2016 Policy Manual
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Policy Development, Evaluation and Review

Purpose (why)
Policy development, evaluation and review ensures our school has current and appropriate policies. The process of policy development and review occurs in a timely and efficient manner.

Guidelines
The documentation reflecting school policies will be consistent in terms of written style, type of information supplied, support material and layout. Policies are short statements that allow members of the school community to be informed about school issues. These are used as guidelines for planning and implementation of our curriculum. It sets out procedures and processes for dealing with issues.

Reviewing policy is an ongoing process. Current policies are revised and updated in conjunction with departmental requirements and school decisions and new policies are created as required.

Policy evaluation is a process that establishes whether or not the purpose of a policy has been achieved. Policy support documents such as procedures, rules or guidelines are likely to be updated and modified much more frequently than policies are evaluated or reviewed.

Procedures, guidelines and reference documentation