash drawer during the day or in the safe. Access to the safe is restricted.

Banking

- Banking is to be undertaken at least twice a week, more often as needed. Money will not be left at the school over the school vacation periods.
- Bank deposit slips are to be prepared through CASES21 in duplicate. One copy is kept by the bank, the other copy is filed for audit purposes.
- The Finance Officer will prepare the banking and the Business Manager will reconcile through the Bank Reconciliation process (segregation of duties). Any discrepancies must be reported to the Business Manager immediately.
- Banking routines will differ to reduce risk.
- The College will not cash personal cheques nor provide cash out via Eftpos.
- Apply zero tolerance to fraud.
- All cases of suspected or actual theft of money, fraud, misappropriation or corruptions are to be reported to Executive Director, Audit and Risk Division, DET fraud.control@edumail.vic.gov.au

Evaluation:

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

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Updated 02/16

Last ratified by School Council: 02/16

Review: Date: 02/19

Code of Expectations

RATIONAL:

The Warrnambool College vision embodies our identity, values and mission. It underpins and inspires our teaching and learning program, and it includes all members of our learning community. As a result of this vision, we believe that the rights and responsibilities across all members of our school community need to be addressed to ensure student success. We believe both teachers and parents lead by example and thus, are included in this policy.

AIM:

The aim of this code is to ensure that the school is a safe and pleasant environment in which learning takes place and the property and reputation of the school is protected and students develop self-discipline and consideration for others.

While this policy is primarily concerned with rights and responsibilities of staff, student and parents, it is recognised that student conduct is also influenced by other aspects of the school program, such as the quality and appropriateness of curriculum, opportunities provided for student leadership, the positive reinforcement given to students and the availability of welfare services.

IMPLEMENTATION:

Principals and staff have a responsibility to:

- Implement Warrnambool College policies fairly, reasonably and consistently

Teachers should expect to:

- Be treated with common courtesy by the students,
- Have students come to class properly prepared and willing to listen to, and carry out reasonable directions from the teacher,
- Have the co-operation and support of colleagues and the school administration,
- Have the co-operation and support of parents/guardians.

Teachers have a responsibility to:

- Provide an appropriate range of learning strategies,
- Follow the agreed policies and procedures of the school regarding student management,
- Communicate with parents/guardians on matters relating to the educational development and behaviour of their students,
- Treat all students with consistency and fairness,
- Be prepared for class,
- Communicate professionally with parents when appropriate,
- Support and co-operate with one another,
- Place all common assessments and learning tasks on Compass,
- Return all common assessment tasks within two weeks of due date, with marks and comments posted on Compass.

Students should expect to:

- Make the most of their educational opportunities,
- Learn without interruption or distraction from others,
- Be shown respect, concern and interest from their teachers,
- Feel safe from discrimination, harassment or indoctrination,
- Have on-going communication about their progress.

Students have a responsibility to:

- Attend school regularly and punctually,
- Demonstrate persistence and resilience when learning in class,
- Respect the rights of others to learn,
- Respect their peers and teachers regardless of race, religion or gender,
- Respect the property and equipment of the school and others,
- Observe and follow the policies and codes of conduct of the school,
- Regularly access Compass to submit work and access resources.

Parents/Guardians should expect to:

- Have their student interact and learn in a secure environment,
- Be informed of matters regarding their student and other school-related issues,
- Be consulted and informed of progress and other issues involving their student.

Parents/Guardians have a responsibility to:

- Work co-operatively with the school to solve problems,
- Provide support for teachers in implementing the school policies,
- Communicate relevant information and concerns to the school,
- Communicate respectfully (including use of language and tone) with teachers and school staff when discussing matters pertaining to their student
 - If parents / guardians cannot adhere to this expectation on a consistent basis, external authorities may need to become involved and the school may need to explicitly specify specific methods of communication that will be used between home and school in the future
- Encourage their student's punctual and regular attendance at school,
- Show an interest in their student's school work, progress and home-study program,
- Access Compass regularly.

Review:

This policy will be reviewed annually.

Commitment to Child Safety Policy

RATIONALE

In 2015 the Government released new minimum Child Safe Standards which aim to create child safe cultures and environments. As a minimum standard for School Registration, in accordance with Ministerial Order No. 870 the College makes a commitment to manage and reduce the risk of child abuse. Our objective is to embed a culture of 'no tolerance' for child abuse.

AIM

To ensure that Warrnambool College commits to a 'zero tolerance' approach towards child abuse by putting in place appropriate arrangements to regulate the conduct and decisions of school staff for the benefit of our students. To support, encourage and enable staff, parents, and children to understand, identify, discuss and report child safety matters and to support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse. We commit to ensuring the safety of children with a disability, from ATSI and CALD backgrounds and students with diverse sexual and/or gender identification.

DEFINITIONS

Child – meaning a child enrolled as a student at Warrnambool College.

Child-connected work- meaning any work authorized by the school governing authority and performed by an adult in our school environment while children are present or reasonably expected to be present.

Child abuse includes-

- a) any act committed against a child involving-
 - i) A sexual offence; or
 - ii) An offence under section 49B(2) of the Crimes Act 1958 (grooming); and
- b) the infliction, on a child of-
 - i) physical violence; or
 - ii) serious emotional or psychological harm; and
- c) Serious neglect of a child.

Child safety – encompasses matter related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment- means any physical or virtual place made available or authorized by Warrnambool College governing authority for use by a child during or outside school hours, including:

- a) Main campus of the school,
- b) Online school environments (including email and Compass),
- c) Other locations provided by Warrnambool College for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, incursions, competitions, and other events).

School governing authority- means the school council and the Principal.

IMPLEMENTATION

A) Primary Intervention:

Parents, staff members, students and the community will be aware of the schools commitment to child safety. Prevention and commitment will take the following forms:

- Professional development for all staff relating to Ministerial order No. 870, child safety standards and mandatory reporting policy.

- Community awareness and input relating to child safety, acceptable and/ or unacceptable behavior, programs and responses. Speaking at information nights about the schools commitment.
- Embedding child safety into recruitment and employment standards by maintaining the following:
 - a) Screening, supervision, training, and other human resources practices that reduce the risk of child abuse,
 - b) Stating job requirements, duties and responsibilities regarding child safety,
 - c) Informing all job occupants involved in child-connected work of the school's child safety practices (in accordance with our code of conduct),
 - d) Verifying and recording the following information:
 - i) Working with children check,
 - ii) Proof of identity and any professional or other qualifications,
 - iii) History of work involving children,
 - iv) References that address the person's suitability for the job and working with children.
- Developing tutor / student relationships so everybody (including families) is comfortable with speaking about child abuse and issues.
- Commitment to be available to the community on the College website, placed in the staff manual and school policy booklet

B) Early Intervention:

- Notice of commitment and information pertaining to the Ministerial Code to be placed in the College newsletter
- Newsfeed created on Compass to notify of any amendments to child safety commitment
- Commitment available publically on the College website
- School Council governance for all school environment activities to include a risk rating assessment
- Presentation to Leadership team regarding child safety standards
- Fortnightly discussions as a standing agenda item at all Wellbeing meetings
- Whole staff Professional Development on Child Safety, Mandatory Reporting and Code of Conduct to be conducted at least once per year
- Induction and recruitment process for all teaching and Education Support staff
- Documented in Operations Manual and first newsletter of each year the Child Safety contact person.
- Identify and monitor 'hot spots' or areas of concern.
- Create Child Safety Code of Conduct to be displayed around the College prominently, placed on the College website and signed by all staff. Document to be ratified by the Governing Body.

C) Intervention:

Mandatory Reporting:

- Mandatory reporters, who believe on reasonable grounds that a child or young person is in need of protection from physical injury or sexual abuse, will report their concerns to Department of Health and Human Services (DHHS) Child Protection. All other school staff members who form a belief on reasonable grounds that a child or young person:
 - is in need of protection, should report their concerns to DHHS Child Protection or Victoria Police.
 - is displaying sexually abusive behaviours and is in need of therapeutic treatment should report their concerns to DHHS Child Protection.

Responding to Allegations of Student Sexual Assault:

- Provide a safe environment for the alleged victim.
- Separate the alleged victim and others involved and provide support for each individual. Address duty of care issues for all students involved.
- Inform the student of our obligation to report the incident to the Department of Education, Victoria Police and if appropriate, DHHS.

- Contact the parents/carers of the alleged victim unless circumstances indicate this should not occur.
- Document the disclosure and ensure that staff have documented their actions.
- Other than ensuring the safety of all involved, there should be no detailed communication with alleged perpetrators, their parents/cares and any other students involved until after approval from the Victoria Police.

D) Post Violation

- Maintain partnership between Principal, Student Critical Incident Advisory Unit, Regional Director, Police and child connected workers external to the College.
- Support structures for student (wellbeing access, quiet time card, referrals to outside agencies,
- Reinforcement of positive and proactive behaviors when detecting inappropriate behavior, conducted in classroom curriculum and tutorials.
- Review commitment to child safety and mandatory reporting processes.

EVALUATION

Commitment to be reviewed every 12 months or after a relevant critical incident and endorsed by the governing authority. Whole staff, student, parent and community input as part of the School's three year review cycle.

Communication Procedures Schedule

RATIONALE

The policies of the school guide and describe the main processes, functions and operations of the school. The development and review of policies should therefore have an agreed process so that various stakeholders are part of the consultation and review process.

AIMS

To have the best school policies in place to best guide the operations and directions of the school.

IMPLEMENTATION

- The policies describe the rationale, aims and implementations of the operations and directions of the school 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
- All policies will use the school policy layout
- When developing a new policy, the Principal will consult with appropriate personnel in order to draft the initial policy statement. The draft policy will then be circulated for comment to the appropriate committee/s, to all staff members, to parents via the newsletter, back to the leadership team and finally to the School Council for ratification, preferably within a term
- Policies will be developed taking into account DEECD 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 all 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 staff and parents.
- All staff will have opportunities to provide input into any policy development or review process.
- The focus of all school policies must remain the needs of students, staff and school operations.
- Any concerns relating to the structure of the school must be directed to the Principal or School Council President.
- Relevant policies will also be loaded onto the school website for community observation.

EVALUATION

This Policy is to be reviewed annually.

Cont.

Communication Procedures and schedule for members of Warrnambool College

CEPS Policy	Management Area	Person Responsible	Location of Policy	Date of Preparation	Endorsed by College Council	Review Date	Distributed to Staff	Distributed to Students	Distributed to Parents	Distributed to Community
Anaphylaxis Management Policy	Student Wellbeing	Assistant Principal School Nurse	School Server Policies and Procedures	March 2011	March 2011	March 2012	<ul style="list-style-type: none"> •Staff Induction handbook •Staff meeting •Newsletter •Meeting at start of each semester to review policy and conduct anaphylaxis training for staff •Yard duty bags updated 	<ul style="list-style-type: none"> •Individual meetings with students and parents of anaphylactic children •Classroom discussion 	<ul style="list-style-type: none"> •Available on request •School website •Parent Information Night •Enrolment Information •Parent Newsletter •Individual parent meetings regarding anaphylactic students 	<ul style="list-style-type: none"> • School website
Assessment Policy	Assessment & Reporting	Assistant Principal Leadership Team	School Server Policies and Procedures	TBC	TBC	2013	<ul style="list-style-type: none"> •Staff Induction handbook •staff meetings 	<ul style="list-style-type: none"> •Classroom discussion •SRC Newsletter •Information Pack 	<ul style="list-style-type: none"> •Available on request •School website •Parent Information Night •Enrolment Information •Parent Newsletter 	<ul style="list-style-type: none"> • School website
Parent Complaints	Leadership	Leadership Team	School Server Policies and Procedures	TBC	TBC	2013	<ul style="list-style-type: none"> • Staff Induction handbook • staff meetings 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> •Available on request •School website •Parent Information Night •Enrolment Information •Parent Newsletter 	<ul style="list-style-type: none"> • School website

Computer & Internet Usage Policy	ICT	ICT Specialist	School Server Policies and Procedures	February 2011	February 2011	February 2013	<ul style="list-style-type: none"> •Staff Induction handbook •staff meetings •Staff 	<ul style="list-style-type: none"> •Enrolment pack •Classroom discussion 	<ul style="list-style-type: none"> •Available on request •School website •Parent Information Night •Enrolment Information •Parent Newsletter 	<ul style="list-style-type: none"> • School website
Emergency Management Plan	Leadership	Leadership Team	School Server Policies and Procedures	March 2011	TBC Awaiting UGL input to plan and signage	Feb 2012	<ul style="list-style-type: none"> •Staff Induction •staff meetings •Evacuation & Lockdown Drill once per term 	<ul style="list-style-type: none"> •Classroom discussion •Evacuation & Lockdown Drill once per term 	<ul style="list-style-type: none"> •Parent Newsletter 	<ul style="list-style-type: none"> •School website
EMA Policy	Leadership	Business Manager	School Server Policies and Procedures	December 2010	December 2010	December 2011	<ul style="list-style-type: none"> •Staff Induction •Staff meeting 	<ul style="list-style-type: none"> •Enrolment pack 	<ul style="list-style-type: none"> •Available on request •School website •Parent Information Night •Enrolment Information •Parent Newsletter 	<ul style="list-style-type: none"> •School website
Excursion, Incursion and Camping Policies & Procedures	PE Specialist	Leadership Team	School Server Policies and Procedures	December 2010	December 2010	December 2013	<ul style="list-style-type: none"> •Staff Induction handbook •staff meetings 	<ul style="list-style-type: none"> •Enrolment pack •Classroom discussion 	<ul style="list-style-type: none"> •Available on request •School website •Parent Information Night •Enrolment Information •Parent Newsletter 	<ul style="list-style-type: none"> •School website

Mandatory Reporting Policy	Leadership team	Leadership team	School Server Policies and Procedures	August 2011	TBC	August 2013	<ul style="list-style-type: none"> •Staff Induction handbook •Staff meetings •DEECD mandatory on line training 	<ul style="list-style-type: none"> •Classroom discussion 	<ul style="list-style-type: none"> •Available on request •School website Parent Information Night Enrolment Information Parent Newsletter 	<ul style="list-style-type: none"> •School website
Parents Payment Policy	Leadership Team	Business Manager	School Server Policies and Procedures	November 2010	November 2010	November 2011	<ul style="list-style-type: none"> •Staff Induction handbook 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> •Available on request •School website •Parent Information Night •Enrolment Information •Parent Newsletter 	<ul style="list-style-type: none"> School website
Student Engagement & Wellbeing Policy	Leadership Team	Assistant Principal	School Server Policies and Procedures	March 2011	April 2011	March 2013	<ul style="list-style-type: none"> •Staff Induction handbook •staff meetings 	<ul style="list-style-type: none"> •Enrolment pack •Classroom discussion 	<ul style="list-style-type: none"> •Available on request •School website •Parent Information Night •Enrolment Information •Parent Newsletter 	<ul style="list-style-type: none"> School website

Complaints Resolution Policy

RATIONALE

Warrnambool College and the Department of Education and Early Childhood Development [DEECD] have a responsibility to ensure that high standards of conduct and performance are maintained throughout its workforce.

AIMS

- To provide a harmonious, positive and productive school environment.
- To resolve complaints fairly, efficiently, promptly and in accordance with relative legislation.

IMPLEMENTATION

- It is incumbent on the Principal to act where a complaint, unsatisfactory performance or misconduct involving a staff member is observed or brought to her or his attention, whether or not a formal complaint has been lodged.
- In determining the appropriate action the principal or designated officer, subject to satisfying any legal or policy requirements, should use his or her professional judgement to decide whether the matter should be dealt with as a complaint, unsatisfactory performance or serious misconduct. Conduct and Ethics Branch provides advice and assistance on these matters.
- Where the matter involves alleged serious misconduct or sexual harassment the Conduct and Ethics Branch must be contacted for advice regarding the appropriate course of action. **Contact:** Conduct and Ethics Branch. Phone: 9637 2595 Fax: 9637 2430 white.carmel.t@edumail.vic.gov.au
- Refer to DEECD policies, information and flowcharts concerning the management of complaints, unsatisfactory performance and serious misconduct in relation to school based employees available on the DEECD Human Resources website: <http://www.eduweb.vic.gov.au/hrweb/workm/perform/comres.htm>

REFERENCES

- *Guidelines for Managing Complaints, Unsatisfactory Performance and Serious Misconduct in relation to Teachers.*
- *Guidelines for Managing Complaints, Unsatisfactory Performance and Serious Misconduct in relation to Principals.*
- *Guidelines for Managing Complaints, Unsatisfactory Performance and Serious Misconduct in relation to School Service Officers.*
- *Memorandum of Understanding between DE&T and VIT: To facilitate the handling of complaints and action taken in relation to government registered teachers by the DE&T and VIT.*

EVALUATION

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

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Conflict of Interest

RATIONALE

Conflicts of interest (COIs) can arise for employees at all levels of seniority and in every area of work in the Department. They are an inevitable fact of organisational life and they are not in themselves a sign of wrongdoing, but they create risks which should be identified and managed. However, when these risks are not appropriately addressed, organisational performance and reputation can be seriously compromised, and the effects can be significant for the Department and for the individuals concerned.

This policy outlines the obligations on all employees to identify, report, and address conflicts of interest (COIs), and to subject them to ongoing monitoring. The policy also identifies the role of managers to take steps to address risks of COI in relation to their staff.

This policy applies to all staff employed by Warrnambool College, including ongoing, fixed term, part time and casual staff. This policy also applies to all members of the School Council and the Finance subcommittee of Council.

AIMS

- To protect the College interest in impartial and objective decision making
- To protect the reputation of the College 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 College
- An Employee or School Council Member must avoid any conflict of interest, financial or otherwise, that might affect or may be seen to affect, the performance of the employees official duties.

IMPLEMENTATION

All staff members performing College duties are required to act in good faith towards the College and DET.

Staff members must ensure there is no conflict of interest between their personal interests and their duties, obligations and responsibilities to the College. Where such a conflict occurs, the interests of the College 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 College and within DET guidelines.

A conflict of interest occurs where there is conflict between the public duty and private interests of a public official. A conflict can be actual, potential or perceived. It may relate to circumstances where the employee is or could be directly influenced, or where it is perceived the employee might be influenced.

Public sector employees and school councillors avoid conflicts of interest (actual, potential or perceived) wherever possible. They ensure their personal or financial interests (including the interests of family members, friends, or associates) do not influence and could not be perceived to influence the performance of their role.

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, must not be present when a vote is taken on the matter though may be included in the quorum for that meeting.

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

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 College 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 DET, Human Relations Department or the DET legal liability branch, on any matters relating to this policy

EVALUATION:

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

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Credit

- Credit will not be granted to parents/guardians for fees, books, materials, camps or any other purpose unless each case is individually assessed by the Business Manager, Finance/HR Officers or a member of the Principal Team.
- Parents/Guardians or independent students who request credit shall be assessed for any previous credit history with the College and no further credit will be granted in cases where an outstanding debt is still owing to the College, unless approved by the Principal or Assistant Principal.
- Parents/Guardians or independent students seeking credit will be asked to pay a minimum \$50 deposit on booklist or fee debts, and \$10 deposit on camp debts.
- If credit is approved, the parent/guardian or independent student shall be required to enter into a written schedule or payments which must be adhered to. Failure to adhere to the payment schedule will preclude any further credit advance until the debt is paid.
- Student wishing to participate in extra curricula activities such as camps, excursion trips, dinners, instrumental music etc. must meet the full cost of the activity and be up to date with all payments before the student participates, alternatively the student may be removed from the program.
- All debts to the college shall be followed up on a monthly basis.
- Credit for Booklist items shall not be granted, unless in extreme circumstances. If Parents require assistance for Booklist items, arrangements need to be made with their bank.

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Device Policy

2017

Students are entitled to connect one device only to the College computer network.

Please discuss which device is most appropriate. Insurance for the device regarding loss, theft or damage is the responsibility of the owner.

School Technicians will support students in connecting to wifi and network resources only. Any technical support required for software, operating system and hardware errors is the student's responsibility.

For iPad purchasing please see more information about the [Apple Family Funded Program](#) offered by Warrnambool College.

Years 7-9

The Apple iPad is the **required device**.

Below are the model's which have the minimum recommended hardware specifications. Older devices and models are not guaranteed to be compatible with our network or the applications required for our curriculum.

- Mini 4 (RRP \$569*)
- Air 2 (RRP \$569*)
- iPad Pro (RRP \$849*)
 - *32Gb is **highly recommended** as the minimum storage capacity.

Bring Your Own Device (BYOD) For Year 10

- The Apple iPad is the recommended device
 - Mini 4
 - Air 2
 - iPad Pro
 - These should all be running IOS 10
- Windows or Mac Devices are acceptable but must have
 - Up to date anti virus software
 - Up to date operating system
 - Windows 7, 8, 8.1 or 10
 - MacOS 10.8, 10.9, 10.10, 10.11

ANDROID devices ARE NOT compatible with the College network at this time

Bring Your Own Device (BYOD) For Years 11-12

In addition to all of the above, Year 10 requirements & recommendations:

- Year 11 & 12 students are allowed to use an iPhone as their chosen device.
ANDROID devices ARE NOT compatible with the College network at this time

Drug and Alcohol

RATIONALE

Warrnambool College has an interest in the health, personal and legal well-being of students. It recognises that the consumption of alcohol and other drugs can impair individual well-being and can also interfere with students' ability to learn and staff's ability to teach. In addition, student alcohol and other drug use, if used, either on college property or at college events, interferes with the health, safety, academic and extra curricula interests of other students and staff. We recognise people in our society use drugs for both medical and recreational purposes. Our students are exposed to drug related issues at home, school and in the wider community. The college has a responsibility to address drug education. In accordance with the above, the college has adopted this policy to address student use of alcohol and other drugs and the attendant problems. The policy has four principal goals:

- A curriculum based on a harm minimisation approach, designed to educate students about the implications of alcohol, legal and illegal drugs.
- A wellbeing component to help identify and assist students with identified drug related issues (mental health)
- Fair but firm disciplinary action to be taken in the instance of alcohol or other drug related incidents.
- To promote positive, safe and independent decision making.

IMPLEMENTATION

Curriculum

- The goal of a harm minimisation curriculum is to reduce the incidence of alcohol and drug related problems.
- The college has a health education program which aims to promote positive health and lifestyle behaviour.
- The Drug Education Program should provide students with appropriate skills and to minimise harm, to promote safe decision making and to develop a healthy community.
- Staff will be provided with professional development opportunities to develop
- Knowledge and skills in teaching a harm minimisation drug education program.
- Community resources will be utilised to enhance the Drug Education Program.
- Parents will be kept informed of current Drug Education Programs.

Wellbeing

- Through the Drug Education Program students should become aware that the College can provide welfare assistance for personal drug related problems.
- Drug related incidents will be dealt with in a positive and supportive manner in the interests of the student, staff and other parties concerned. Students found to be taking illicit drugs or alcohol will, with parent consent, be referred to external agencies (such as WRAD) for counselling and to develop strategies to break addiction to these substances.
- Guidelines for dealing with a Drug and Alcohol related incident are attached to this policy.
- Where students are taking prescription medication on an ongoing basis, the sick bay attendant should be informed and appropriate arrangements for use will be put in place.

Positive Engagement

- The purpose of response / action is to protect the health and safety of all students.

- Within the broad school context, students are not permitted to:
 - smoke tobacco or other substances
 - drink alcoholic beverages
 - use prohibited drugs
 - inappropriately use prescribed or over the counter medicines
 - inappropriately use solvents/inhalants
 - possess drug related objects such as syringes, bongs, pipes, etc.
 - attend college or college events while under the influence of any non-prescribed drugs.

The college also prohibits the possession, sale, supply, exchange or negotiation in relation to any of the above when on college premises, any other occasion when the staff of the college have responsibility for an individual or group of students or at any time while in college uniform.

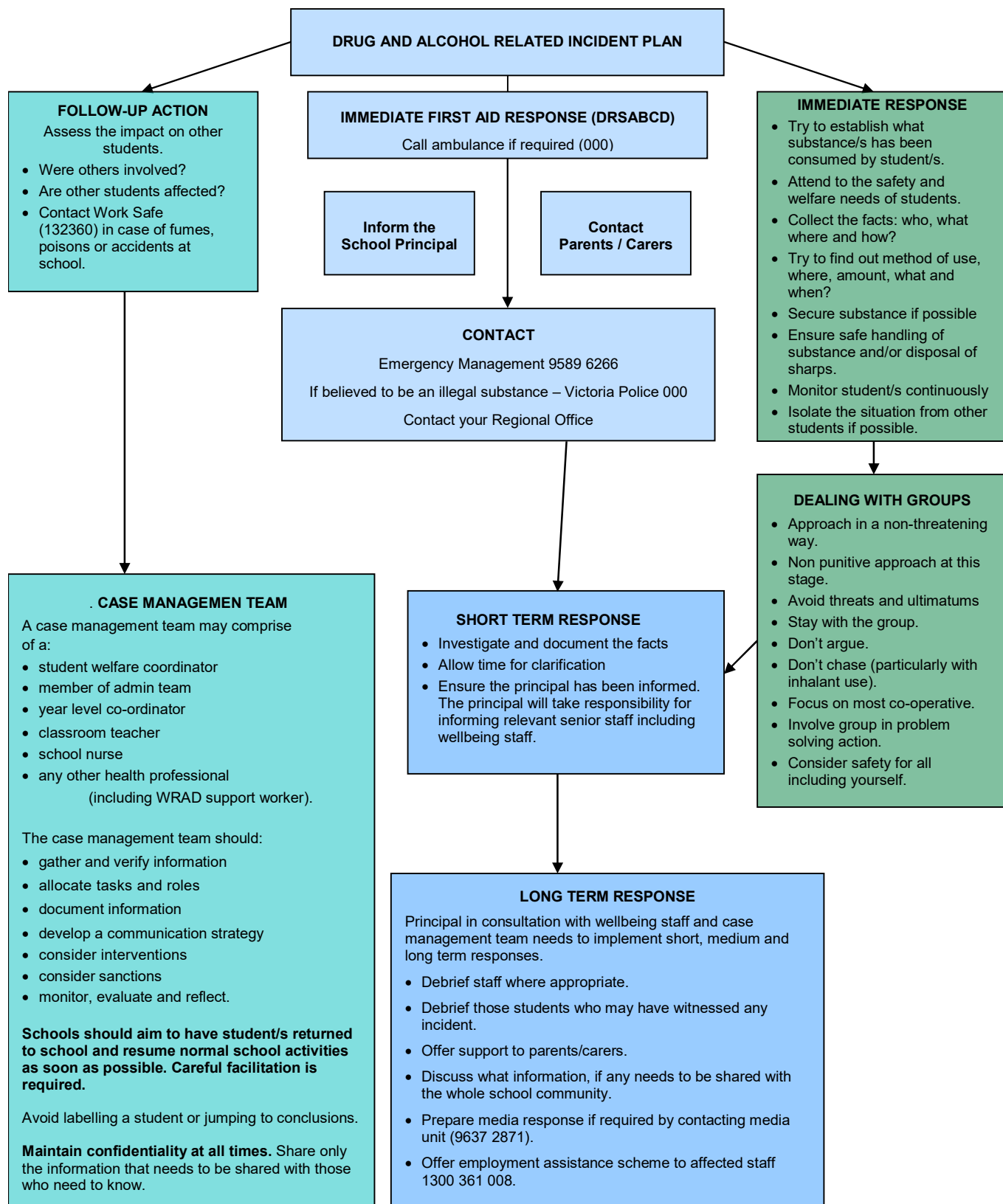
IMPLEMENTATION

- The Drug Education Program will be based on a harm minimisation approach and will be related to Victorian curriculum documents.
- Teachers will have access to Drug Education Professional Learning.

EVALUATION:

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

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

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

Duty of Care

All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

Definition

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

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

RATIONALE

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

AIMS

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

IMPLEMENTATION

- Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.
- A teacher’s duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher’s instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have ‘assumed’ the teacher pupil relationship.
- The teacher’s duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.
- Whilst each case regarding a teacher’s legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:-
 - arriving late to scheduled timetabled yard duty responsibilities
 - failing to act appropriately to protect a student who claims to be bullied

- believing that a child is being abused but failing to report the matter appropriately
 - being late to supervise the line up of students after the bell has sounded
 - leaving students unattended in the classroom
 - ignoring dangerous play
 - leaving the school during time release without approval
 - inadequate supervision on a school excursion
- Staff members are also cautioned against giving advice on matters that they are not professionally competent to give (negligent advice). Advice is to be limited to areas within a teacher's own professional competence and given in situations arising from a role (such as careers teacher, year level coordinator or subject teacher) specified for them by the principal.
 - Teachers must ensure that the advice they give is correct and, where appropriate, in line with the most recent available statements from institutions or employers. Teachers should not give advice in areas outside those related to their role where they may lack expertise.

Risks to students outside the school environment

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

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

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

At Warrnambool College, whilst students are generally free to move around the buildings and work independently in break out spaces and designated study areas, they must be under (indirect) adult supervision at all times. Staff are responsible for their students at all times.

The following instructions and notices **apply to all staff**:

Classroom Supervision

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

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

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

Unless a line of sight can be maintained, no student should be left unsupervised **outside the classroom** as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a

colleague's classroom, or to the Assistant Principal or Principal. This should be accompanied by documentation and appropriate follow up. The teacher, Principal or Assistant Principal **is to be contacted** first to alert them that the student is on their way.

Movement of Children

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

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

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

Yard supervision

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

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

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

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

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

The handing over of duty from one teacher to another must be quite definite and **must occur in the area of designated duty**. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, **but not leave the area until replaced**.

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

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

You should always be on the move and highly visible.

Excursions, Incursions and Camps

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

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

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

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

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

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

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

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

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

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

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

Informing Staff of the legislative liability of Duty of Care

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

- A copy of this document will be provided to each member of Warrnambool College staff at the first staff meeting at the commencement of the school year, and will be placed on the intranet
- New staff will be informed of their Duty of Care as part of the school's Induction Program
- Duty of Care will be an agenda item at staff meetings and staff will be directed to familiarise themselves with section 6.16.1 of the Victorian Government Schools Reference Guide.
- Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions
- Warrnambool College staff will be directed to the student Engagement Policy annually.

EVALUATION

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

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INTRODUCTION

The use of the EFTPOS allows the College to increase the options and convenience provided to Parents/Debtors, as well as improving security by reducing the amount of cash handles and kept on school premises. EFTPOS provides the College with the ability to accept non-cash payments by way of credit and debit card transactions.

EFTPOS as a means of collecting funds requires Warrnambool College to acquire and retain customer information, in accordance with Schedule 1 of the Victorian Information Privacy Act 2000.

PURPOSE

Warrnambool College Council endorses the utilisation of an EFTPOS facility with the following procedures and practices in place:

- Staff authorised to process EFTPOS transactions will be minuted by Council
- A register of all staff authorised to process EFTPOS transactions is listed below for audit purposes
- Staff using the merchant facility will be made fully aware of security requirements and processes put in place to minimise the opportunity for fraudulent behaviours
- All customer information retained by the school will be kept in accordance with *Schedule 1 of the Victorian Information Privacy Act 2000*.

IMPLEMENTATION

College Council will approve the continuing use of 1 x EFTPOS terminal. Each January the Business Manager will order 2 x mobile EFTPOS machines for use on Booklist collection and Fee paying days.

- Business Manager or Principal will be the authorising officer for approval of phone and refund transactions
- The EFTPOS machines will be stored securely
- Only transactions for payment of school invoices such as family charges and sundry debtors will be processed. 'Cash' will not be provided as part of the transaction.
- Documentation will be kept in the Administration Office, confirming all transactions such as merchant copies of EFTPOS receipts, voided receipts, refunds, daily EFTPOS reconciliation reports, authorisation detail, relevant CASES21 reports
- Refunds via the EFTPOS terminals are not permitted **however**, in exceptional circumstances and with the approval of the authorising officer, may be performed
- Correct documentation for processing phone and offline receipts and refund transactions **MUST** be kept

PHONE/MAIL EFTPOS TRANSACTIONS

Only transactions on credit cards can be accepted via telephone or post; transactions on debit cards require the cardholder to be present at the point of sale. Warrnambool College has developed a pro-forma to be completed containing information such as:

- cardholders name and address
- card number, expiry date and security code
- transaction date
- identification method and details
- name of staff member processing the transaction and
- invoice details

The pro-forma will be filed in a secure location with restricted access. Both an EFTPOS and school receipt is forwarded to the cardholder as their record of the transaction.

INCORRECT TRANSACTION PROCESSING

Key internal controls relating to the reversal of incorrect EFTPOS transactions include:

- All documentation relating to the original transaction must be obtained
- The void transaction must be signed by the cardholder
- Copies of both the original and voided transactions should be retained for audit purposes with the CASES21 bank deposit slip
- The school copy should be signed by the authorised officer and where possible this should not be the operator who processed the original receipt. The transaction details should be recorded in an EFTPOS 'void transaction' register.

REFUNDS

If an EFTPOS refund transaction has been processed and the receipt entered on CASES21, the following refund guidelines should be applied:

- Before a school processes a refund, the original receipt is to be produced or the receipt number identified, and the refund must be approved by an authorised officer
- Warrnambool College will complete the Refund proforma each time an EFTPOS refund is requested. It should include:
 - name of cardholder
 - card number
 - transaction details
 - date
 - name of staff member processing transaction
 - signature of cardholder and Principal.
- The document should be filed securely with limited access with the CASES21 bank deposit slip
- If the refund is not performed on the same day as the receipt, the school should not process the refund until they have confirmed the funds have been credited to their official account by the settling bank
- Refund can be made by cheque following normal processes.
- Cardholders should be notified that it could be 2-3 business days before the refund may reach their account
- The cardholder should be given the customer copy of the refund voucher and must sign the merchant copy which is to be retained by the school
- The refund should be recorded in the EFTPOS register.

INFORMATION

Warrnambool College should retain the following information in relation to use of an EFTPOS facility:

- Minutes of School Council meeting approving the use of the facility
- EFTPOS policy approved by School Council
- Register of approved school users, see below
- Proforma/documents containing transaction details
- Merchant copies of EFTPOS terminal receipts, voided/cancelled receipts and settlement documents
- Applicable CASES 21 Reports
- Daily EFTPOS reconciliation reports and documentation in support of refunds and/or adjustments

BANKING

- A Settlement must be run on the EFTPOS terminal at the end of each day

- EFTPOS receipts are included in the normal receipts batch with cash and/or cheque receipts, this batch is updated daily.
- The settlement on the terminal is performed at the same time as the batch is updated. The EFTPOS total (batch total less band deposit slip total) should match the settlement total.
- On the Bank Reconciliation, the EFTPOS total for that date should match the direct credit amount paid by the bank.

REGISTER OF APPROVED EFTPOS USERS – Administrative Staff:

Christine Dickson, Alannah Clifford, Karina Said, Stacey Byron, Leanne Sinnott, Amber Sharp

EVALUATION

This policy will be reviewed as part of the school’s three year review cycle.

Phone/Mail EFTPOS Proforma:

WARRNAMBOOL COLLEGE EFTPOS TRANSACTION PROFORMA	
NAME OF ACTIVITY / CHARGE No.:	_____
Name of Staff Member processing transaction:	_____ Date: _____
PAYMENT METHOD:	Credit Card : VISA <input type="checkbox"/> MASTERCARD <input type="checkbox"/>
Card Number	____ / ____ / ____ / ____ Expiry Date ____ / ____
Amount Paid	\$ _____ (Minimum of \$10.00)
ID Details:	_____
Cardholder’s Name :	_____
Cardholder’s Address :	_____ _____
Cardholder’s Signature:	_____

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Equipment Replacement Repair/s

Warrnambool College is committed to providing students and staff with the best possible equipment resources. It is expected that this equipment be used and cared for in a manner which is consistent with the values of the College.

The role of Council in managing the College's equipment resources is to ensure funds are available, equipment replaced or repaired in a timely manner to ensure continuous learning outcomes for students.

RATIONALE

The school council has the responsibility to ensure staff and students have equipment which is safe, current and in condition to provide opportunity for the highest possible learning outcomes of our students.

PURPOSE

The aims of the College Council in monitoring equipment purchases and repairs is to:

- Ensure financial resources are available for the periodic replacement and the immediate repair of items as required. These funds are to be made available through the College Administration budget.
- Ensure that equipment is of a suitable standard to guarantee the safety of both the students and staff.
- Ensure the resources are available to meet future initiatives and long term planning.
- Ensure equipment is current, useable and safe.

IMPLEMENTATION

The aims of the College's Equipment Policy will be achieved through the implementation of a range of the following strategies, including:

- Strategic Plan for assessment of the state of our current equipment with a view to allocating a life span and timeline for replacement accordingly.
- Annual review of equipment requiring replacement :
 - Short term, medium term and long term.
 - This process is to be aligned to the capital expenditure needs within the KLA program budgets.
- Maximising the funds available, it is essential to
 - monitor the program budgets and commitments to determine cash required with a view to allocating \$10,000 of interest earned within each individual year to replacement of equipment within the administration budget.
- Council must approve, in writing, any variation to the amount allocated to equipment purchase or repair.
- College Leases for computer replacement are regularly reviewed. A view to having 3 year leases over a 4 year period with the fourth year lease free. This process should ensure students are provided with current up-to-date machines, minimising the drain on resources
- The 4th year Council will review requirements for vehicle replacement.
- Photocopier leases are also run over a three year term, cost covered by charge out to programs and user groups.
- All major asset purchases must be recorded in the College Asset Register as per D.E.T. regulations

EVALUATION

This document is to be reviewed annually as part of the College's policy review cycle.

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ES Staff – Time In Lieu

RATIONALE

Education Support (ES) staff are employed under arrangements that are consistent with the Victorian Schools Agreement 2013. An ES staff member may be required to undertake work in addition to their ordinary hours of employment where such work is unavoidable and reasonable notice is provided. In such circumstances, the ES shall be granted time off in lieu equivalent to the additional time worked, provided that prior approval has been granted for the additional time worked.

All work required in excess of an employee's ordinary hours of work must be documented by the principal. Time in lieu will be granted at the discretion of the employer having regard to the operational needs of the school and the wishes of the education support class employee. As an alternative to TIL, the Employer and the ES class employee may agree to payment for time in lieu.

Attendance

- Normal hours of attendance for full time staff are from 8.15am until 4.36pm inclusive of unpaid breaks totalling no more than 45 minutes
- Normal hours of attendance for part time staff are negotiated with relevant staff
- Normal working time for full time is a maximum of 7.6 hours per day and pro rata for part time staff
- ES staff employees 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). Attendance can only be required during one or two school vacations periods in a year at the commencement and conclusion of a school vacation period and the employee must be provided with reasonable notice, being no later than four weeks into the preceding term

For ES staff employed as Integration Support:

- Employment is at the appropriate time fraction based on a 1.0 full time employee working a 38 hour week
- Normal hours of attendance for Integration Support at 0.8 time fraction are from 8.45am until 3.30pm inclusive of breaks
- Based on a 45 minutes lunch break, these hours of attendance provide additional time equivalent to 0.4 hours per week (16 hours per year excluding school holidays or 24 mins per week), for the purpose of additional commitments outside normal working hours

IMPLEMENTATION

Areas of Duty covered by Time In Lieu:

- Required attendance at Camps/Excursions to support students – Claimable hours shall be 12 hours, less the normal working hours for that day/s. Time accumulated for attendance at Camps/Excursion will be paid via Edupay. Time is not available to be accrued
- Where the Principal's Assistant is required to attend School Council meetings during the evening, 3 hours TIL is to be taken within the following 3 days to compensate. Time is not to be accumulated
- Special Events – where ES staff are requested to perform duties, (but not if an employee chooses to volunteer their services) at events such as:
 - Parent/Teacher Interviews
 - Information/Orientation/Open Nights
 - Professional Development attendance on Non-working Days and non-additional leave days.

Time is to be taken at the next available pupil free day or from the 16 hours available for integration aides.

Time is not to be accumulated

Cont.

- Regular activities – where attendance by an ES is beneficial to College operations:
 - Compulsory attendance at Meetings
 - Peak work output times e.g. Presentation Night Preparation, Fundraising events

Time is to be taken at the next available pupil free day or from the 16 hours available for integration aides.

Time is not to be accumulated

Professional Development

TIL is applicable when staff are directed to undertake PD outside normal working hours. Staff should not be undertaking PD unless they have prior approval from their supervisor. If ES elect to attend PD without their supervisors' approval then this is considered to be of their own undertaking and the college is not liable to approve TIL.

Particular attention is given in consideration to PD that is required and necessary as part of the job as distinct from PD that is employee choice rather than school directed and not part of their performance plan. TIL is only provided for PD that is required and part of the staff members performance plan.

Process:

- Request forms are available from the Personnel Officer
- Complete and have it signed by your Supervisor –requests can be authorised by any Principal Class Officer or the Business Manager
- Return form to Personnel Officer who will obtain Principal approval.
- Negotiate days to take as time in lieu

Allocation of Time in Lieu:

Time in lieu shall be negotiated between employee and College Management to ensure the leave does not adversely affect the operation of the college, taking into consideration the wishes of the ES, but where time in lieu remains outstanding from the previous school year, it must be cleared by June 30th. Where possible Time in Lieu will be used against:

- Student Free Days

Staff employed under the former 52/52 model : (ICT, Maintenance, Business Manager)

- Normal hours of attendance are 7.6 hours per day. (8.15am – 4.36pm, with a 45 minute lunch break)
- 4 weeks annual leave to be taken annually at a mutually agreed time between employer and employee.
- ICT start and end times are negotiated and approved based on one ICT member starting at 7.45 on a rotation basis, total daily hours to be 7.6 per day.

- Maintenance Manager receives one day per month, to be in conjunction with the day of the Maintenance Support person, to compensate for overtime, locking and pool duties. This time is to be taken each month and not accrued.
- It is accepted that the nature of the Business Manager role requires additional time for meetings and workload requirements. It is also acknowledged the Business Manager is required to work during holiday periods to prepare the budgeting process and for the finalisation / commencement of the school year. TIL for these duties are to be taken during the holiday periods.

Return to Work

The 2013 Victorian Schools Agreement entitles all ES staff, other than those on the previous 52/52 model, to 10 weeks (50 days) of paid leave i.e: 4 weeks annual leave and 6 weeks additional leave.

Depending on the length of each individual school year, the return to duty day at the commencement of each year is variable, taking into account the provision of the 50 days leave provision.

Please refer to the attached Appendix for the dates ES staff are to return to school for Term 1 of each year.

This policy will be reviewed in consultation with the ES staff at Warrnambool College and will operate within the parameters of the applicable Agreement.

Process:

1. Prior approval must be sought by the Principal/Business Manager before additional hours are accumulated
2. Any additional hours are to be recorded via the Kiosk where possible
3. Cumulative hours will be recorded by the Personnel Officer
4. Use of time in lieu hours to be negotiated with your supervisor or the Business Manager, with priority to be pupil free days

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First Aid/Sick Bay

RATIONALE

All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid.

AIMS

- To administer first aid to children when in need in a competent and timely manner.
- To communicate children's health problems to parents when considered necessary.
- To provide supplies and facilities to cater for the administering of first aid.
- To maintain a minimum 5% of staff members with a current level 2 first aid certificate.
- To help maintain treatment of known medical conditions during school hours.
- To ensure staff are aware of the school's Anaphylaxis Policy and procedures.

IMPLEMENTATION

- A minimum 5% of staff (including at least 1 administration staff member) to be trained to a level 2 first aid certificate, and with up-to-date CPR qualifications.
- A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a locked cupboard in the first aid room.
- Supervision of the first aid room will form part of the role of the first aid coordinator.
- Any children in the first aid room will be supervised by a staff member at all times.
- All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the staff member on duty in the first aid room.
- All students' records of allergy, medical conditions, current home and emergency telephone numbers will be continually updated and recorded on student files in the office and CASES 21.
- All high medical risk student details are listed in the sick bay.
- All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.
- Minor injuries only will be treated by staff members on duty, while more serious injuries-including those requiring parents to be notified or suspected treatment by a doctor - require a level 2 first aid trained staff member to provide first aid.
- Any children with injuries involving blood must have the wound covered at all times.
- No medication will be administered to children without permission of parents or guardians.
- All medication must be provided in the original (official) packaging with medication type, dose and expiry date clearly visible.
- Medication must be left in the Administration area with written permission to administer and specific dosage details. If administered from the sick bay, details to be recorded in the Medications book in the First Aid Room.
- Asthma medication can be kept at the First Aid Room or classroom.
- For more serious injuries/illnesses, the parents/guardians must be contacted by the administration staff so that professional treatment may be organised.
- Any student who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury will be recorded on CASES 21 and reported to Emergency Management and Work Safe.

- Any student who has an injury to the head, face, neck or back that is deemed recordable will be entered onto CASES 21.
- Parents of ill or injured children will be contacted to take the children home.
- Parents who collect children from school for any reason (other than emergency) must sign the child out of the school in a register maintained in the school office.
- All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action.
- If a child is injured in the abdomen or groin area - at least two adults must be present if an examination is deemed necessary.
- Incidents of children soiling/wetting - children to change themselves or parent contacted for assistance.
- All school camps will have at least 1 first aid trained staff member at all times.
- A comprehensive first aid kit will accompany all camps, along with a mobile phone.
- All children attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms are to be taken on camps and excursions, as well as kept at school.
- All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.
- The First Aid Officer is to be responsible for the purchase and maintenance of first aid supplies, checking expiration dates, first aid kits, ice packs and the general upkeep of the first aid room.
- At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.
- General organisational matters relating to first aid will be communicated to staff at the beginning of each year.
- The school will meet all requirements under the Asthma Friendly Schools Guidelines.
- The school's Anaphylaxis management will meet the legislative and policy requirements of DET and will comply with Ministerial Order 706.

Procedures for Administering First Aid

- Treat all injuries and illnesses promptly.
- Seek suitably qualified personnel for more serious injuries (First Aid Level 2, ambulance or doctor).
- Contact parents before calling medical attention unless an extreme emergency.
- Check allergy and medical records book before administering first aid assistance.
- Use gloves at all times when dealing with blood.
- Follow DET guidelines when cleaning up accidental blood spills.
- Fill in appropriate record books

EVALUATION

This policy will be reviewed as part of the school cycle.

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Fundraising

Warrnambool College is committed to securing funds for the College to support students and staff in providing quality resources and educational programs. Fundraising is one such means to assist the College in this endeavour.

RATIONALE

Fundraising contributes to the school's ability to provide a diverse range of quality programs and support the students to achieve to their highest potential.

AIMS

To raise sufficient funds to achieve the educational goals of the school.

IMPLEMENTATION

- All fund raising events must have appropriate internal control mechanisms, and must have a specific purpose so that contributors understand the purpose of the activity.
- Finance sub-committee which will have responsibilities including providing advice and recommendations to school council in relation to voluntary contributions, sponsorships and donations.
- All fund raising proposals must have prior approval of the School Council.
- All fund raising requests from businesses/organisations must have prior approval of the Business Manager.
- School Council will seek voluntary contributions from parents in accordance with departmental requirements and expectations.
- School Council has the potential to hire school facilities to outside bodies when the facilities are not required for school purposes and also have the responsibility to establish the terms and conditions of use.
- Appropriate sponsorships will be sought from industry and commerce so long as they benefit the school, have educational value, and do not involve associations with undesirable products, services or companies such as confectionery, alcohol or tobacco products.
- Any fundraising involving raffles or bingo must be undertaken with the permission and under the instructions of the Raffles & Bingo Permits Board.
- All fundraising activities will be identified as such, and will only involve voluntary participation.
- All profits (and losses) associated with fundraising activities will be reported to the school council
- All transactions related to fundraising activities will be reported to School Council and treated as Input Taxed activities for GST unless otherwise advised.

EVALUATION

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

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RATIONALE

Whilst the giving and receiving of gifts, benefits and hospitality are common place in schools, they do need to be managed sensitively and comply with Australian taxation laws. They must not compromise the College.

AIMS

To ensure that the giving and receiving of gifts result in positive experiences that enhances the school and its relationships with others.

IMPLEMENTATION

- Our school often gives gifts to recognise the contributions of volunteers, to staff members who are unwell, to celebrate the birth of babies, birthdays, or to retiring staff members etc.
- Gifts given by the school are generally of little monetary value and usually consist of bouquets of flowers, small school mementoes, or other inexpensive items of sentimental value.
- The school may collect donations from the community to purchase a gift for a retiring staff member of considerable service.
- In order to provide some consistency and clarity in the giving of gifts, School Council will encourage all relevant staff to read and be familiar the DEECD guidelines and ensure that a gift register is established to keep records of accepted gifts, benefits and hospitality of more than nominal value and that these records are monitored by the principal and annually reviewed by school council
- School Council will provide funds for the purchasing of gifts, but for the purpose of 'ownership' of the gift, staff and/or students will be invited to contribute on certain occasions.
- The school may also accept gifts or donations.
- The acceptance of gifts or donations by the school will be considered on a case-by-case basis as to the appropriateness of each offer.
- Gifts or donations are not to be linked to expectations of favourable service by the school, are not to be gratuitous in nature, and are not to be linked to products, services or associations that would bring the schools good name into disrepute.
- Any Fringe Benefits Tax implications of any gift or donation must be fully explored and reported to the Australian Taxation Office. Gifts in excess of \$299 are subject to FBT – must be infrequent/irregular
- All gifts and donations will be reported to school council.
- Warrnambool College will attest to having met the requirements of the Gifts, benefits and Hospitality Policy through the School Compliance Checklist by the end of Term 4 annually and this will be undertaken by the principal or business manager.
- For Gifts, benefits and Hospitality Guidelines, see <http://www.education.vic.gov.au/edulibrary/public/schadmin/standards/GiftsBenefitsHospitalitypolicy.pdf>

EVALUATION

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

[TOC](#)

Head Lice

RATIONALE

Head lice (pediculosis) are tiny insects that live on the human scalp where they feed and breed. Probably between 2-3% of primary school children are infested at any one time*. While they do not carry or transmit disease, they are the most common cause of head itch and scratching which may lead to infection and swollen lymph glands; therefore, they need to be eradicated.

AIMS

- To respond to reports of head lice quickly and effectively.
- To ensure that an effective process for treating head lice is well known and consistently followed.
- To ensure that parents and guardians are well informed about head lice treatment.

IMPLEMENTATION

- Anyone can catch head lice.
- Head lice cannot fly, hop or jump. They spread from person to person by head to head contact, and by the sharing of personal items such as combs, brushes and head gear such as hats.
- Teachers or staff members suspecting that a child has head lice, are to report their concerns to the Assistant Principal who will organise the authorised officers in the school to carry out the necessary inspections.
- Upon positive identification of head lice, the principal will ensure that the parents of any infected child are contacted as soon as possible and informed that their child is to be excluded from attending school in accordance with the Health (Infectious Diseases) Regulations 1990 until the children have been treated.
- The principal will also provide parents of infected children with information about head lice treatment and prevention:
 - <http://www.health.vic.gov.au/headlice/>
 - <http://www.health.vic.gov.au/headlice/regulations.htm>
 - http://www.health.vic.gov.au/ideas/regulations/phw_regs/exclusionstable
- Upon return to school, each excluded child will be required to provide evidence that the treatment has been given.
- The principal will ensure that information relating to the prevention and eradication of head lice appears throughout the year in the school newsletter, particularly at times of heavy outbreaks.

EVALUATION:

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

[TOC](#)

Homestay

RATIONALE

Where parents opt for DET to arrange accommodation, the Department through the College, is responsible for provision of accommodation, support and general welfare to the student. These arrangements shall be in place for the period that the student will be under 18 while in Australia. This policy has been developed to meet the requirements of the ESOS National Code 2007 and Student visa (Condition 8532) which require that appropriate arrangements have been made for the accommodation, welfare and support of students under 18 years of age.

This policy is designed to be consistent with the IED guidelines.

POLICY:

- The College will organise homestay accommodation of high quality and which provides a safe, comfortable and caring environment.
- The homestay accommodation will be provided by a host which may be a family, couple or single person.
- Working with Children checks will be organised prior to the student moving in
- A weekly fee of \$260.00 will be charged. This covers expenses associated with the provision of the following homestay services:
 - Single bedroom for the student's exclusive use
 - Three meals per day, seven days per week (cooked evening meal)
 - Facilities including a bed, wardrobe, towels and linen
 - Gas, electricity, heating and water costs
 - Cleaning services of common living areas
 - Use of living areas within residence
 - Study facilities, including a desk, study light and bookcase
 - Wifi internet access
- The initial payment will include two weeks' rent in advance plus a bond that is the equivalent of two weeks' rent.
- During holidays a holding fee of up to half the weekly fee to secure the homestay accommodation fee may be required to cover the student's absence.
- If a homestay provider wishes to terminate the homestay agreement, at least two weeks' notice is given to the student and the College.
- Where a student moves out of a homestay at least two weeks' notice must be given to the homestay provider and the College. Giving less than this may result in the bond being forfeited.
- Students of the opposite sex will not be permitted to live in the same homestay unless they are siblings.
- Students will be asked to sign a Homestay Responsibility Agreement on commencement of their enrolment. This will outline the house rules and requirements as well as homestay costs and methods of payment.
- Students must have written permission from their parents and must provide relevant contact details if they wish to stay away from their homestay overnight
- Students and/or parents are required to reimburse homestay providers for any damage to property caused by student, or costs incurred by student during the time of residence
- Complaints that cannot be resolved by either the homestay provider or the student should be referred in writing to the Assistant Principal in charge of International Programs.

- The College will monitor progress of homestay arrangements, including twice yearly visits.
- Students may not change the homestay arrangements without consultation with the College.

EVALUATION:

This policy will be reviewed as part of the college's three year review cycle.

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Home Study

RATIONALE:

Warrnambool College is committed to endeavouring to ensure that every child reaches their potential. Home study helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning.

For success at secondary level, balanced and consistent application is needed at school and at home. The setting and completion of Home study is viewed as an integral part of the educational process. This is seen to reinforce and enrich the curriculum and encourage excellence and requires the support of both parent and teacher groups.

AIMS:

- To develop organisational and time management skills and an awareness of the need to meet deadlines
- To encourage goal setting, self-discipline, initiative and the development of independent learning skills
- Encourage students to realise that high aspirations and consistent effort in school and Home study maximise the likelihood of success
- To develop a balanced and consistent approach to study at home and at school
- To enable parents to become familiar with specific areas of the school curriculum

IMPLEMENTATION

Nature of Home study

The nature and amount of Home study at each Year Level will vary according to the individual age, learning needs and contexts of students.

Recommended Times

In accordance with DEECD guidelines the recommended time for home study is:

- Years 7 – 9: Home study time will range from 45 - 75 minutes a day at Year 7 to 45 – 90 minutes a day at Year 9
- Years 10 -12: Home study will generally increase, and require from 1-3 hours per week night, with up to 6 hours on weekends during peak VCE periods.

It should be recognised that these are only recommendations. Individual differences between students and additional factors, such as varying subject demands, and other commitments, family responsibilities would need to be taken into account. It is neither desirable nor healthy for students to spend an excessive amount of time on Home study. Where there is a sustained practice of excessive home study, students and parents should discuss this with classroom teachers and establish more efficient time-management practices. Some subjects in various year levels may require no explicit home study; whereas other subjects may require significant home study to be completed. In all instances however, it is expected that work not completed during class time, will be completed as home study. Where additional support and guidance might assist in managing home study, students and parents are invited to consult teachers, tutors, House Leaders or Wellbeing staff.

Responsibility of Students

Students are expected to:

- Regularly check Compass Learning Tasks
- Complete work on time and at a realistic standard that matches the student's ability
- Complete work after absences
- Communicate with their teachers and parents when help is needed

Responsibility of Parents and Caregivers

Home study is an area of learning in which parents and caregivers play a vital role. Parents and caregivers can help their students by:

- Taking an active interest in the work set
- Observing and acknowledging their success and asking how their home and class work is progressing
- Regularly checking Compass Learning Tasks to ensure the work that is set is actually completed
- Encouraging them to take an increasing responsibility for their learning and organisation
- Encouraging reading
- Providing suitable conditions for effective home study
- Helping them to balance the amount of time spent completing homework and other extracurricular activities
- Assisting students to organise a program of study
- Advising teachers or Tutors if problems emerge

Responsibility of Teachers

Teachers can help their students by:

- Setting varied, challenging and meaningful tasks related to class work that are appropriate to students' learning needs
- Giving students enough time to complete homework
- Assessing set homework and providing timely and practical feedback and support
- Helping students to make effective use of Compass Learning Tasks to plan home study
- Helping students develop the organisational and time-management skills needed for them to be responsible for their own learning.

EVALUATION:

This policy will be reviewed as part of the college's three year review cycle.

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ICT – Acceptable Use Agreement

2017

Warrnambool College is committed to providing students and staff with the best possible computing technologies for use in the learning and teaching program. We see the internet as a valuable resource, but acknowledge it must be used responsibly. Your child has been asked to agree to use any ICT resources at the College in a responsible manner.

At Warrnambool College we provide a filtered internet service, provide supervision and direction in all ICT activities, and reinforce the safe and respectful use of the internet in all curriculum areas. Parents should be aware that the nature of the internet means that full protection from inappropriate content cannot be guaranteed. Access to the internet via student-owned mobile devices cannot be filtered, however use of mobile devices is only allowed with specific permission from a teacher. Access to social media during school hours is prohibited unless it is for a specific educational purpose.

All digital resources used on College premises (including any games used as part of a learning program) must be of a G or PG nature or equivalent.

Computer Usage

- Students must only use the College computer network for educational purposes.
- Students must always use computers on the College premises in a manner that will ensure that computers, software and network infrastructure remain in the best possible condition.
- All computer users are required to log in using their own username and password, and to keep their password private. No user may log in as another user or interfere with another user's account or workstation.
- Students must log out of the network correctly when leaving a workstation. Failure to do so could lead to inappropriate activities, which you may be liable for, being carried out under your username.
- Students must not download, install or run any unauthorised software on the College network, and must not modify or delete any system files.
- Students must not use any of the College's network infrastructure to store, swap or use games, music files or other files of a non-educational nature. Games and music files may be used on a student-owned school laptop at the teacher-in-charge's discretion. (Gaming that has been specifically allowed by the College is exempt from this condition)
- Students must report any malfunctions or damage of the computer network to a teacher. They must not attempt to fix school owned computers themselves, or swap any parts between computers.
- All computer areas are food free and drink free zones. Students must leave workstations and desks neat and tidy.
- Repairs to an individual's device is the responsibility of the owner. The device is brought to school at the owner's own risk – school insurance policies will not cover accidental or deliberate damage of the device.

Internet Usage

Note that access to social media during school hours is prohibited, unless it is for a specific educational purpose during class and has the explicit approval of the classroom teacher.

When using the internet, student's agree to:

- protect their privacy rights and those of others by never posting private details about another person. This includes full names, telephone numbers, addresses or images
- seek permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
- not deliberately enter or remain in any site that has obscene language or offensive content and let a teacher know that this site has accidentally been accessed
- use appropriate language when working online and never participate in hate mail or acts of harassment
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and acknowledge sources where relevant)
- report to their teacher if:
 - They come across sites which are not suitable for our school
 - Someone writes something that they don't like, makes them or any other student feel uncomfortable, or asks them to provide information that they know is private
 - They feel that the welfare of other students at the school is being threatened

Note that any online activities (including email) that relate to or are in support of illegal activities may be reported to the police.

Policy

If allowed by the teacher to use their mobile phone, iPad or other mobile device, student's agree to:

- bring their device to school fully charged each day.
- **use it only for learning purposes, and only when directed by their teacher**
- act responsibly and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to anyone else
- **only take photos and record sound or video when it is part of an educational activity and has the approval of their teacher**
- protect the privacy of others and never post any photos or private information about another person unless signed permission forms are received prior.
- seek permission from individuals involved before taking photos, or recording audio or video
- This policy also applies to students during school excursions, camps and extracurricular activities.

CONSEQUENCES FOR MISUSE OF THE COLLEGE NETWORK

Consequences for misuse of the network will be dealt with in accordance with the Warrnambool College Student Engagement / Code of Conduct Policy.

Parents and students should note that a student's participation in elective subjects involving computers may be reviewed if there is a breach of this agreement.

BASIC BELIEFS

The school's incursion program enables students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community. Incursions complement, and are an important aspect of the educational programs offered at our school. An incursion is an activity that involves school visitors who provide a performance, lesson or service for students.

AIMS

- To reinforce, complement and extend the learning opportunities beyond the classroom
- To develop an understanding that learning is not limited to school and teachers, and that valuable and powerful learning is often achieved with other people and experiences.

Guidelines for action

- All incursions must be approved by an Assistant Principal or Principal
- Staff wishing to organize an incursion must complete an incursion proposal form and lodge this for approval. All incursions must be approved prior two weeks prior to running. Where an incursion approval form has not been submitted, that incursion will not run, unless special circumstances are pending. This decision will be made by the Principal or Assistant Principal who will consider the educational outcome of the incursion as well as the impact on the school for the proposed date
- The Principal or Assistant Principal must approve incursions to ensure there are cost neutral and that they complement the curriculum and comply with all DEECD requirements
- All incursions will be attended by staff at Warrnambool College to ensure appropriate supervision of students at all times. In the event of an accident or emergency the teacher in charge will be responsible for the administration of first aid, and will contact parents as appropriate. In the event that parents cannot be contacted, the teacher in charge will follow first aid and emergency policies as set out by the school
- All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an incursion, are invited to discuss alternative arrangements with the Business Manager. Decisions relating to alternative payment arrangements will be made by the Business Manager in consultation with the appropriate staff, on an individual basis
- All families will be given sufficient time to make payments for incursions. Parents will be provided with permission forms and incursion information clearly stating payment finalization dates. Student payments not finalized prior to the incursion will not be allowed to attend unless alternative payment arrangements have been organized with the Business Manager
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide organizing teachers with detailed records on a regular basis
- A designated "Teacher in Charge" will coordinate each incursion
- The Teacher in Charge must provide the General Office with a final student list. This list must also include the location of students not involved in the incursion. A copy of this list should also be posted on the staff noticeboard and on the intranet
- Students not attending the incursion will be provided with suitable alternative activities
- Where applicable, students must have returned a signed permission note and payment to be able to attend the incursion

- Only students that have displayed sensible, reliable behaviour at school will be permitted to participate in school incursions. Parents will be notified if their child is in danger of losing the privilege to participate in an incursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal or Assistant Principal in consultation with the organizing teacher. Both the parent and student will be informed of this decision prior to the incursion

DUTY OF CARE

Incursions

- Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities
- Be aware that incursions require the teacher to fully comply with DEECD guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care
- Be aware that incursions require the teacher to ensure that the venue adheres to DEECD guidelines.
- Be aware that school policy is for students to be counted and at other times on a regular basis whilst participating in the incursion
- Arrangements will be made for students not attending the incursion to continue their normal program at school under supervision of another classroom teacher

APPENDIX A: Incursion Approval Form

(Cont)

APPENDIX A:

Warrnambool College	INCURSIONS APPROVAL FORM
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APPROVAL APPLICATION: To be submitted to School Council or the school for approval as required by DEECD.

INCURSION:		
DATE/S:		
DETAILS: (who is visiting; what activity will take place)		
NUMBER OF STUDENTS:		
WHO : (tutor group, year level, other – specify)		
VENUE:		
PURPOSE OF INCURSION:		
COST PER STUDENT - or		
FUNDED BY (source of funds)		
ORGANISING STAFF MEMBER:		
STAFF PROPOSED:		
ARE ANY INCURSION SUPERVISORS OTHER THAN TEACHING STAFF: <i>Please circle</i>	Yes	No
IF YES PLEASE LIST:		
IF NOT WARRNAMBOOL COLLEGE STAFF, ARE THEY TO BE PAID? <i>Please circle</i>	Yes	No
WORKING WITH CHILDREN CHECK HELD BY VOLUNTEERS? <i>Please circle</i>	Yes	No

Signed: _____ Date: _____ / _____ / _____

International Students

RATIONALE

Warrnambool College is a registered provider in the DEECD Overseas Students' Program. The program is beneficial to our students, providing them with contacts to a range of cultural experiences as an extension to our sister school relationship with Miura Rinka in Japan and SM Tiga in Indonesia in Indonesia. Through this program this college provides an excellent educational opportunity for overseas students.

AIMS

The College will:

- Promote a harmonious environment where international students, teachers and parents co-operate to ensure that the College's educational goals can be successfully met.
- Offer a safe and stimulating educational environment for International students
- Arrange caring and appropriate home-stays for its International students (see Homestay Policy)
- Make appropriate arrangements to teach English as a Second Language to its International Students
- Promote the International Students program within its community as a positive, beneficial arrangement leading to better cultural understanding and greater cultural tolerance within the whole school community

GUIDELINES

- All arrangements made for International Students being educated in the college will be according to DEECD directives and guidelines, including accommodation.
- The Co-ordinator of International Students will liaise with the International Education and Marketing Unit to ensure, wherever possible, the suitability of International Students for placement regarding their reasons for seeking enrolment, their expectations of the program, their ability to cope with separation from family and culture, their potential to achieve a working knowledge of English and so successfully complete VCE
- Placement of International Students will be undertaken provided there is benefit to the college community and will not occur if it either interferes with the schooling of any of our local students, or is financially disadvantageous. The college Council has agreed that we endeavour to maintain the program at a sustainable level
- The Co-ordinator of International Students Program will offer personal support to all overseas students and continually monitor their educational progress and emotional wellbeing.
- The Co-ordinator of International Students Program will monitor International students attending the College's Language Centre.
- The Manager of International Students Program will make necessary arrangements for relevant professional development of staff responsible for the teaching of International students.
- The Co-ordinator of International Students Program will regularly and frequently educate the college community (staff, parents and students) of the cultural differences between the visiting students and our local community.
- The College administration will regularly and frequently examine the markets of International Students, participate in tours and fairs and adjust our target audience as deemed to be necessary.
- The Co-ordinator of the program will report to the College council each term and present a marketing report at the start of each year.

- In all cases students will be placed in a homestay unless enrolled under option 1 or 2. The DEECD approval process including a site visit and verification of Working With Children Checks for all persons aged over 18 years residing will occur for all homestays including third party.
- Each year the college council will pass a motion to endorse the program.

“That college council endorses the continuation of the International Program at Warrnambool College. “

EVALUATION

This policy will be reviewed as part of the college’s three year review cycle.

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Internet Banking & Electronic Funds Management Policy

Purpose:

- Electronic banking has become a very common banking practice that provides several distinct advantages, whilst at the same time offering high levels of security and convenience.

Aims:

- To utilise the advantages of electronic banking for our school whilst simultaneously enhancing banking security, increasing transaction speed, improving convenience and lessening environmental impact.
- To ensure that all actions related to Electronic Banking are consistent with the DEECD procedures and internal controls of the 'Education Training and Reform Regulations 2006' and 'Schools Electronic Funds Management Guidelines 2010' located on Financial Management website www.education.vic.gov.au/management/financial/policy.htm

Implementation:

- School Council, after carefully considering the costs, benefits, fraud prevention, internal controls, and information privacy implications etc, has authorised the use of electronic banking at our school for the following facilities.
- All payments through electronic banking software are simply another form of payment from the school's accounts and, consistent with DEECD requirements, must be authorised by a principal and one other nominated member of school council.
- School Council approves MECU Intelligent Banking as the approved software for all internet banking activities.
- Electronic banking may be used to check account balances, transfer funds between accounts, direct debit transactions, direct deposit of invoices and local payroll, parent payments via BPAY and Centrepay.

Direct Debit

- A direct debit facility allows an external source eg: a regular supplier to remove funds of a pre-arranged amount from our school's official account on a pre-arranged date. Typical examples would be photocopier or computer monthly lease payments.
- The School Council requires all suppliers to provide tax invoice/statements to the school prior to direct debiting any funds from the school's account.

BPay

- BPay is a secure electronic banking product identified on a supplier/creditor account with a unique biller code.
- All of the standard controls and processes related to creating and paying orders are to be met.
- Whilst it is possible to pay BPay amounts by telephone, our School Council requires that we make BPay payments via the internet.
- Parent accounts may also be paid to the school by BPAY using the unique biller code printed on their statements. Payment will be allocated to the oldest outstanding transactions at the end of each month unless otherwise informed by parents.

Centrepay

- Centrepay is an option for parents to pay direct credit into the school account from their fortnightly Centrelink payments to pay school levies, with a minimum amount of \$10 able to be deducted per fortnight and a transaction fee of .99c to be paid by school.
- Centrelink email the school after every transaction advising the school to print out Centrelink payment sheet, payment is then receipted into Cases21 as a family receipt and a general ledger payment made for the Centrelink fee to the school.

Direct Deposit Facility

This form of internet banking allows the school to pay funds directly into a person's or businesses nominated bank accounts eg: creditors or local payroll employee.

Whilst this facility is particularly convenient and cost effective, it has minimal security. Consequently, internal controls surrounding the process at the school are critical. Such controls include:-

- Proper authorisation and approval of both the initial setting up of account details and any subsequent transactions against the account(s). The Principal and the previously mentioned School Council nominee only are authorised to use the security token associated with the MECU Intelligent Banking software.
- The proper segregation of duties at all times.
- The safe, secure and confidential storage of information and data, including the storage of PIN's and security tokens in the school safe. The option of passwords to mobiles phones for nominees is also available.
- Proper retention of all transactions relating to accounts such as purchase orders, tax invoices/statements, vouchers, payroll listings, signed or initialled screen prints and payee details, relevant CASES21 reports etc, including Principal signed and dated internet transaction receipts attached to authorised payment vouchers.
- The retention of printed payment receipts that display all details of a payment so as to confirm payment details.
- Compliance with all bank imposed security measures, limits and requirements.
- Approval by School Council that all creditors are now paid by direct deposit and BPAY where possible to minimize cost and inconvenience of signing cheques.
- The provision of printed documentation to the Finance Committee, School Council and auditors as required.
- That alternative procedures using the direct deposit facility exist during periods when the Business Manager or the Principal are absent for an extended period.

Evaluation:

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

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Investment

The role of Council in managing the College's investment accounts is to ensure that all regulatory obligations, whether they be Departmental, State of Commonwealth, is complied with in accordance with the relative legislation.

RATIONALE

School Council have responsibility for monitoring School funds and deciding if there is an opportunity to invest surplus funds to generate interest revenue for the school.

PURPOSE

The aims of the College Council in managing its investment accounts is to:

- Ensure compliance with all Departmental directives and instructions for the operation of such accounts as per Memo S296-2008 School Investment Policy Guidelines
- Ensure that the cyclic monetary needs of the College are capable of being met within the maturity profiles of its various investments.
- Ensure the maintenance of investment strategies to meet future initiatives, whilst retaining access to cash reserves to meet unforeseen contingencies.

IMPLEMENTATION

The aims of the College's Investment Policy will be achieved through the implementation of the following strategies, including:

- Maximising the funds available for investment, it is essential to:
 - monitor the program budgets and commitments to determine cash required in any given period
 - make use of the High Yield account
- Council must approve, in writing, any variation to the amount, period or type of investment
- Council is to be provided with cyclic reports of each investment account, as determined by Council
- Council through its supporting Finance Sub Committee is to ensure that the management of its investment accounts complies with current DEECD policy guidelines and thereby should only include APRA approved Authority Deposit Institutions
- All investment accounts must be recorded in CASES unless they are an approved exception, whereby account details are to be recorded in an appropriate register
- A register of investments will be maintained by the Finance Manager. The register will contain:
 - date of lodgement
 - name of institution
 - terms of investment : period, percentage rate and maturity rate
 - amount invested

EVALUATION

This document is to be reviewed annually as part of the College's policy review cycle.

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Leave and Flexible Work Policy

OVERVIEW

The Department of Education and Training (DET) requires that local arrangements for the approval of leave and leave entitlement information need to be readily available and communicated to all staff. Any decision with regard to the granting of leave is to be made in line with relevant legislative obligations and this Policy. These local arrangements set out the priorities for the granting of leave, the process of application and recognition of the particular circumstances affecting the school. The policy also ensures that leave is granted on an equitable basis within the school.

This Policy also covers application for a flexible work arrangement such as a change of time fraction. On this basis references to 'leave' are also references to a 'flexible work arrangement'.

This Policy is to be read in conjunction with information contained in HRWeb, the Department of Education and Training Human Resource Management website

<http://www.education.vic.gov.au/hrweb/aztopic/Pages/default.aspx> and other relevant documentation.

Consistent with sound human resources management principles and practices, the development of this local Leave Policy and its implementation has been undertaken within the school's consultative framework.

AIMS

This Policy aims to put in place a process for administering discretionary and non-discretionary leave and flexible work arrangements which provide for:

- recognition of the need of the school to deliver its educational program
- recognition of the agreed decision making and consultation processes within the school
- recognition of the needs, wishes and entitlements of staff
- fair and impartial decision-making
- flexibility to accommodate pressing personal circumstances where possible
- recognition of the authority of the Principal as the decision maker in all matters covered in this policy and
- access to an internal review process without limiting an employee's right to pursue a personal grievance with the Merit Protection Boards.

IMPLEMENTATION

- Delegated authority for the approval of leave generally rests with the Principal. For some forms of leave approval may be required from the regional or central office of the Department of Education and Early childhood Development (for example the taking of partner leave at a time other than specified). Application for these forms of leave must still be made through the Principal in the first instance. Where this is the case the applications will need to meet both school and DEECD timelines.
- All applications for leave shall be submitted via Edupay
- All applications for leave shall be treated in confidence.
- Staff are advised not to make arrangements associated with their planned leave prior to it being confirmed.
- All applications for leave shall be considered promptly, with a response via Edupay given as quickly as possible.
- Discussion about the leave application shall occur at the request of either the Principal or the applicant.
- Once the Principal has approved leave and the staff member has accepted, neither party may unilaterally withdraw from the arrangements. However, if the circumstances of the staff member or the school change unexpectedly, either party may initiate discussions to explore options.

- Leave applications approved by the Principal will be submitted to the Business Manager for processing.
- Copies of all leave applications by employees and approvals shall be kept in the employee's Personnel file.
- Staff members should be aware that if they undertake a period of leave without pay, this period of time does not count as service and therefore they do not accrue such entitlements as Long Service Leave during this period.

CONSIDERATIONS

Factors that will be taken into account in considering applications for discretionary leave include:-

- DEECD policies
- The impact on school program delivery, and the availability of suitable replacement staff.
- The circumstances, needs and rights of the staff member, including health issues, and compassionate and/or compelling personal circumstances
- The number of staff requesting leave at the same time.
- Previous leave granted to the staff member.
- The length of service of the staff member.
- The type and duration of the leave being requested.

It should be noted that while Long Service Leave is an entitlement, the timing of the leave is discretionary. Where long service leave is not granted, arrangements will be made with the staff member to enable the leave to be taken at another time.

APPEALS IN RELATION TO THE NON GRANTING OF LEAVE

- In the event that a staff member is not satisfied with the outcome of an application for leave he or she may request that the decision is reviewed by the relevant Consultative Committee. A request for review should be in writing and outline the grounds for review. The committee will consider the request for review along with the Principal's decision for not granting the requested leave and will make a recommendation to the Principal. The Principal will consider the Consultative Committee recommendation, make a decision, and inform the committee and the staff member of the outcome. Where the Principal's decision is not consistent with the recommendation of the committee the reasons for the decision will be given in writing.
- Should the staff member remain dissatisfied following the internal review process, the staff member is entitled to lodge a 'Personal Grievance' with the Merit Protection Boards. Further information can be obtained from the Merit Protection Boards website at <http://www.mpb.vic.gov.au/>

Note:

- If a staff member does not wish to appeal to the Consultative Committee in relation to the non-granting of leave by the Principal, he/she may lodge a personal grievance directly to the Merit Protection Boards (MPB).
- An internal review and an MPB review cannot operate concurrently. The grounds on which a personal grievance can be lodged are set out in Ministerial Order 199 and on HRWeb at:- <http://www.education.vic.gov.au/hrweb/employcond/Pages/griev.aspx>

TYPES OF LEAVE AND PROCESSES FOR REQUESTING LEAVE

Long Service Leave

- For information on Long Service Leave please see HRweb: <http://www.education.vic.gov.au/hrweb/employcond/Pages/lsl.aspx> may also seek advice from the Principal or Business Manager.

- Applications should be lodged via Edupay not less than 2 full terms in advance of the requested period of leave. Please note that while no minimum period of Long Service Leave applies, leave will not normally be granted for periods of less than one calendar week.
- It is expected that where leave is granted to a member of the teaching staff then that staff member will:
 - Not be teaching VCE Units 3 & 4 when applying for more than 10 days leave in that year, unless the College Consultative Committee determines there are no other members of staff available to teach those units.
 - Not be a core member of a Year 7 teaching Team taking leave for a period of more than a term unless the College Consultative Committee determines no other members of staff are available to teach in the term
 - All reasonable requests of 5 days or less is at discretion of the Principal
 - LSL requests over 5 days will be recommended by the LSL committee (a subcommittee of CCC) and approved by the Principal. The LSL committee is AEU Rep, Operations AP & the Principal.
 - Where multiple requests of LSL are received for the same period, negotiation with individuals concerned will take place based on the staffing profile.
- Exceptional circumstances will be considered on a case by case basis.
- The application is to include the commencement and the return dates of the leave being sought, together with an indication of whether the leave is being requested on full pay or half pay.

Leave Without Pay

- For information on Leave Without Pay:
<http://www.education.vic.gov.au/hrweb/employcond/Pages/lwopTS.aspx>
You may also seek advice from the Principal or Business Manager.
- Applications for Leave Without Pay (LWOP) are to be submitted to the Principal via Edupay
Note: Careful attention to the departmental policy on taking leave to work in a non DEECD workplace is recommended.
- Whilst staff members may submit a request for Leave Without Pay at any time, to assist the school with workforce management the following arrangements are to apply:-
 - Applications should be submitted no later than the end of term 2 for LWOP for the following school year.
 - Applications should be submitted a minimum of two terms in advance for LWOP in the current year. LWOP for the current year will only be granted in exceptional circumstances.
 - Exceptional circumstances will be considered for late LWOP applications on a case by case basis at the discretion of the Principal.
 - LWOP may be granted for up to twelve months, with the possible extension of a second and third year, considered at the end of each twelve month period at the discretion of the Principal.

Personal Leave

- For information on Personal Leave:
<http://www.education.vic.gov.au/hrweb/employcond/Pages/slveTS.aspx>
You may also seek advice from the Principal or Business Manager.
- Staff members must advise the Assistant Principal or delegate of their absence wherever possible, by no later than 7.00am (preferably earlier) on the first day of any such absence and provide advice of the anticipated duration of the absence. If additional Personal Leave is required, the staff member is requested to contact the Daily Organiser as soon as this is known or no later than 7.00am the following day.
- Leave entry is to be submitted via Edupay immediately upon resuming duty. It is the responsibility of individual staff members to enter this leave and to supply a 'Required Document' if applicable.

- Staff have 10 days to enter leave into EduPay
 - If leave is not entered after the 10 school days, the HR officer to check with Principal and then place a **stop pay** against member of staff for the duration that they were absent from school
 - Staff are informed that a **stop pay** has been placed on their pay by email
 - **The staff member must contact the HR officer, indicating they are now entering the relevant leave into EduPay. The stop pay will then be removed, enabling the staff member to enter the leave. Entry will be verified that day to ensure the process is completed, otherwise another stop pay will be entered.**
 - The same process applies if the staff member has entered the leave on Edupay but has not provided the required documents.
 - Staff are reminded the required documents may be uploaded to Edupay at the time of entering the leave.
- A Required Document is a medical certificate, certificate in lieu or a statutory declaration. Refer to the Personal Leave Policy Guide on HRWeb for further details, or the attached document.
 - Staff members are responsible for monitoring their non-certificated leave days. If more than 5 days (EFT 1.0) of non-certificated leave occurs in one year, then unpaid leave may result.
 - A 'Required Document' must be supplied for any absence either side of a public holiday, immediately before or after a school vacation or a period of Long Service Leave or on a day of Stop Work action.

Parental Leave

- For information on Parental Leave:
<http://www.education.vic.gov.au/hrweb/employcond/Pages/parentlveTS.aspx>
you may also seek advice from the Principal or Business Manager.
- Parental Leave may comprise one or more forms of paid or unpaid leave including Pre-natal Leave, Maternity Leave, Partner Leave, Adoption Leave and unpaid parental absence. Cont.
- Applications for all forms of Parental Leave must be submitted on Edupay as soon as practical, and must include required documentation. Further information on specific forms of Parental Leave can be found on HRWeb by consulting the A-Z index.

Other Forms of Leave

Various specialised forms of leave are available in specific circumstances:

- Spouse Leave (leave to accompany spouse)
- Study Leave (including leave for examinations, graduations and practicums)
- Jury Service
- Sporting competitions Leave
- Defence Reserve Service
- Military Service Sick Leave
- Emergency Services Leave
- Community Activities Leave
- Sabbatical Leave

Further information on these forms of leave can be found on HRWeb by consulting the A-Z index, or seek advice from the Principal or Business Manager.

*** Discretionary leave**

- All full time staff have a credit of 5 x 1 period allowance for medical/personal appointments of which will not impact on their personal leave. This will be pro rata for part time staff. This allowance is for 1 period absences without a medical certificate only.

*** Funerals**

- Staff are granted either a full day or ½ days leave to attend a funeral.
 - Where the staff member is absent for a whole day, the staff member is to enter ½ a day leave in Edupay

The other ½ of the day is deemed discretionary.

- Where the staff member is absent for a ½ day for a funeral, no entry is required in Edupay
- The maximum number of funerals this leave may be used for per year is 4 x ½ day.
- The staff member must inform the Daily Organiser of the absence.

For the above Leave categories marked with *, the Daily Organiser will keep a record and provide authorisation to the HR officer to ensure staff do not have these times recorded as LWOP on Edupay.

TIME FRACTION CHANGES (FLEXIBLE WORK OPTIONS)

- All staff members are entitled to request consideration for a ‘Time Fraction’ change, at any time. Further information on time fraction changes is available on HRWeb:
<http://www.education.vic.gov.au/hrweb/workm/Pages/ptimeTS.aspx>
- Time fraction changes would normally only be considered for the following year, however a time fraction change for the current year will be considered on a case by case basis and only in recognition of exceptional circumstances.
- If a staff member wishes to be considered for a Time Fraction Change they should put their request in writing outlining the reason for their request and submit the request to the Principal :-
 - No later than the end of term 2 for a time fraction change to take effect the following year
 - With at least two term’s notice for a time fraction change to take effect in the current year.

Note: The Principal may grant a discretionary time fraction change to address situations of pressing necessity.
- Applications will be considered having regard to the school’s workforce needs and the reasons for the request.
- When a time fraction change is granted, please note the following DET policy requirements:-
 - Under the terms of employment applicable to all employees it is not possible to pay employees at less than their time fraction. As a consequence, **an employee cannot temporarily reduce his or her time fraction. In circumstances where an employee seeks a time fraction reduction, he/she must agree to a permanent reduction in his/her time fraction.**
Nothing precludes an employee and the employer agreeing to a subsequent time fraction increase at the same time.
 - Notwithstanding the above an employee may request to return to duty after Parental Leave on a part-time basis until the child reaches school age to assist the employee in reconciling work and parental responsibilities. Any such request will be considered having regard to the employee’s circumstances and provided the request is genuinely based on the employee’s parental responsibilities, may only be refused on reasonable grounds related to the effect on the education program of the school.
Note: There is a range of flexible work options of which part-time work is only one example and staff are encouraged to explore these options.

EVALUATION

This Leave Policy will be reviewed in line with the school’s Triennial Policy Review process.

APPENDIX

To access HRWeb use the following link

<http://www.education.vic.gov.au/hrweb/aztopic/Pages/default.aspx>

Go to: DEECD home page (www.education.vic.gov.au)

Go to: School Professionals

Go to: A-Z Lists/Human Resources A to Z

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Library Staffing Policy

Rationale:

The College Library is an important resource for students and staff alike. Students require daily flexible access to resources and the study environment to support their learning. Whilst it is imperative staff support this learning, staff need to feel supported in regard to student/staff ratio's and external assistance.

We believe that the rights and responsibilities across all members of our school community need to be addressed to ensure student success.

Aims:

- To ensure students have flexible access to the library to access resources and to provide quiet study opportunities for year 12 students.
- To enhance teaching and learning opportunities for staff and students
- To ensure staff do not feel isolated and vulnerable in the library.
- To provide a harmonious, positive and productive school environment.

Implementation:

- The Library is to be open for student use from 8.30 – 4.00pm daily. Extended hours are available where teaching staff are available to supervise.
- A minimum of ES 1-2 level staff member is rostered on to the library at all times. At this level staff are required to supervise small groups of students without teaching staff presence. While the VGSA is not clear on the number of students that constitutes a 'small group', for the purposes of this policy at Warrnambool College it will be considered up to 25 students per ES 1-2
- 2 x ES staff members are rostered on to the library for the morning sessions of each day.
- Teaching staff are rostered on duty to cover the recess and lunch time periods.
- ES 1-2 staff are required to supervise small groups of students (VGSA October 2013). Small groups are deemed to be groups of up to 20 students per ES staff member.
- Where an ES 1-2 staff member is not available in the Library, or where the numbers of students in the Library without a teaching staff member present exceeds 20 students per ES 1-2, staff are to contact the Office or Principal Class for support.
- If a student is misbehaving library staff are to make use of school phones to contact front office who will arrange for on-duty AP to support them.
- Library staff are to ensure the daily organiser is aware of any staffing changes due to absence so replacements at the appropriate level are maintained.
- Students can be sent to the library to pick up printing and to borrow resources provide they are sent with a note. Students are not to be sent from classes to complete class work in the library– this needs to take place with teacher supervision in the classroom.
-

Evaluation:

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

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Loan of Equipment Policy

OVERVIEW

Warrnambool College is committed to providing students and staff with the best possible equipment resources. It is expected that this equipment be used and cared for in a manner which is consistent with the values of the College.

The role of Council in managing the College's Loan of Equipment Policy is to ensure students and staff have access to appropriate equipment, assisting each student to achieve to their maximum potential.

RATIONALE

Teaching and learning opportunities for staff members and students can be enhanced by the school lending equipment for school related purposes. Similarly, relationships with groups and organisations can be strengthened by the school making available equipment for community use.

AIMS

- To enhance teaching and learning opportunities for staff and students
- To strengthen relations with community groups and organisations

IMPLEMENTATION

- Staff members may borrow specific items of school equipment for the purpose of completing school work at home, but must complete an entry in the borrowing book located in the school office, including a declaration that any costs resulting from loss or damage that is not covered by Department of Education insurance, will be borne by the borrower. Alternatively, where items have been borrowed from the Library, the entry will be recorded electronically through their loans register.
- Community organisations and groups may borrow specific items of school equipment, but must arrange to do so with the Administration staff. A representative of the group must complete an entry in the borrowing book located in the school office or from the loans register in the library, including a declaration that any costs resulting from loss or damage that is not covered by insurance, will be borne by the borrower.
- A student may borrow specific items of school equipment, but must arrange to do so with the appropriate staff member. The student must complete an entry in the borrowing book located in the school office or from the loans register in the library, including a declaration that any costs resulting from loss or damage that is not covered by insurance, may be borne by the borrower.
- All school assets will be recorded on the CASES21 assets register, and will be engraved or identified as school property. An biennial stock take will determine the location and condition of each recorded asset.
- All instances of inappropriate activity involving lent equipment (including loss, vandalism, arson, theft and burglary) are to be reported to the police and the Office of Emergency Management ph: (03) 9589 6266 as soon as detected.

EVALUATION

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

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Mandatory Reporting

RATIONALE

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

AIMS:

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

IMPLEMENTATION

- All members of the teaching service are mandated by law to report signs of physical and/or sexual abuse, and neglect
- If a staff member's concerns relate to a child in need of immediate protection or they have formed a belief that a child is at significant risk of harm they are mandated to make a report to Child Protection. It is recommended that staff follow the procedure below.
- For other issues related to a child's well-being, teachers have the option of a referral to Child FIRST if they have significant concerns that a child and their family need a referral for family services.
- Protective concerns may exist where staff are concerned about a child because they have:
 - received a disclosure from a child about abuse or neglect
 - observed indicators of abuse or neglect
 - been made aware of possible harm via their involvement in the community external to their professional role
- At all times staff members should remember to:
 - record their observations
 - follow appropriate protocols
 - consult notes and records
 - consult with appropriate colleagues if necessary
 - consult with other support agencies if necessary
- New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure
- Staff will be reminded about and updated on mandatory responsibilities annually
- All concerns must be reported immediately to the Principal, or Assistant Principal
- The Principal or Assistant Principal will keep a record of all discussions about a student with whom there is a concern.
- If a belief has been formed by a staff member a child is in need of immediate protection or they have formed a belief that a child is at significant risk of harm, the staff member should conduct discussions with the Principal or Assistant Principal. Information will be recorded and retained securely in the Principal's office.
- If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged make a report to Child Protection
- The teacher and/or the Principal Class officer will contact Child Protection by telephone as soon as possible to make an official notification on: **1 300 655 795**

- Members of the Department of Human Services, or associated support or intervention services that visit the school following a notification, will interview staff and children only in the presence of a Principal Class member or his/her nominee
- All “Mandatory Reporting Information Sheets” remain filed in secure storage
- All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential
- All incidents are to be monitored and any subsequent signs or indications of abuse are also to be reported.
- While only mandated by law to report incidents of physical and sexual abuse and neglect, teachers are also encouraged to report other forms of abuse or neglect.

EVALUATION:

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

References:

DEECD Child protection guidelines

<http://www.education.vic.gov.au/healthwellbeing/safety/childprotection/childprotection.htm>

Guide to Managing a Disclosure of Child Abuse

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

A step-by-step guide to making a report to Child Protection or Child FIRST

http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Flowchart_Mandatory_Reporting_Sep_2010.pdf

Protecting the safety and well-being of children and young people

http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Protecting_Children_Protocol_Sep_2010.pdf

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Materials & Services Parent Payment

RATIONALE

Locally raided funds add significantly to the school's ability to provide a diverse and high quality curriculum. The school council has the responsibility to carefully consider the resources available each year and set the charges to cover provision of those areas which are the parents' responsibility. College Council members are to keep the costs to parents to a minimum and not exceed the cost of the relevant materials or services to the student.

AIM

- To provide a diverse range of high quality learning opportunities for all students.
- School Council seeks to supplement Department of Education and Training resources with a variety of locally raised funds, including subject charges and voluntary levies.

PURPOSE

The aims of the College Council in monitoring the Parent Payments are to ensure that:

- Parents and guardians are provided with early notice of requests for payment of essential education items and optional extras
- All students have access to the standard curriculum program
- School Council will only consider submission for charges and levies consistent with S300-2008 Parent Payments in Victorian Government Schools Memo, or the most recent DE&T directive.
- Students will be charged for subject elective contributions (eg: class sets of texts, consumerable items such as ingredients for Home Economics, Woodwork, Studio Art, etc) or as a service charge (eg: bus fares, locker hire etc).
- The School Council will provide opportunities for all families experiencing financial difficulties to enter into alternative and confidential payment arrangements through contact with the Principal or Business Manager.
- Students wishing to participate in extra curricula activities such as camps, excursion trips, dinners, instrumental music etc. must meet the full cost of the activity and be up to date with all payments before the student participates.
- The status and details of any payments or non-payments by parents and guardians are confidential
- Details of how payments will be spent are provided by the school
- Payment requests or letters to parents clearly identify whether the items are essential education, optional extras or voluntary financial contributions
- All requests for payment are fair and reasonable.
- If parents/guardians choose for their children not to attend a compulsory excursion/camp, alternative options are provided.

IMPLEMENTATION

The aims of the College's Parent Payment Policy will be achieved through fair and reasonable communication with parents about education items, including requests for payment. Payment requests, letters or CASES 21 invoices for student materials and services charges will be accompanied by the following information:

- Parent/guardians are required to provide essential education items for their students, and they have the option of purchasing these through the school or through a local supplier, where appropriate
- Details of how payments or contributions will be spent by the school

- A copy of the school-level policy is available upon request, and in booklist material.
- Payment requests or letters to parents to clearly identify which category the items fall into i.e. essential education items, optional education items or voluntary financial contributions.
- It is not acceptable to use coercion or to harass parents and guardians to obtain payment.
- Students wishing to participate in extra curricula activities such as camps, excursion trips, dinners, instrumental music etc. must meet the full cost of the activity and be up to date with all payments before the student participates, alternatively the student may be removed from the program.

SUPPORT OPTIONS

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

- The Schoolkids Bonus which is provided by Centrelink to help with education costs and is automatically paid in January and July to eligible families and students.
- Access to State Schools Relief Committee support via the principal to assist with clothing/uniforms
- Welfare and support agencies that have established partnership arrangements with schools to provide further assistance to students and their families.

EVALUATION

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

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Mature Minor

RATIONAL:

To provide guidance to principals on when and how to assess a student as being mature enough to make their own decision about a particular issue.

Throughout this policy: Principal means the principal or a principal's nominee. Depending on the decision to be made, a principal's nominee may include a SSSO or other nominated staff member. Parent means person who has decision making responsibility for a child. If you are unsure about this, see: Decision making responsibility for students (in SPAG). Student living independently means a student aged at least 15 years who is not living in the day to day care of a parent or carer pursuant to a court order.

Notwithstanding this, for a variety of reasons students under the age of 18 sometimes ask to make decisions on their own behalf, without involvement of their parents. Circumstances in which a principal should make an assessment as to whether a child is sufficiently mature to make their own decision about a particular issue include when:

AIMS:

To recognise that parents, guardians and carers play an invaluable role in boosting a child's learning and wellbeing through being actively informed and involved from the early years through adolescence. For this reason, schools continue to engage parents in schooling matters even after the student has turned 18 and are legally recognised as adults.

- To assist and support the student under the age of 18 (that ask to make decisions on their own behalf, without involvement of their parents).
- To assist and support the student if there is a dispute about a schooling matter between the student and their parents.
- To assist and support the student if there is a dispute about a schooling matter between the students parents

SCHOOL STATEMENT:

Warrnambool College will fully comply with the associated Guidelines published by the Department in relation to Mature Minor status.

IMPLEMENTATION:

The Principal (or their nominee) will consider whether a student is a mature minor based on these points:

- The law recognises that a young person with sufficient maturity and intelligence to understand the nature and effect of a decision has the capacity to make that decision on their own behalf.
- There is no specific age when a young person may be deemed sufficiently mature and capable of making his or her own decision.
- The principal (or 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.
- To determine whether a student is a mature minor, the principal must be satisfied that the young person has sufficient maturity, understanding and intelligence to comprehend the nature and effect of the particular decision.

- As for all adult consent, a mature minor student's consent must be informed, voluntary, specific and current. The principal is responsible for establishing this. To assess this, the principal may take into account, based upon their interview/s and conversations with the student, the student's:
 - age
 - level of maturity for their age
 - understanding of the issues and consequences
 - living arrangements (independence)
 - previous academic results/school reports
- To reach this decision, the principals may consult other members of the leadership team, any relevant teaching and school welfare staff including SSS staff or any external health professionals treating the student with the consent of that student. The Principal may also seek advice from the Legal Division.
- The principal will document their decision and the reasons for their decision.
- Importantly, the principal may deem a student to be a mature minor for some decisions and not for others. For example, the principal may deem a student to be a mature minor for the purpose of participating in a Lesbian, Gay, Bisexual, Transgender, Intersex (LGBTI) support group at school, or attend a sex education class. In these circumstances, the principal may decide that the student may choose to participate on their own behalf without parent consent. This does not automatically mean that the school would deem the student a mature minor for any other aspect of their education or welfare.
- For students living independently, see below.

Students living independently

Students sometimes choose to live separately from their parents. There are vastly different reasons why this occurs. Sometimes this is because the student no longer wishes to abide by their parents' rules. This also occurs in situations of neglect, emotional abuse, family violence or a parent is drug or alcohol affected.

When a student is living independently, the student may ask that the school:

1. deem them a mature minor for all aspects of their education and welfare, so that the school no longer involves their parents in decisions about their education, and
2. no longer inform their parents about their schooling matters, including no longer providing school reports to the parent.

Making schooling decisions on their own behalf

In *all* circumstances when a student makes these requests, the principal (or nominee) must first try to obtain confirmation from the parents or other responsible adult that the student is no longer living at home. If the school confirms that the student lives independently, the school must ask the student to nominate a suitable adult to be a point of contact for the student, to sign consent forms and for emergencies, etc. If the student nominates a suitable adult, the school can then allow that suitable adult to make decisions for the student.

If the student is living in the care of the nominated suitable adult, the school should ask the adult to provide an informal carer statutory declaration, confirming they have day to day care of the child, unless the adult can provide evidence of more formal carer status with a court order.

If the student is unable or unwilling to nominate a suitable adult to make decisions on their behalf, the school must make a record of this. The school can then determine whether the student is a mature minor having regard to all the student's individual circumstances, including the principles set out above. Again, the best interest of the student is always the paramount consideration. Practically, if a school refuses a student's

request who is living independently, this may mean the student stops attending school. Principals should avoid this occurring as far as reasonably possible.

If the school then deems the student to be a mature minor for all schooling decisions, the school can then deal directly with the student for all decisions about schooling matters. This includes, for example, signing their own excursion forms.

If a parent then objects to the school allowing the student to make their own decisions about schooling matters, again the primary consideration is the best interests of the student. This includes what is in the best educational interests of the student. Unless there is a risk of harm, the school should always encourage the student and parents to resolve their differences.

If the school is concerned that the student is not sufficiently mature to make their own decision about any or all school matters, the school should report their concerns to an appropriate adult or care agency such as the Department of Health and Human Services (DHHS).

Keeping parents informed about general educational progress, including providing school reports

Sometimes students request that the school stop sharing their personal information with their parent(s). If the school deems the student to be a mature minor with respect to this decision, or the student is living independently, the school should agree to this request except with respect to school reports and general information about the student's educational progress. An exception to this is when the principal considers that sharing information about the student's educational progress (including school reports) would adversely impact on the educational, social or emotional wellbeing of the child. Such circumstances might include:

- concerns for the student's safety, welfare or wellbeing due to allegations of family violence, emotional abuse or sexual abuse
- entrenched/protracted parental conflict having an adverse impact on the student and their education outcomes
- the student is estranged from the parent and the parent is not involved in supporting their child's education.

Occupational Health and Safety Policy

OVERVIEW

This policy applies to all employees (teaching and non-teaching), students, parents, visitors, volunteers and contractors who come into Warrnambool College.

OHS PRINCIPLES

- Warrnambool College is committed to and encourages the provision of, a healthy and safe environment
- Warrnambool College will so far as is reasonably practicable take action to improve and promote health, safety and wellbeing and prevent workplace injuries and illnesses in accordance with DEECD OHS Policy

Warrnambool College is committed to:

- preventing injury and illness occurring on campus and in all school related activities including camps and excursions;
- consulting and co-operating with employees on health, safety and wellbeing issues directly as well as through a Health and Safety Representative on site and employee representative organisations on OHS issues affecting them;
- achieving continuous improvement through the monitoring and review through regular meetings with OHS Representatives with the objective to monitor and improve health and safety management systems and initiatives;
- complying with all relevant health and safety regulations including a commitment to the early and safe return to work of injured staff; and
- allocating adequate resources to maintain a healthy, safe and supportive workplace.

Warrnambool College will meet its commitment to Health & Safety by:

- providing appropriate information and training for the leadership team and OHS representatives (including all Principal class members) and employees to enable them to perform their OHS roles and responsibilities;
- holding all levels of leadership accountable for the health & safety of staff and students under their management;
- consistently applying DEECD OHS procedures, practices and other relevant policies in accordance with statutory requirements and accepted health and safety standards;
- reporting, recording and investigating accidents and incidents and acting to prevent re-occurrence;
- reducing health, safety and wellbeing risks through a documented process of hazard identification, selection, implementation and review of risk controls;
- monitoring, reviewing and improving health, safety and wellbeing management systems; and
- provision of a comprehensive range of strategies and programs available to staff to support their health, safety and wellbeing and the return to work of ill or injured staff, including ensuring training and instruction is provided to staff commensurate with their roles and responsibilities to enable them to comply with this policy.

ROLES AND RESPONSIBILITIES

Health and safety at Warrnambool College is everyone's responsibility.

THE PRINCIPAL AND COLLEGE COUNCIL

- As employers, the Principal and College Council have the direct responsibility for ensuring the policy objectives are fulfilled. The Principal is the OHS management representative by default. However, a

management team member with appropriate seniority may be nominated by the Principal to act as the employer's OHS representative in an operational capacity but the overall responsibility cannot be delegated under the OHS Act. The nominated OHS management representative may not also act in the role of elected Health and Safety Representative

Cont.

- Have the overall responsibility for making sure that the workplace is safe, and that the health and safety of the Warrnambool College staff, students, and visitors as far as practicable are not put at risk
- Are responsible for establishing an OHS committee to oversee the implementation and monitoring of OHS policy and development and maintenance of an Occupational Health and Safety Manual
- Must inform staff of OHS practices via induction and updates via OHS representatives and relevant leaders
- Must ensure the necessary resources are provided to achieve effective implementation

WARRNAMBOOL COLLEGE EMPLOYEES, VISITORS, VOLUNTEERS AND CONTRACTORS ARE REQUIRED TO:

- Observe DEECD practices related to OHS
- Report hazards and incidents
- Take reasonable care to ensure health and safety of themselves, and others under their supervision at work, including students, and not put other people at risk. You could put other people at risk by:
 - acting in an unsafe manner
 - not following agreed work practices
 - not acting to report a situation which could result in someone getting hurt
- participate in training arranged to support OHS including briefings on bullying and harassment policies, manual handling, etc
- consult and cooperate with the leadership team or OHS Representatives on safety related matters by:
 - listening carefully to safety information provided
 - asking for clarification, help or instructions if you are not sure how to perform any task safely;
- follow safety instructions and observe the wearing of personal protective clothing and equipment as required
- engage in any return to work plan developed for injured staff

CURRICULUM LEADERS

Curriculum Leaders are responsible for the health and safety performances of their teams. This responsibility extends to:

- keeping up to date with OHS knowledge for the faculty areas disseminated by DEECD
- maintaining the workplace in a safe condition and reporting hazards identified to the facilities manager
- actively promoting and implementing agreed OHS procedures
- identifying OHS training needs of both individual staff and the team as a whole

FACILITIES MANAGER

The Facilities Manager has the responsibility for:

- monitoring and maintaining facilities to support a safe work environment
- liaising with Principals on areas requiring urgent attention
- ensuring OHS risks are promptly addressed and immediately notifying the relevant Principal class member where this cannot occur

Warrnambool College is committed to ensuring this policy is publicised and implemented and will regularly monitor and review its effectiveness. This policy is consistent with the DEECD policy that schools provide a safe and appropriate teaching and learning environment for both staff and students.

EVALUATION

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

Cont.

Appendix 1

Related Acts, Policies and Documents:

- Victorian Schools Reference Guide: Health and Safety Section 7.27
- Victorian Occupational and Safety Act 1985
- Victorian Dangerous Goods Act 1985
- Victorian Workplace Relations Act 1996 and Amendment Act 2005 Industry Awards and Agreements Victorian Government Agreement 2008 and Victorian School Services Officers Agreement 2004
- DEECD OHS Policy: <http://www.education.vic.gov.au/hr/ohs/default.htm>
- Warrnambool College Emergency Procedures
- Workcover Workplace Violence and Bullying
- College Program Risk Management Documents
- Education Act Ministerial Orders No 23 Structured Workplace Learning, No 24 Work Experience Arrangement No 25 Criminal Record Checks for employers/supervisors of Children, No 60 Anaphylaxis

Occupational Health and Safety Manual

Recommended Contents List:

- Introduction – OHS Responsibilities
- Health and Safety Plans
- Staff consultation and representation
- Health and Safety resolution
- Injuries and accidents
- Safe work environment
- Programs including off campus activities
- Specialist OHS advice including OHS advice for technology, science, art, etc.
- Manual Handling
- Contractor and visitor safety
- First Aid
- Emergencies including display
- Workers compensation and rehabilitation

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Parent Payment Policy

Purpose

To ensure that parent payment practices are consistent, transparent and ensure that all children have access to the standard curriculum.

Rationale

The Victorian community shares a vision to build an education system that champions excellence and ensures that every child and young person has access to the opportunities to succeed in life, regardless of their background or circumstances.

Schools are best placed to make local decisions which ensure that all students can access a broad range of learning opportunities that support their expectations and promote their aspirations as they move through the education system. Parent contribution, in all forms, assists schools to provide an enriched learning and teaching program for every student and is highly valued by school communities.

Learning and teaching programs vary across schools based on local needs and circumstances and reflect each school's priorities, decisions and resources. This, in turn, informs the parent payment charges approved by school councils that may vary from one school to the next.

What can schools charge for?

The Education and Training Reform Act 2006 provides for instruction in the standard curriculum program to be free to all students in government schools. School councils are responsible for developing and approving school-level parent payment charges and can request payments from parents under three categories only- Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

Essential Student Learning Items are those items, activities or services that are essential to support student learning of the standard curriculum. These are items that the school considers essential for all students and which students take possession of. Parents may choose to provide the items themselves or buy the items from the school where practical and appropriate.

Optional Items are those items, activities or services that are offered in addition to or support instruction in the standard curriculum program. These are provided on a user-pays basis so that if parents choose to access them for students, they are required to pay for them.

Voluntary Financial Contributions

Parents can be invited to make a donation to the school for a general or specific purpose, e.g. school grounds projects, library fund or for new equipment. Only some Voluntary Financial Contributions are tax-deductible. The attached diagram "**Understanding Parent Payment Categories**" provides examples of items and materials under each category.

In implementing this policy, Warrnambool College adheres to the following principles:

Principles

- **Educational value:** Student learning, aspirations and wellbeing are paramount when schools determine their parent payments practices
- **Access, equity and inclusion:** All students have access to the standard curriculum program and participation of all students to the full school program is facilitated
- **Affordability:** Cost to parents is kept to a minimum and is affordable for most families at the school

- **Engagement and Support:** Early identification and engagement strategies by the school ensure parents are well informed of the payment options and supports available for those experiencing hardship
- **Respect and Confidentiality:** Parents and students experiencing hardship are treated with respect, dignity, sensitivity and without judgement and the identity and personal information of all parents and students are kept confidential in respect to parent payments
- **Transparency and Accountability:** School parent payment practices are well communicated, clear and transparent and their impact on student programs and families are reviewed by school councils

Cost and support to parents

When school councils consider the proposed requests for parent payments the cost is kept to a minimum and is affordable to most parents at the school.

School principals must ensure that:

- items students consume or take possession of are accurately costed
- payment requests are broadly itemised within the appropriate category
- parents are advised that they have the option of purchasing equivalent Essential Student Learning Items themselves, in consultation with the school
- information on payment options is available, accessible and easily understood to all parents so that they know what to expect and what supports they can access. Please refer to the Payment arrangements and methods section below
- parents are provided with early notice of annual payment requests for school fees (i.e. a minimum of six weeks' notice prior to the end of the previous school year). This enables parents to save and budget accordingly
- parents are provided with reasonable notice of any other payment requests that arise during the school year- ensuring parents have a clear understanding of the full financial contribution being sought
- the status and details of any financial arrangements are kept confidential and only shared with relevant school personnel
- parents experiencing hardship are not pursued for outstanding school fees from one year to the next
- use of debt collectors to obtain outstanding school funds owed to the school from parents is not permitted
- there will be only one reminder notice to parents for voluntary financial contributions per year
- Invoices/statements for unpaid essential or optional items accepted by parents are not generated more than monthly or according to the parent payment arrangement with the school.

Support for families

Families may experience financial difficulties and may be unable to meet the full or part payments requested. Our Warrnambool College Principals, Business Manager and school council exercise sensitivity to the differing financial circumstances of students and their families when considering parent payment fees. There are a range of support options available to support and assist parents. These can be accessed through **“Cost support for families.”**

Consideration to hardship arrangements in respect to payment requests is provided to families experiencing long term hardship or short term crisis on a confidential, case by case basis. Our written hardship arrangements that include a proactive approach to providing support for parents experiencing financial difficulty are detailed below.

Here parents will find the name and contact details of nominated parent payment contact staff at Warrnambool College who parents can discuss confidential payment arrangements with.

Engaging with parents

In respect to the development of the Warrnambool College parent payments, school council will engage in effective communication with the school community and have strategies in place to ensure they are aware of and understand the needs and views of parents.

Review of policy implementation

Warrnambool College Council will monitor the effectiveness and impact of the implementation of this policy at least annually as part of its ongoing improvement and report back to the school community.

The full Parent Payment Policy is available from the Department's **School Policy and Advisory Guide**.

Answers to the most commonly asked questions about school costs for parents see:

Frequently Asked Questions – For Parent

Understanding Parent Payment Categories

Schools

What does the legislation say?

The Education and Training Reform Act (2006) provides for free instruction in the standard curriculum program to all students in government schools. The Act also empowers school councils to charge fees to parents for goods and services provided by the school to a child.

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

What do schools pay for as part of 'free instruction'?



Free instruction is the teaching staff, administration and the provision of facilities in connection with the instruction of the standard curriculum program, including reasonable adjustments for students with disabilities.

The standard curriculum for Years F-10 means implementation of the Victorian Curriculum F-10.

The standard curriculum for senior secondary schools means a program that enables a student to be awarded a VCE or VCAL qualification.

What principles govern parent payment practice?

Educational Value | Access, Equity & Inclusion | Affordability
 Engagement & Support | Respect & Confidentiality | Transparency & Accountability

Parents

What may parents be asked to pay for?

Schools can request payment for Essential Student Learning Items



These are items, activities or services that the school deems **essential** to student learning of the standard curriculum.

Where practical and appropriate, parents may choose to purchase items through the school or provide their own.

These may also be either:

Items the student takes temporary or permanent possession of

- e.g.
- textbooks, activity books, exercise books
 - stationery, book bags
 - student ID cards, locks
 - cooking ingredients students will consume
 - materials for final products that students take home (technology projects, build-your-own kits, dioramas)
 - Picture Exchange Communication Systems

Activities associated with instruction that all students are expected to attend

i.e. travel, entry fees or accommodation

- e.g.
- excursions
 - incursions
 - school sports
 - work placements

Parents can be asked to pay for items, activities and services in the three Parent Payment Categories:

Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

Schools determine how items, activities and services are classified within these categories based on the learning and teaching program of their school.

Schools can request payment for Optional Items

These are items, activities or services that are **optional** and are offered in addition to the standard curriculum.

Students may access these on a user-pays basis.

These may be either:

Items the student purchases or hires

- e.g.
- school magazines, class photos
 - functions, formals, graduation dinners
 - materials for extra curricular programs
 - student accident insurance

Activities the student purchases

- e.g.
- fees for extra curricular programs or activities, such as instrumental music tuition
 - fees for guest speakers
 - campus, excursions, incursions, sports
 - entry fees for school run performances

Items and/or materials that are more expensive than required to meet the standard curriculum

- e.g.
- use of silver in metal work instead of copper
 - supplementary exam revision guides

Support for families experiencing hardship is available at every school and each school has a parent payment contact person. See your school's policy for more information.
 For more information on Parent Payments and Personal Devices, visit the DET website at: www.education.vic.gov.au

Schools can invite **Voluntary Financial Contributions** for



- e.g.
- Building or Library fund (Tax deductible)
 - Voluntary contributions for a specific purpose, such as equipment, materials, services.
 - General voluntary contributions

Parent Payment CHARGES

Locally raised funds add significantly to the school's ability to provide a diverse and high quality curriculum. Warrnambool College School Council has the responsibility to carefully consider the resources available each year and set the charges to cover the provision of the areas that are the parents' responsibility. College Council members are to keep the costs to parents to a minimum and not exceed the cost of the relevant materials and service to the students.

Aim:

- To provide a diverse range of high quality learning opportunities for all students in line with the College Strategic Plan and school priorities
- School Council seeds to supplement resources from the Department of Education with a variety of locally raised funds, including subject charges and voluntary levies

Payment arrangements and methods

Parents will be provided with early notice of requests for payment of essential, optional and voluntary contributions (a minimum of 6 weeks prior to the commencement of the school year.) Reasonable notice will be given for any other payment requests during the year (ie: camps/excursions).

Parents will be invited to make payments in a variety of ways. Options include:

- Compass, taking advantage of our 6 month repayment plan
- B/Pay
- Eftpos, cash or cheque directly to the College Office

Payment requests, letters or CASES21 invoices for student materials and services charges will be accompanied by the following information:

- Parent/guardians are required to provide essential education items for their students, and they have the option of purchasing these through the school or through a local supplier, where appropriate
- Details of how payments or contributions will be spent by the school
- A copy of the school policy is available upon request, and in booklist material
- Payment requests or letters to parents to clearly identify which category the items fall into i.e. essential education items, optional education items or voluntary financial contributions.

Coercion or harassment of parents and guardians to obtain payment will not be tolerated.

Students wishing to participate in extra curricula activities such as camps, excursion trips, dinners, instrumental music etc. must meet the full cost of the activity and be up to date with all payments before the student participates, alternatively the student may be removed from the program.

Family support options

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

- The Schoolkids Bonus which is provided by Centrelink to help with education costs and is automatically paid in January and July to eligible families and students
- Access to State Schools Relief Committee support via the Chaplain to assist with uniforms/footwear/calculators/textbooks
- Welfare and support agencies that have established partnership arrangements with schools to provide further assistance to students and their families
- Second hand uniforms are available from Dobson's uniform shop
- Camps, Sports & Excursions Funding (CSEF) and the Dairy Farmer Support grants are available for eligible families
- Local community supports via our Wellbeing Team or Business Manager

Families are invited to enter into confidential payment arrangements by contacting the Business Manager (Mrs. Chris Dickson) on 5564 4444.

Consideration of hardship

Warrnambool College understands families may experience financial difficulties or hardship at times and may be unable to meet full or part payment requests. Families are invited to contact the Business Manager or senior administrative staff to make payment arrangements or for a confidential discussion and information regarding support options. Contact is invited by phone, email and in person.

The Business Manager also actively seeks feedback from teaching staff to proactively identify any students who may not have access to uniforms, books, iPads etc. Discrete contact is then followed up with the family by either the Business Manager or Wellbeing staff to ascertain their need for support.

Communication with families

This policy will be available on the College website, with the link provided to all families in the booklist pack. A breakdown of College charges at each year level are also provided to all families in the College booklist materials. General enquiries regarding parent charges may be made to the College on 5564 4444. Concerns should be directed to the Business Manager.

Monitoring and review of the implementation of the policy

Warrnambool College school council (via the Finance Committee) will monitor the implementation of the policy, identify the factors/measures to be taken into account, such as transparency of processes and engagement with parents and how/when it will be reported back to the school community.

This policy will be reviewed annually, addressing any concerns raised by the school community.

Rationale

At Warrnambool College we believe that student learning is an individual pathway, supported via a whole school approach. This includes teachers, parents and the wider community working together to ensure that all students apply themselves to achieve the best possible outcome.

We believe that students have the right to choose their individual pathway and as a school we provide students with that opportunity by providing the support and guidance to achieve this. To this end students need to demonstrate that a **consistent effort** has been applied across all subjects in the areas of class work, Common Assessment Tasks, Attitude and Effort, behaviour and maintaining an appropriate level of attendance.

This effort will be evidenced via feedback from Compass records and summative assessments from subject teachers who have been working individually with each student. In turn teachers will provide appropriate learning experiences to support student improvement. There is an expectation that students will seek support if they are unable to manage the tasks. It is the classroom teacher's responsibility to contact the parent/guardian of any student who is at risk of receiving a "Not Satisfactory" in that subject and thus not progressing.

We believe that by targeting Attitude and Effort scores Warrnambool College can assist students to improve their academic outcomes and ultimately enable students to achieve a successful pathway. As such, Attitude and Effort scores of 70% and above will be used to determine the continuation and/or selection of students for following programs:

- Continued inclusion in SEAL (years 7 - 10)
- Sporting Pathway Program (years 7 – 10)
- 10Plus
- International trip participation
- School and House leadership
- Certain elective and/or VCE subjects
- MiVCE/VCAL

Students in Years 7 – 10:

In these year levels students' academic progress and Attitude and Effort will be closely monitored at regular intervals in each subject, with particular emphasis placed on literacy and numeracy, as they are the building blocks for development across all learning areas. Referencing will be via, but not limited to, the following means:

- Chronicle entries and Learning Tasks
- Regular progress report

Teachers will allocate a level of performance in the following categories outlined in reports:

- Attitude and Effort toward learning
- Academic Performance

A student who does not meet the expected standards of Attitude and Effort towards learning in a particular subject will work with their subject and/or tutorial teacher to put strategies in place for success. Students who experience difficulties in meeting these standards across a range of subjects will be required to undertake a consultation process with their parent / guardian and House Leader to consider the best course of action leading into the following semester / year.

This may include Individual Learning Plans, modified learning arrangements and replacement of up to two elective choices in middle years with an alternate program to best suit the needs of the student to enhance student learning and engagement. Students entering Year 11 for the following year will need to meet the required Literacy and Numeracy levels to enter certain VCE subjects. This requirement may be in addition to the Attitude and Effort requirements listed previously. A student who experiences difficulty in meeting this requirement may be required to undertake an alternate pathway or program to achieve the best possible outcome.

Students in Year 11 and 12:

Students in Year 11 progressing towards Year 12 will have their Attitude and Effort towards learning closely monitored and reported on throughout the school year. This will include progress reports, Chronicle entries and Learning Task evaluation.

In order for a student to transition from Year 11 into Year 12, the VCAA rules have to be followed; at least ONE unit in any English and at least FIVE other units. Additionally, Warrnambool College will take into consideration Attitude and Effort scores (over 70%) as well as general academic outcomes. Students who meet these minimum requirements will be able to transition into Year 12 VCE or VCAL.

A student who receives an N in two or more units or an N in an English unit in VCE or MiVCE will be required to undertake a consultation process with their tutor and/or House Leader. The meeting will take place with a parent /guardian to consider the best course of action leading into the following year.

Students who achieve less than six semester based 1-2 units in VCE or MiVCE (the minimum required to successfully undertake Year 12) will be required to undertake a consultation process with their tutor and/or House Leader. The meeting will take place with a parent /guardian to consider the best structure for the following year/s. This will most probably include undertaking a three-year senior program or exploring TAFE options. Members of the Later Years team will be consulted with to ensure a significant pathway is established.

Students who do not meet the VCAA rules and/or Warrnambool College expectations will be provided with a number of alternate pathways.

These include but are not limited to:

- Three year VCE
- Unscored VCE
- External pathways that may include WAVE or TAFE

Students undertaking unit 3-4 subjects who are experiencing difficulties in meeting the minimum average requirement of 70% in Attitude and Effort, will engage in ongoing supportive discussions around suitable senior VCE pathways.

TWO STEP CONSULTATION PROCESS FOR ALL STUDENTS YEARS 7 -12

Step One: Students with unsatisfactory progress in Attitude and Effort (below 50% in two or more subjects) towards learning in two or more subjects will be flagged by their House Leader. Parents and key stakeholders will be informed of the situation and reminded of the pathway policy. Where appropriate a parent, student, and Tutorial Teacher will undertake a Student Support Group meeting (SSG) and if required support from the Learning Needs Coordinator. Ways of moving forward will be discussed and appropriate plans put in place to support student learning and engagement. Students may be placed on an Individual Learning Plan (ILP) to support student learning and engagement.

Step Two: Students who have been flagged for a second time will undertake an SSG meeting with their Parent/Guardian, House Leader or Tutorial Teacher and where appropriate, support from the Learning Needs Coordinator. Student's pathway / subject choices will be altered in accordance with the policy to support student learning and engagement.

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RATIONALE

Warrnambool College School Council supports staff with reimbursement for minor purchases, for purposes other than salary or wages, through a Petty Cash system. Funds will be made available to simplify processes and reimburse staff efficiently using a secure and efficient system.

Purpose

The aims of the College Council in monitoring the Petty Cash system is to:

- Ensure opportunity is available for all staff to be reimbursed for purchases of goods for school use in a timely manner.
- Provide enhanced risk control and security over transactions.
- Provide clear documentation of processes
- Provide enhanced services to debtors and creditors

IMPLEMENTATION

The aims of the College's Petty Cash Policy will be achieved through the implementation of a range of the following strategies:

- Individual claims will not exceed \$100.00
- A Petty Cash voucher must be completed to show details for each individual payment, with purpose, and budget area to be charged
- Reimbursement requests through the Petty Cash system must be signed by the teacher
- Original receipts must be provided and attached to the claim form
- At the time of payment, the voucher is to be marked 'Paid' across the document
- Where an individual has used a personal credit card to purchase good for the school, the card holder's copy of the voucher is to be attached behind the petty cash docket when reimbursement is claimed
- The Authorising Officers are responsible for ensuring Internal Control Procedures are followed in accordance with department guidelines
- The appropriate segregation of duties to ensure and maintain the accuracy and legitimacy of accounts and transactions is required
- Security and confidentiality of cash and data must be kept at all times
- In accordance with internal control procedures, only one officer is to be the custodian of petty cash and accountable for it
- Cash on hand is to be kept in a secure location at all times
- Documentation must be kept by the school confirming all transactions relating to the account(s) such as purchase orders, payment vouchers and original receipts

EVALUATION

This document is to be reviewed annually as part of the College's policy review cycle.

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RATIONALE

The staff of Warrnambool College are committed to teaching students how to become ethical users of information and ideas. It is our responsibility not only to educate students in the research process and the mechanics of writing proper documentation, but also to hold these students accountable for honest work. Whether an assigned project is in a visual, written or spoken format, students are expected to accurately reference all sources of information consulted for the project.

Plagiarism is regarded as a serious offence and will not be tolerated by Warrnambool College.

Cheating and/or plagiarism are regarded as very serious offences. Copying or paraphrasing material/ text from the work of another student, from published sources (ie: journals, books, blogs, magazines, newspapers etc.) and/or from the internet without proper documentation constitutes academic theft.

Definition

".. the unauthorised use of someone else's material, which is then presented as being the result of the plagiarist's own primary research, creative impulse or insight. Plagiarism technically encompasses the borrowing of ideas of others, as well as their exact words..." Laurie Henry, The Fiction Dictionary, p.219.

Plagiarism is defined as:

- Copying of another person's ideas and/or works, whether intentional or not, in whole/part, from a print or non-print sources, and using those ideas or works as one's own.
- Deliberate and/or consistent lack of proper documentation and citation in the project or paper.
- In text documentation that is not reflected in the Bibliography or Reference List.

Teacher Responsibilities:

- Assisting students who are having difficulty in the location and evaluation of information.
- Assisting students in how to manage time and deadlines throughout the research process.
- Conferencing with students on formatting and composing the project or paper.

Student Responsibilities:

- Submit authentic work by the due date.
- Follow the project instructions and deadlines assigned by the teacher.
- Ask questions and seek help from appropriate people (teachers, librarians and peers).
- Cite in-text or in-project sources according to the conventions of referencing

- **Warrnambool College Assessment Rules**

Warrnambool College sets down six general rules that all students in years 7, 8, 9, 10, 11 and 12 must observe when preparing work for assessment. These rules apply to all Common Assessment Tasks (CATs), Learning Tasks, examinations, tests, homework tasks, VCE School Assessed Coursework and VCE School Assessed Tasks. They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
2. A student must acknowledge all resources used, including:
 - Texts, media material, visual material, websites and any other source material that is the intellectual property of someone else.
 - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.

3. A student must not receive undue assistance from any other person in the preparation and submission of work.

Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgment
- Corrections or improvements made or dictated by another person.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note-taking) but which has been transformed by the student and used in a new context, and
- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

4. A student must not submit the same piece of work for assessment in more than one subject.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must observe the examination and test conditions that apply to each subject; anything outside these conditions constitutes cheating.

Consequences for breaking assessment rules

Should a student breach these rules, the appropriate penalties will apply, as set out below:

- i. The student will be reprimanded through detention, suspension or other penalties as laid out by the VCAA.
- ii. The work that infringes the rules will not be accepted and the decision to award the outcome **N (not satisfactory)** or **S (satisfactory)** will be made upon the remainder of the work.
- iii. A teacher can refuse to accept any part of the work if the infringement is judged as a serious authentication issue and
 - **N** will be awarded for the outcome
 - **NA** will be submitted for the School-Assessed Coursework or School-Assessed Task.

Teachers have been asked to report to the appropriate House Leader or Leading Teacher for Senior Success when a breach of rules is apparent. These people, or in serious cases, the Principal, shall determine which of the above penalties shall be imposed. This may result in a change of the original outcome result from **S** to **N**. At VCE level, if **N** is awarded for an outcome, then, as a consequence, **N** will be awarded for the unit concerned. Similarly, the detected breach of rules may result in a score change for the task. In the case of VCE units, this score change is to be communicated to the VCAA.

If there is sufficient time before the due dates designated by the School or the VCAA, the student may have the opportunity to resubmit work for satisfactory completion.

LEVEL OF PLAGIARISM

CONSEQUENCE (at the teacher's discretion)

Low Level Plagiarism:

- May occur due to ignorance or inexperience on the part of the student. An example of this level may involve a student using a paragraph or a few lines of a text without citing the material properly. Most of the work, however, is the student's own.
- Inadvertent or unknowing plagiarism caused by sloppy research or writing technique.
- Student is warned about the implications of plagiarism and reminded of school plagiarism policy.

Medium Level Plagiarism:

- Plagiarising material or using an original idea of someone else without crediting the source of the material or ideas.
- Student is warned about the implication of plagiarism and reminded of school's plagiarism policy.
- Letter of concern sent home to parents.
- Student to resubmit task.
- Student may be penalised as determined by classroom teacher

High Level Plagiarism:

- Blatant plagiarism or the direct copying of another's material without acknowledging that source.
- This also applies to students who have been found guilty of plagiarism in a prior instance.
- Student is referred to House Leader / Senior Success Leading teacher
- Student is penalised.
- Student may resubmit at the discretion of House Leader or Senior Success Leading teacher

Professional Development

OVERVIEW

Warrnambool College is committed to providing staff with an effective Professional Development policy aimed at enhancing the learning opportunities for all staff. It is expected Professional Development will be run in a manner which is consistent with the individual professional learning plans.

There is a strong recognition that effective professional development can occur within the College and local networks and that this is effective in building teacher capacity.

The role of Council in managing the College's Professional Development Policy is to ensure appropriate funds are made available to support the program and the program is operated within this budget.

RATIONALE

The school council has the responsibility to ensure staff are provided with the opportunity for the highest possible learning outcomes and professional growth.

PURPOSE

The aims of the College Council in monitoring the Professional Development Program is to:

- Ensure financial resources are available for the provision of professional development through the College Administration Program. Funds are to be based on a per capita basis with a loading for staff in the Graduate Teacher range as follows:
 - Graduate Teacher Staff provided with an allocation of not more than 4 days Professional Development per year
 - Staff with 5+ years experience receive an allocation of not more than 2 days Professional Development per year
 - Exceptions to the above would be whole school initiatives such as Phoenix, Drug Efficacy Trial etc. or at the discretion of the Principal
 - Value the importance of professional learning for all members of staff as a key to enhancing professional development and conduct.
 - Support a diverse range of quality opportunities for the professional development of staff.
 - Support new educational initiatives through professional learning activities.
 - Endeavour to provide all staff with equitable access to professional learning.

IMPLEMENTATION

- The aims of the College's Professional Development Policy will be achieved through the implementation of a range of the following strategies:
- The College will develop an annual Professional Learning Plan
- All Staff are required to develop personal Professional Learning Plans as part of the annual review process.
- The Professional Development budget will be based on the formula outlined in point 2.1.1 above.
- The Professional Learning Leading Teacher is responsible for facilitating and supporting professional development opportunities which reflect:
 - The College Professional Learning Plan
 - Staff goals expressed in individual Professional Learning Plan
 - KLA and College Team goals
 - College Strategic Plan, Annual Implementation Plan and DEECD Priorities

EVALUATION

This document is to be reviewed annually as part of the College's policy review cycle.

Purchase Card

RATIONALE

The use of DET approved Purchasing Cards provides the school and staff with the opportunity to make purchases on-line, via telephone or manually which realise savings in banking fees and administration costs as well as providing improved service to suppliers and efficiency for staff.

PURPOSE

Provide an efficient and secure means of conducting school purchases and to improve availability of resources and increase flexibility.

IMPLEMENTATION

The aims of the College's Purchasing Card Policy will be achieved through the implementation of a range of the following strategies:

- Cards allocated to the Principals, Technology Learning Area Manager, LOTE Coordinator, IT Manager, Maintenance, Business Manager and Personal Assistant.
- Payments by Purchasing cards must be authorised by a Principal. The Authorising Officer (Principal) or nominee (see guidelines pg. 4 DEECD, School Purchasing Card Guidelines and Procedures) is responsible for ensuring Internal Control Procedures are followed in accordance with department guidelines. The Authorising officer is also responsible to sight 100 point document check for all card holders
- The school Business Manager(s) cannot be nominated as an authoriser
- Authorisation and approval of both the initial setting up of the account details and any subsequent transactions against all accounts is required.
- Purchasing cards may be used for payment of items in line with the approved Program Budget for that year.
- Monthly Purchasing Card statements to be reconciled by Finance Officer and verified by the Principal.
- Security of cards and confidentiality of data must be kept at all times.
- Documentation must be kept by the school confirming all transactions related to the card(s) such as purchase orders, payment vouchers, and relevant CASES 21 reports. The original invoice/payment advice and the internet voucher must be attached payment vouchers.

RESOURCES

- Provision of current, secure banking software – MECU Intelligent Banking and Westpac Banking Corp.
- Maintenance and upgrading of hardware and software as may be required
- Password protection in line with Cheque Signatory authority.

Cont.

Recommended controls from Department of Education & Training; Schools Purchasing Card Guidelines and Procedures manual are:

School Council (Finance Sub Committee) and Principal to determine which personnel and activities are eligible for use of purchasing card
School Council (Finance) determine expenditure limit for each cardholder and provide financial delegation to this upper limit
School Council, after advice from Principal, appoint an "Authorisation Officer"
An "undertaking by the card holder" to be completed by each user after modifications by the Principal
Principal ensures that: <ol style="list-style-type: none"> 1. All approved purchasing card holders receive a briefing on use under specific guidelines 2. The cardholder's names, card details, and other information are minuted at school council and any subsequent changes.
Determine and document arrangements for safe and secure custody of the purchasing card (sign out book in strong room)
Arrange for monthly purchasing card statements to be attached to relevant reports (Cases Finance 21) and tabled at SC meetings (Finance)
Ensure that all Westpac purchasing card procedures and controls are met.

Current Holders are:

Name	Title	Limit
Adam Matheson	Assistant Principal	\$2000
David Clift	Assistant Principal	\$2000
Christine Dickson	Business Manager	\$7000
Michelle Ladhams	LOTE	\$3000
Philip Lawrence	Maintenance	\$1000
Damian Farley	WAVE	\$3000
Kay Hollis	Food Technology Teacher	\$3000
John Ward	IT Manager	\$2000
Emma Miller	Assistant Principal	\$2000

EVALUATION

This document is to be reviewed annually as part of the College's policy review cycle.

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RATIONALE

The school council has the responsibility to ensure parents and students receive appropriate refunds whilst also monitoring an equitable system which ensures Parents provide information to the college in a timely manner.

PURPOSE

The aims of the College Council in monitoring the Refunds Policy is to:

- Ensure Parents/Guardians are made aware of school charges in a timely manner.
- Ensure Parents/Guardians inform the College of changes to circumstances re the attendance of Camps/Excursions in a timely manner.
- Ensure opportunity is available for all students who take part in the camps and excursions program, whilst also ensuring the program is conducted on a financial viable basis.

IMPLEMENTATION

The aims of the College's Refund Policy will be achieved through the implementation of a range of the following :

- All Materials & Services charges and Elective Charges will be invoiced to families in December for the following year
- The expectation is families will pay these costs prior to the commencement of the School year
- Where payment has been made refunds will be on the following basis:
 - Where the child withdraws from the College prior to the commencement of the school year the refund will be 100% of the amount paid
 - Where the child withdraws from the College in Term One the refund will be 75% of the amount paid
 - Where the child withdraws from the College in Term Two the refund will be 50% of the amount paid
 - Where the child withdraws from the College in Term Three the refund will be 25% of the amount paid
 - Where the child withdraws from the College in Term Four the child will not receive a refund
- Camps & Excursions charges will be advised to families as early as possible, usually in documentation prior to the end of the previous year. Families are asked to pay deposits for most Camps. Where payment has been made for a Camp or Excursion refunds will be on the following basis:
 - Where the child withdraws from the Camp prior to the booking of the camp accommodation (4 weeks prior to the camp) the refund will be 100% of the amount paid.
 - Where the child withdraws from the Camp after to the booking of the camp accommodation (4 weeks prior to the camp) the refund will be in full, less the deposit amount.
 - Where the child withdraws from the Camp after to the booking of the camp accommodation and activities (2 weeks prior to the camp) a refund will not be provided unless there are extenuating circumstances and approved by the Sub-School Manager.

EVALUATION

This document is to be reviewed annually as part of the College's policy review cycle.

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Sexual & Reproduction Health

Under Review

Staff Registers Policy

RATIONALE

In order to comply with DET standards and requirements Warrnambool College will maintain the following Registers in relation to training, qualification and suitability of employment to undertake certain duties:

AIM

- To provide a system for the recording and monitoring/updating of staff qualifications
- To provide documentation to assist Operations Assistant Principal in the identification of suitably qualified staff when planning incursions, excursions and camps

IMPLEMENTATION

Register of all staff

Warrnambool College will keep an electronic and hard copy Register of the following qualifications of Teaching and Education Support Staff.

- The Register will include dates for renewal of qualifications
- A hard copy of the Register will be kept in a secure location in the HR Offices office.
- An electronic copy will be available on 'U' Drive
- Original copies of all documentation will be kept in a Registration Folder in a secure location

Victorian Institute of Teaching registration:

- Current registration is required by all Teacher and Principal Class members, including Casual Relief Teachers.
- It is the responsibility of the Human Resources Officer to ensure prior to employment, that all prospective new employees are compliant with VIT registration.
- It is the responsibility of each Teacher and Principal Class member to ensure that their registration is current. This information can be accessed by visiting MyVIT at www.vit.vic.edu.au
- Any Teacher or Principal Class member whose registration lapses or is suspended will be removed from their duties.
- Provisionally registered Teachers must meet the VIT requirements to gain Full Registration within the time frame set out by the VIT.

Working with Children Check:

- A current satisfactory Working with Children Check E (Employment) is required by all Education Support Staff, including Casual ES Staff and any workers based at Warrnambool College (even if not employed by Warrnambool College such as Instructors, etc). A current satisfactory Working with Children Check V (Volunteer) is required by those volunteers whose work is unsupervised by classroom teachers
- It is the responsibility of the Human Resources Officer to ensure, prior to employment, that any prospective new employees are compliant with their WWC Check. (Note if a person is registered with the VIT this replaces the requirement for a WWC Check)
- WWC Checks are valid for 5 years from the date of issue. It is the responsibility of each ES Staff member, and other workers and volunteers to ensure that their registration is current. This information can be accessed by visiting <https://online.justice.vic.gov.au/wwccu>
- Eight weeks prior to the WWC Check expiring, a pre-populated renewal application form will be sent to the cardholder
- Any worker or volunteer who does not have a current satisfactory Working with Children Check will be removed from their duties

First Aid Qualifications

- Only staff sufficiently trained under the OHS Act 2004 and DEECD First Aid Policy will be placed on a First Aid roster.
- Warrnambool College maintains a Register for First Aid qualifications for all staff. The Principal or Building Capacity Leading Teacher is responsible for providing information to a designated ES staff member regarding the expiry date and the level of attainment for:
 - CPR (12 months)
 - First Aid Training
 - Anaphylaxis Training
- The Building Capacity Leading Teacher will check the currency of First Aid qualifications at the beginning of each Semester when the staff duty rosters are being compiled.
- Staff whose First Aid qualification expires in the next Semester are notified of this.
- A copy of all First Aid qualifications is placed in the staff member's personnel file.

Occupational Health & Safety Competencies

- A spread sheet of OHS Competencies will be included as part of the Register. The Principal/Nominee will provide the designated ES staff member responsible for the maintenance of the Register with details of those staff competent in the following areas:
 - OHS training
 - Mandatory reporting
 - Workplace Harassment training

EVALUATION

This policy will also be reviewed as part of the school's regular policy review process.

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Student Disability and Inclusion Policy

RATIONALE

Warrnambool College is committed to ensuring that students with disabilities have access to the same educational opportunities as students without a disability. The policy aims to provide inclusive education for all students with disabilities as defined by the Disability Discrimination Act 1992 and in keeping with the Disability Standards for Education Act 2005.

AIMS

The policy seeks to provide for same basis consideration for students with disabilities in the following areas.

- Enrolment.
- Participation.
- Curriculum development, accreditation and delivery.
- Student support services.

The policy also seeks to work towards the elimination of discrimination and harassment of students with disabilities.

To this end Warrnambool College aims to:

- Provide reasonable steps to ensure that the course or program provided for students with disabilities is designed to recognise the disability and enable the student to participate in the learning experience (including assessment and certification if applicable) on **the same basis as a student without a disabilities**.
- Consult with the student and parents or carers on a **regular** basis to determine whether the disability affects the student's ability to participate.

Reflect on the consultation and make appropriate decisions about whether an adjustment is required to support the student to participate in the learning experiences.

Ensure that a reasonable adjustment can be implemented to support the student's ability to participate **and** make the adjustment within a reasonable time frame.

Identify any changing needs of the student with a disability over time and ensure that allowances are made to adopt new adjustments.

IMPLEMENTATION

- a) The curriculum, teaching materials, setting, equipment and certification requirements for the course are appropriate and accessible to the student.
- b) The course or program delivery considers intended learning goals and outcomes for the student whilst recognising learning capacity.
- c) The format of course delivery is in a form which is accessible for the student (including assistive technology).
- d) Provision of alternative support is provided to cater for any learning disadvantage experienced by the student as a result of their disability.
- e) Extra-curricular activities must include adjustments for the student to ensure inclusion.
- f) The assessment protocols of the course of study are adjusted to enable the student to demonstrate knowledge, skills and competencies.

Standards for Support Services

We demonstrate reasonable processes to enable students to access and use the support services at the College, including the facilitation of partnerships with external agencies such as Brophy, Headspace, TAFE, Westvic, WDEA, DDA without experiencing discrimination.

Structure for Accountability

Warrnambool College will provide a staff members to manage and co-ordinate the Disabilities program (PSD and other students), and Literacy and Numeracy support in the junior school.

The goals of this program will include:

- 1) To assist provision of tailored learning opportunities for students with additional learning needs including disabilities, by providing supporting information to all teaching staff, co-ordinating the input from relevant consultants and support agencies (including psychologists, DHS, Brophy, Mackillop Family Services).
- 2) To ensure that those students who attract funding in the Program for Students with Disabilities have individualised support programs which are adjusted to meet their individual learning requirement.
- 3) To support the identification of all students with additional needs, including disabilities. To seek expert supporting documentation, parent and carer input and to co-ordinate the funding application process at Warrnambool College ensuring all deadlines are met and protocols upheld.

Evaluation

The Warrnambool College Student Disability and Inclusion Policy 2015 will be reviewed as a part of the school's three year review cycle.

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

Student Engagement/Code of Conduct

At Warrnambool College positive behaviour will be acknowledged at all times. However when behaviour is inappropriate the consequences established in the Student Code of Conduct will be followed.

Restorative practices will be used prior to any more punitive consequences. The intention is for students to recognise what harm has been caused by their actions, what needs to be done to repair the harm and to make a commitment to make reparation.

Student Management Plan Engagement Policy:

Level		Incident	Consequences include	Engagement/Wellbeing Action Plan
1	R E S	<ul style="list-style-type: none"> Isolated, minor infringements of the rules 	<ul style="list-style-type: none"> Discussion between a staff member and a student using Restorative Practices Discussion will focus on the impact of learning Demerit point system 	<ul style="list-style-type: none"> Provide quality classroom management professional development Review the curriculum in terms of levels of student engagement.
2	T O R A T I V E	<ul style="list-style-type: none"> Minor infringements of the rules on more than one or two occasions An isolated incident where a consequence is appropriate 	<ul style="list-style-type: none"> A logical consequence will be used. Parents/Guardians may be contacted if appropriate, a note in the planner/Compass with the Parents/Guardians signature Consequences include: <ul style="list-style-type: none"> Making an apology to the injured party, payment for any damage The student being required to prepare a written explanation of how the behaviour impacts on other people. Complete unfinished work Completing some citizenship activities A detention or being confined to a specified part of the yard for a short time Exclusion from activities/seating plan Demerit point system 	<ul style="list-style-type: none"> Review/ reaffirm class expectations Provide quality classroom management Review the curriculum in terms of levels of student engagement. Utilise Instructional Template to plan lessons – Warrnambool College Way Record student behaviour on Compass – notify Tutor/House staff
3	P R A C T I C E	<ul style="list-style-type: none"> Continual minor infringements An isolated incident of a more serious nature 	<ul style="list-style-type: none"> Logical consequences which also include the following consequences. <ul style="list-style-type: none"> Exclusion from activities Required to complete additional work, An attendance or Learning Agreement Citizenship Detention / After School detention Yard restriction Learning Agreement Time Out – ILP developed before this Suspension Parents/Guardians will be contacted Demerit point system 	<ul style="list-style-type: none"> Develop a Student Support Group (SSG) Involve parents in a SSG meeting Develop an Individual Learning Plan (ILP) with student and parent Seek counselling if required Record student behaviour on Compass – notify House Leader Notify parent/guardian via entry on Compass
4	E S	<ul style="list-style-type: none"> Continual, serious breaches of the rules 	<ul style="list-style-type: none"> Parents/Guardians and Student Management staff will be involved Consequences will be specific to each case but are likely to include Learning Agreements, restrictions on the student's movement or privileges and may include one or more of the consequences from a prior level Suspension in line with DEECD guidelines may be considered 	<ul style="list-style-type: none"> Develop a student support group Develop an Individual learning plan Seek counselling if required Involve parents in a program support meeting Seek support from Regional staff
5		<ul style="list-style-type: none"> An incident of a serious nature which poses a threat to the health and well-being of students and staff 	<ul style="list-style-type: none"> Suspension in line with DEECD guidelines. Extreme situations may lead to expulsion in line with DEECD guidelines 	<ul style="list-style-type: none"> Principal convenes a student support group meeting (including parents) Enrolment at another school Regional involvement

Cont.

Classroom Management Plan Engagement Policy:

Level	Level	Actions Include:	Engagement/Wellbeing Action Plan
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;"> R E S T O R A T I V E P R A C T I C E S R E L A T I O N S H I P S </p>	<p>Creating a positive Classroom Environment</p>	<ul style="list-style-type: none"> Initial Classroom Conference to develop consistent expectations, ensure student feel they have input into this process so they are engaged in it. Encourage and reward Positive Behaviour Communicate with other Teachers of the class to develop consistent expectations of the students Engage in activities to develop relationships and rapport, both within peer group and staff/student WOW Merit system 	<ul style="list-style-type: none"> Use available resources such as Staff Manual House staff / Wellbeing staff can assist in how to develop expectations and how to run a circle Review the curriculum in terms of levels of student engagement.
	<ul style="list-style-type: none"> Whole class is interrupted due to minor infringements of the rules on more than one or two occasions An isolated incident where a consequence is appropriate 	<ul style="list-style-type: none"> Follow the individual engagement policy for the main problematic student/s, refer to staff manual for documentation. Ensure all interactions stay blue zone and positive / focusing on the learning and not the individual. Development of a classroom seating plan Revisit Classroom expectations developed at the beginning of the year, reminder of their buy-in to the process 	<ul style="list-style-type: none"> Provide quality classroom management professional development Review the curriculum in terms of levels of student engagement. Record student behaviour on Compass Refer to Staff Manual for Resources on Classroom Management
	<ul style="list-style-type: none"> Whole Class continual minor infringements An isolated incident of a more serious nature 	<ul style="list-style-type: none"> Follow the documentation of the Engagement Policy Ensure problematic students have been placed on an ILP, and also have been shifted in the best interest of their learning Consult with other classroom teachers to see if it is a consistent problem, work with classroom teachers to develop strategies in line with the Engagement Policy Consult with House Staff to see if students are consistently disruptive and need to be placed on a Whole School ILP with a Student Support Group Meeting 	<ul style="list-style-type: none"> Involve parents in a program support meeting Record student behaviour on Compass Consult House Staff of relevant students/classes to find if there are any major issues to be dealt with.
	<ul style="list-style-type: none"> Whole Class continual, serious breaches of the rules 	<ul style="list-style-type: none"> Follow the Engagement Policy for the Individual Students Ensure Consequences are followed through with Yard Duty Detention Time-out After School Detention Suspension Ensure all documentation is completed and House staff are part of the process Parents/Guardians and House staff will be involved Whole Class Conference including Other Teachers of the class Principal Class to support and advise 	<ul style="list-style-type: none"> Develop a student support group Develop an Individual learning plan Seek counselling if required Involve parents in a program support meeting Seek support from Regional staff Record Behaviour on Compass
	<ul style="list-style-type: none"> An incident of a serious nature which poses a threat to the health and well-being of students and staff 	<ul style="list-style-type: none"> Principal Class involved and appropriate consequences develop Whole Class Conference to start afresh and work through barriers to learning 	<ul style="list-style-type: none"> Principal convenes a student support group meeting (including parents) Regional involvement Counselling and restorative work for other students

VALUES: Learning as a lifelong pursuit; respectful relationships; positive participation; embracing change and new opportunities, optimism and resilience, inclusive decision making, persistence, sustainability in all things.

Student Responsibility	Incident Level
• Students are expected to follow directions and established class and safety rules. Students are expected to do their best work at all times and to complete homework when required	1
• It is unacceptable to engage in any behaviour that prevents others from learning	1
• Students must be at class on time and bring study planners, all necessary materials and equipment to class. Late to class (no note)	1-2
• Students will wear full College uniform in the correct manner	1-2
• Students must attend College on time on all designated school days. Late to school (no note), not in form assembly	1-2
• Students must have permission slips from their classroom teacher if out of class. Any students leaving the College during school hours must have a permit slip	1-2
• Students must not bring liquid paper, permanent markers or steel rulers to school	1-2
• Students must follow the instructions of all staff members in a co-operative and respectful manner	1-5
• Students will respect all College property and the personal property of others, which includes their school work and Planner.	1-5
• Students are expected to care for the school environment. Littering, spitting, chewing gum, vandalism and graffiti are unacceptable.	1-5
• Students must follow guidelines re: out of bounds areas and areas designated for specific purposes. See map	1-5
• Students are to comply with all rules regarding appropriate use of technology including use of the Internet	1-5
• Language that is deemed offensive or abusive is not acceptable at any time	1-5
• Inappropriate physical contact	1-5
• Full College Uniform must be worn on all excursions unless students have been given specific instructions to wear other appropriate clothing	2
• Facial Piercing is not permitted. Only sleepers and studs in ears allowed. Large ear piercing to be discussed with Principal and Parent/Guardian	2-3
• Students must not talk to or encourage visitors who have not obtained the necessary authorisation to be on College property	2-5
• Students must not smoke, or be in the company of other students who are smoking, or be in the possession of cigarettes or smoking implements at the College, at any time whilst wearing College uniform	3-4
• Students must not drive vehicles into the College grounds, or park in the grounds and must not transport any other students to or from school	4
• Causing, encouraging or intending to cause physical harm, bullying or cyber bullying, intimidation or harassment of another person or using abusive language is not acceptable	4-5
• Downloading pornography, or bringing items of a pornographic nature, are banned.	5
• Students must not bring dangerous or illegal substances, dangerous implements or alcohol into the College or be in possession of them whilst at College, in College uniform, or on any College activity	5

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Student Scholarships

INTRODUCTION

Warrnambool College endorses and supports students experiencing financial hardship through the provision of up to 5 Scholarships per year. This information will be conveyed to parents through the College Newsletter, Booklist information, and transition materials.

The role of Council in managing the College's Scholarship program is to ensure Parents receive accurate information in a timely manner and funds for successful applications are allocated to families promptly to alleviate financial stressors.

RATIONALE

The sponsoring of students supports the education of students from eligible low-income families, and therefore needs to be sensitively and effectively managed at a school level.

PURPOSE

- To support students experiencing financial hardship with their educational expenses
- To encourage students to achieve to their maximum potential

IMPLEMENTATION

- Parents are informed of the Student Scholarship opportunities through the College newsletter and transition materials.
- An application form is to be completed by interested/eligible parents/guardians.
- Applications are assessed by the College Administration.
- Up to 5 scholarships of \$500 each will be allocated per year.
- Discretion is available to the Principal or Business Manager in assessing the needs of families and allocating a scholarship.
- Funds are allocated to this program through the Annual Program Budget.
- These scholarships are allocated to the family record on the CASES21 system as a credit note.
- This amount is then allocated to outstanding charges at the family's request.
- Any surplus balance will be carried forward to the following year.
- Should the student leave the College, the balance of the scholarship is forfeited

EVALUATION

This document is to be reviewed annually as part of the College's policy review cycle.

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Student Sponsorships

INTRODUCTION

Warrnambool College is committed to providing sponsorship to students who are successful in participating at the elite level in their chosen activity. This may be in the area of Academia, Sport, The Arts, Music, etc. The role of Council in managing the College's Sponsorship policy is to ensure students receive support on an equitable basis and without prejudice.

RATIONALE

The sponsoring of students supports the students in valuing their commitment to their chosen field whilst also recognising and supporting the achieving of excellence at an elite level.

PURPOSE

- To provide clear documentation of processes.
- Ensure sponsorship is provided on an equitable basis.
- Sponsorship is only provided for excellence in a chosen field.
- To encourage students to achieve to their maximum potential.

IMPLEMENTATION

- Sponsorship is given to students who achieve excellence at a State or National level.
- Sponsorship is to the value of \$100.00 per event.
- Sponsorship will be made available at the request of the student or parent/guardian to support expenses incurred in participating at State or National events
- Sponsorship will be paid to the recipient.
- Funds will be made available through the College Administration budget.

EVALUATION

This document is to be reviewed annually as part of the College's policy review cycle.

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Supervision of Students

POLICY STATEMENT

Warrnambool College has a responsibility to ensure that students are appropriately supervised during all educational activities.

AIMS

To ensure that all staff at Warrnambool College comply with supervision of student requirements (as outlined in the Victorian Government Schools Reference Guide (6.16.1.1 - Specific duty of care).

In addition to their professional obligations, principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable. Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve:

- providing adequate supervision in the school or on school activities
- providing safe and suitable buildings, grounds and equipment.

GUIDELINES

Classroom Supervision

Students must be supervised in the classroom or specialist areas (This includes before and after school lunchtimes and recess breaks)

The classroom teacher has ultimate responsibility for all students in their care (At law, the Duty of care cannot be delegated), this includes supervision of students who are in the care of ancillary staff, parents or trainee teachers.

External education providers and para-professionals must have appropriate certification (e.g. Working with Children's Registration) and ensure that supervision guidelines are followed.

In an emergency situation the teacher must contact the Executive Principal or Assistant Principal.

Movement of Children

Care needs to be taken in allowing students to leave the classroom.

On the senior campus student monitors are rostered on duty. These students will be identified with a BSCLP monitor name tag.

On the senior campus students out of class must have their student organiser with them with a note signed by the classroom teacher specifying the purpose for which they have been released. On the Redan campus students needing to leave the classroom are assigned a buddy and time out of class is strictly limited.

Yard supervision

Playground and yard supervision is an essential element in teachers' duty of care and can be a positive way of developing relationships between teachers and students.

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

Teachers rostered for duty are to attend the designated area at the time indicated on the roster and to remain in the designated area until the bell signals the end of the break period or until replaced by the relieving teacher, whichever is applicable.

The handing over of duty from one teacher to another must be quite definite and must occur in the area of designated duty. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, but not leave the area until replaced.

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

A teacher on yard duty must be alert and vigilant and must intervene immediately if potentially dangerous behaviour is observed in the playground. The teacher should enforce College behaviour standards and logical consequences of playground safety rules, and should keep moving during supervision in order to cover the full assigned area.

Excursions and Incursions

Unsupervised Activities

The degree of supervision to be provided for students leaving the school during school hours to engage in educational activities is a matter for local decision. To insist on direct teacher supervision of all activities would severely inhibit the development of many valuable school programs where students are encouraged to undertake activities outside the school either individually or in small groups. The degree of supervision will vary according to the nature and environment of the activity, the age and maturity of the students and the size of the group. The Principal/head teacher may decide:

- That direct teacher supervision is needed.
- That adequate supervision can be exercised by a single teacher, or by a number of teachers, or by a teacher assisted by other adults.

The Principal will require that where direct supervision is not provided, the teacher maintains a formal record of the activity. This record will include: a description of the activity to be undertaken, including locations; the names and ages of students involved; the time of leaving and returning to school.

Prior written approval of the parent or guardian must be obtained before students are allowed to leave the school premises without direct supervision of a teacher or other adult.

Excursions

A fully documented excursion planning process is set down for both campuses of BSCLP. Teachers must complete the required planning steps in a timely manner, including justifying the educational purpose of the activity, sources of any costs and impact on class time for the students and the teacher. The teacher must also ensure that the venue and transport adhere to DEECD guidelines.

The teacher supervising an excursion must ensure that the activity complies with DEECD guidelines and that that out of class programs require an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and of their duty of care.

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

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

The teacher in charge or designated teacher of an excursion or camp will carry mobile contact know to the school and a first aid kit. The teacher must also ensure that they have checked any special medical requirements of students attending the excursion, such as the need for an EpiPen.

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

Incursions

An incursion is an activity that involves school visitors who provide a performance or service to students. Incursions allow the school to extend the learning opportunities available to students, through the involvement of experts and resources from outside the school community. Incursions compliment and are an important aspect of the educational programs offered at our school.

People responsible for the delivering of an incursion must sign in and out at the relevant campus, either Redan campus or Sebastopol campus.

A designated teacher in-charge will co-ordinate each incursion.

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

Where costs are involved, e.g. for an external provider delivering a First Aid course, parents must be provided with details of the program, costs and payment arrangements. Every effort must be made not to disadvantage students unable to pay for incursion costs.

LINKS AND APPENDICES:

- The Victorian Government Schools Reference Guide (6.16.1.1 - Specific duty of care)
- Warrnambool College Camps & Excursions Policy
- Warrnambool College Duty of Care Policy
- Warrnambool College Code of Conduct
- Warrnambool College Incursion Policy

COMMUNICATION AND EVALUATION

A copy of this policy and the associated planning documents will be provided to all staff annually.

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances

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Warrnambool College Task Submission Policy and Process

RATIONALE

Warrnambool College encourages all students to achieve their personal best. An important part of this success is ensuring students complete all assessment work by set due dates as outlined in the Subject Semester Plans.

Students undertaking VCAL (Foundation, Intermediate or Senior) and VCE (Units 1, 2, 3 or 4) are required to satisfactorily complete all assigned outcome tasks in order to gain a satisfactory level of achievement within the units of their chosen studies.

If a VCE/VCAL student is unable to complete an outcome task in any specific unit, the student is assigned a provisional "N". They then have the opportunity to redeem the "N" and if they do so, they may satisfy the requirements of the outcome task.

("N" – the student has not satisfactorily met the minimum standard for the task)

Students in Years 7 – 10 are assessed on the AusVELs continuum and must complete all learning tasks and Common Assessment Tasks. (Program for Students with Disabilities may be exempt from this continuum)

AIMS

The primary objective of this process is to promote each student's ability to manage their learning and to complete and submit learning tasks in a timely manner. This process also enables students who have not managed to meet the requirements initially to have the opportunity for resubmission at an ungraded "S" level.

("S" – the student has satisfactorily met the minimum standard for the task)

(Ungraded "S" – the student has satisfactorily met the minimum standard for the task but has not received a mark for the task)

This document provides students, teachers and parents a clear process for:

- Outlining the responsibilities of both student and teacher
- the setting and submission of set tasks within a reasonable timeframe
- the consequences of non-submission of set tasks by the due date
- the process for negotiating resubmission of tasks that do not meet the minimum standards required, as determined by the subject teacher
- the expectations for communication between all involved

RESPONSIBILITIES:

Students are responsible for:

- Submitting assessment tasks by the due date and times as outlined by the Subject Teacher and published on Compass
- Ensuring all work is submitted via Compass or an alternative method determined by the Subject Teacher
- If the student is not present on the due date, work must still be submitted via Compass or if an alternative method is required, on the first day the student returns to school, along with written justification of their absence (e.g. medical certificate, bereavement)
- For known absences (e.g. external school activities), the student must negotiate an acceptable arrangement with the Subject Teacher such as submitting the task prior to the due date or negotiating an extension via normal extension procedures (outlined later).

Teachers, in accordance with AITSL Professional Learning Standards 3 & 5, are responsible for:

- Providing students, via Compass, with a semester Learning and Assessment Plan, showing the learning process, and the approximate due dates for each common assessment task or school assessed task
- Setting clear, realistic deadlines so that all students can achieve success

- Distinguishable differentiation built into all assessment tasks
- Monitoring the progress of each student to assist them in submitting work by the required deadline
- Ensure every Common Assessment Task (Years 7 – 10) has the following assessable grading components as a minimum: Open Comment, Letter Grade (will be set as primary grading item for reports) and S or N for the task;
- Ensure every Common Assessment Task for Units 1 to 4 has the following assessable grading components as a minimum: S or N for the task and level of performance. Unit 1 and 2 reports will show a descriptive grade in the comments
- Return common assessment tasks, marked and graded, with comments on Compass within two weeks of receiving the work on the due date

The following process applies to all tasks associated with VCAL and VCE Outcomes (Units 1 – 4) and Common Assessment Tasks (CATs) in subjects Years 7 – 10

	AusVELS (years 7 – 10)	VCE/VCAL
Setting tasks	Teachers publish Subject Semester Plans and advise students of the requirements of the learning tasks (CATs). Teachers notify students of the due date at least one week in advance and publish on Compass	Teachers publish Subject Semester Plans and advise students of the requirements of the learning tasks (SACs and CATs). Teachers notify students of the due date at least two weeks in advance and publish on Compass
Extensions	Students can request an extension, providing satisfactory written justification (e.g. medical certificate or external school activity) for the extension at least 24 hours prior to the due date	Students can request an extension, providing satisfactory written justification (e.g. medical certificate or external school activity) for the extension at least 24 hours prior to the due date
Submission by due date	Teachers maintain a record of the student’s submission of the set tasks via Compass Learning Tasks. Work is marked as either “S” or “N” and a letter grade is awarded. This is visible to parents/guardians and students via Compass	Teachers maintain a record of the student’s submission of the set tasks via Compass Learning Tasks. Work is marked as either “S” or “N”. This is visible to parents/guardians and students via Compass
Non-submission by due date	Teachers will award an “N” for all work not submitted by the due date. Late work will only be awarded an “S” or “N” and the comment is written as <i>“Work submitted after due date”</i> . Letter grade will be recorded as UG. This opportunity closes once the semester ends. Email (telephone call if no parent/guardian email) sent to parent/guardian and Senior School Coordinator and House Leader	Teachers will award an “N” for all work not submitted by the due date. Late work will only be awarded an “S” or “N” and the comment is written as <i>“Work submitted after due date”</i> . Letter grade will be recorded as UG. This opportunity is limited, as governed by individual VCAA guidelines. Email (telephone call if no parent/guardian email) sent to parent/guardian and Senior School Coordinator and House Leader
Non-submission of tasks	If the task is still not submitted, students will receive an “N”, and will be counselled about their learning and the consequences of their approach. Non-submission of CATs may prevent an accurate assessment against the AusVELS standards. Information on the non-submission of tasks will be recorded on Compass and included in consideration of student progress and achievement into future pathways. The Pathway Policy and consequences will commence	An “N” will be awarded for the outstanding assessment. Teachers will notify the Senior Success Leading Teacher and House Leader of the failure to submit. An email (or telephone call if no email is available) will be sent home informing parents that the student has failed to meet the requirements of the subject. The Pathway Policy and consequences will commence

Pro-forma for Parent/Guardian email for non-submission of task by due date

Dear Parent/Guardian,

{Student name} has not submitted {task title}, which was due on {due date}, and {student name} has received an 'N' for the task. Work may still be submitted for the student to redeem an 'S' but no mark will be allotted for this task. This opportunity expires at the end of the semester.

EVALUATION

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

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Trespassing

RATIONALE

Warrnambool College welcomes visitors who have a reasonable and constructive reason to be on the school's grounds or premises. Trespassers are those who have entered the school after being previously formally warned by the principal, or the principal's delegate(s) not to do so, or in breach of a prominently displayed sign.

AIMS

To provide a safe and secure school environment without trespassers and to reduce potential risk.

IMPLEMENTATION

- Our school encourages community interaction with the school, but in doing so will not tolerate unruly, anti-social or unwanted persons to enter the school.
- Amendments to the Summary Offences Act 1966 authorise school principals to issue formal warnings to persons not to enter the school premises, to erect signs prohibiting trespassers, to order persons and trespassers off school property, and to authorise others to exercise the new powers on their behalf.
- Explicit details regarding trespass procedures, including examples of wording to be used for trespass warnings and trespass signs are provided in Executive Memorandum 97/041 – Trespassers in Schools.
- Despite popular misconceptions, schools are not public places, and the general public does not have a general right to be in school buildings or grounds, either within or outside school hours.
- Trespass warnings by the principal (or delegate) can be given to a person orally, by handing the person a written notice (preferable), or by letter.
- Written records will be kept of all trespass warnings.
- The school principal will seek to develop a close relationship with the local police, and will look to the police should trespass breaches occur.
- The names of persons who have been given warnings will be made known to staff, school council members and, if appropriate, the local police to ensure that appropriate action can be taken against those who return to school premises contrary to a warning.
- Signs directing visitors to the school office will be prominently displayed at school entry points.
- Signs, which warn trespassers of the potential for prosecution, will be similarly displayed.
- Any visitor who breaks the law will be charged with an offence as appropriate.
- The school community will be regularly informed about our process for managing unwanted visitors, and will be invited to assist by reporting suspicious out of school hours activities to the police.

EVALUATION

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

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RATIONALE

Students are expected to wear the Warrnambool College uniform with pride. Uniforms should always be neat and clean in appearance. Decorative jewellery is not a part of the uniform and must not be worn to school. Hair needs to be of a natural colour. Students wearing the uniform at any time are representing the College; they are required to wear the uniform correctly and abide by the College Code of Conduct until they have arrived home and changed.

The summer uniform is expected to be worn during Terms 1 and 4. Please note, current students have been provided with a Sun Smart hat as a part of the Materials and Services fee and are strongly encouraged to wear it when outside during terms 1 and 4. New Year 7 students will receive a hat on the day school photos are taken.

The winter uniform is expected to be worn during Terms 2 and 3.

Winter Uniform

- Skirt: Green, blue and white checked pleated skirt
- Shirt: traditional white shirt with pointed collar or white polo shirt with College logo
- Socks: Navy blue or black tights, white, navy blue or grey socks with the College stripes. Bullants Socks can also be worn.
- Shoes: All students will wear black leather polish-able school footwear
- Trousers: Dark grey melange school trousers
- Shorts: Grey melange tailored shorts
- Jumper: Navy blue V neck with College Logo
- Jacket: soft shell jacket with Warrnambool College logo
- Rugby jumper: striped rugby jumper with Warrnambool College logo



Summer Uniform

- Dress: Traditional style in designated blue and white check fabric
- Shorts: Grey melange tailored shorts
- Traditional white shirt with pointed collar, or white polo shirt with College logo
- Socks: White, navy blue or grey socks with College Stripes. Bullants socks can be worn with all uniforms.
- Trouser: Dark grey melange school trousers
- Jumper: Navy blue V neck with College logo
- Shoes: All students will wear black leather polish-able school footwear
- Jacket: soft shell jacket with Warrnambool College logo



Optional Items

The Warrnambool College Blazer can be purchased from the Uniform Shop – *this blazer is an optional item and is not a compulsory uniform item.*

Sporting Pathway Program (SPP)

Students in the SPP are permitted to wear the SPP uniform every day.

Sport Uniform

- A navy blue polo shirt with College logo
- Plain navy blue track suit pants or shorts— shorts must include the college logo
- Warrnambool College Bullants Academy sport tops can be worn on days that students have PE or competitions
- Bullants Socks can be worn as part of the sport uniform

College Uniform is ONLY available from the College Uniform Shop. Students who are out of uniform in any way, must report to their House office before the first bell at 8.55 am. The following action will be taken:

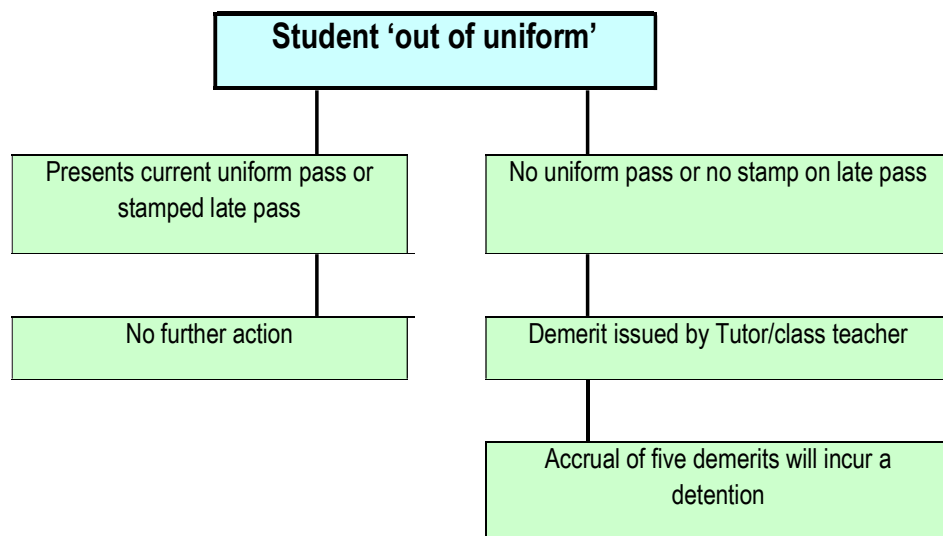
- With appropriate note: details recorded
- Without appropriate note: details recorded and demerit point issued.
- Repeatedly out of uniform: as above and parents contacted by House staff

Students arriving late to school should present their note to Administration upon arrival.

As per the WoW points system, if a student accrues five demerits they will be issued with a detention.

Hooded jumpers are not to be worn to school.

Where school uniform is to be worn for an excursion, any student not in correct uniform is not to be taken on the excursion.



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UV Radiation

RATIONALE

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

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

A healthy balance of the sun's ultraviolet (UV) radiation exposure is important for health.

Too much UV from the sun can cause sunburn, skin damage, eye damage and skin cancer. Two in three Australians will develop some form of skin cancer before they reach the age of 70. Overexposure to UV during childhood and adolescence is known to be a major cause of skin cancer.

Sun protection is needed whenever UV levels reach three and above. In Victoria average UV levels are three and above from the beginning of September to the end of April. During these months particular care should be taken during the middle of the day between 10am - 2pm (11am - 3pm daylight savings times) when UV levels reach their peak.

Too little UV from the sun can lead to low vitamin D levels. Vitamin D regulates calcium levels in the blood. It is also necessary for the development and maintenance of healthy bones, muscles and teeth. From May to August in Victoria, average UV levels are below three so sun protection isn't usually needed during these months unless in alpine regions or near highly reflective surfaces such as snow or water.

OBJECTIVES

The Goals for a UV Radiation policy are to:

- Increase student and community awareness of skin cancer and other damage caused by over exposure to UV radiation.
- Increase student and whole-school awareness of safe sun exposure for vitamin D.
- Assist students to develop strategies which encourage responsible decision making about skin protection
- Work towards a safe school environment which provides shade and other sun protective measures for the entire school community at appropriate times.
- Encourage students, parents, teachers and staff to wear protective clothing, hats and sunscreen during high risk times (i.e. whenever UV Index levels reach 3 and above) such as lunch times, sports, excursions and camps.
- Ensure that parents, students and new staff are informed of the school's UV Radiation policy.

IMPLEMENTATION

From September to April in Victoria - when average UV Index levels reach 3 and above.

Behaviour

- Encourage all students and staff to wear sun protective hats that shade the face, neck and ears during recess, lunchtime and during sporting and other high risk activities; wear sun protective glasses (that meet Australia Standards) to protect eyes; wear clothing with sleeves and collars that are made from a closely woven fibre; and apply at least SPF 30+ broad-spectrum water-resistant sunscreen before all outdoor activity and reapply every two hours.
- Staff to encourage students to use sunscreen and provide time for students to apply sunscreen before going outside.
- The school community is educated about the correct use of sunscreen and the level of protection it provides.

School Organisation

School Uniform:

- The summer uniform/dress code includes a shirt with at least elbow length sleeves and a collar that it's close to the neck, above the collarbone. It also includes a wide brimmed or bucket hat that protects the face, neck and ears

Assemblies:

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

Physical Education and Sport Education:

- All students are to be protected from the sun during outdoor physical education and sport classes.
- The sport uniform/ dress code includes a shirt that covers the shoulders well and a collar that sits close to the neck, above the collarbone.
- Maximise the use of indoor and shade facilities. Consider scheduling lessons outside the high risk UV times 11am – 3pm (during daylight savings time).
- During sports classes, baseball caps are worn where a broad brimmed hat or bucket hat may be impractical

Camps and Excursions

- Suitable hats, clothing and sunscreen should be required for all camps and excursions.
- These items should be listed on the parent permission form.

Adult role models

- Appropriate behaviour should be modelled by teachers and parents to reinforce the policy.

Occupational Health and Safety

- Consideration should be given to sun protection for all teachers involved in outdoor activities including yard duty. Physical Education and Sport Education teachers should be encouraged to take appropriate sun protection measures as they are particularly at risk from UV radiation.

Curriculum

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

Environment

- Ensure there is adequate provision of shade within the school grounds for students and staff.
- Schedule sports carnivals to minimise UV risks by holding them indoors or outside the peak UV period between 11am and 3pm (daylight savings time).
- Consider temporary shade structures as a short term measure.
- Plan and budget for shade for high risk areas such as canteens and assembly points.

From May to August in Victoria- when average UV levels Index levels are below 3

- To help maintain winter vitamin D levels, sun protection measures are not used from May until August unless the UV Index levels reach 3 and above
- Sun protection measures are only required when in alpine regions or near highly reflective surfaces such as snow or water

This policy will be monitored by the Engagement and Wellbeing Sub-committee who will ensure:

- All new staff have been briefed on the UV Policy. This policy is included in the new staff 'Induction Booklet'.
- The UV policy is included as an agenda item for the first staff meeting Terms 1 and 4 each year.
- The UV policy is presented at the first School Council meeting each year.
- The UV policy is included in the school handbook/school diary each year.
- SunSmart practices are promoted regularly from September through to May.
- The Cancer Council of Victoria is contacted annually to ensure that up-to-date information is maintained on SunSmart resources and policy guidelines.

EVALUATION

The Engagement and Wellbeing Sub-committee, in collaboration with the Student Representative Council, will review the effectiveness of this policy each year. They will:

- Review the SunSmart behaviour of students, staff, parents and guests visiting the school.
- Access the provision of shade in the school.
- Access the use of shade by students and staff.
- Check plans for future buildings and grounds with regards to shade provision (in consultation with the School Council).
- Evaluate and update the SunSmart protection and skin cancer prevention component of the curriculum (in collaboration with the Health and Physical Education staff).

Relevant Documents / Links

- Victorian Government School Reference Guide: 4.5.11 Skin protection
- Building Quality Standards Handbook (BQSH) Section 7.5.5 Shade Areas
- Occupational Health and Safety Act 2004.
- Australian Safety and Compensation Council (ASCC): Guidance Note for the Protection of Workers from the Ultraviolet Radiation in Sunlight.

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RATIONALE

Warrnambool College seeks to provide an open and friendly learning environment, which values and actively encourages visitors to our school. At the same time we recognise our duty of care to ensure a safe environment for our students and staff, and we recognise our responsibility to protect and preserve our resources against theft, vandalism and misuse.

AIMS:

- To provide a safe and secure environment for our students, staff and resources.
- To establish protocols and procedures that effectively monitor and manages visitors, whilst not compromising the open and inviting nature of our school

IMPLEMENTATION:

- Whilst we actively encourage an inviting and open school, the safety of our students, staff and resources remain our highest priorities.
- Visitors are defined as all people other than staff members, students, and parents/guardians involved in the task of delivering or collecting children at the start or end of the school day.
- All visitors, including parents, are required to enter the College via the front Administration building and report to the administration office prior to undertaking any activity within the school.
- Visitors are required to record their arrival via the Compass Kiosk. They will be advised of this by the College Administrative staff. A message is then sent to the staff member they are visiting to ensure they are aware of their arrival. Similarly, visitors will be required to report to the administration office at the end of their visit to log off the Compass Kiosk.
- Comfortable and non-intimidating waiting and interviewing spaces will be made available.
- Visitors will be provided with directions, and will be made aware of any construction works etc that may impact upon their safety or comfort.
- The above mentioned process for managing and monitoring visitors will be regularly published in the school newsletter.
- Visitors within the school who have failed to follow this process will be reminded to do so.
- Under the Summary Offences Act 1966 and subsequent amendments, the principal reserves the right, and has the authority to prohibit any potential visitor from entering or remaining within the school, and also has the authority to invite or exclude people from using or being within the school boundaries outside school operating hours.
- The school's emergency management procedures will ensure that visitors within the school at the time of any emergency or practice drill will be recognised and be appropriately catered for.

EVALUATION:

- This policy will be reviewed as part of the school's three-year review cycle, and at times when our emergency management procedures are under review.

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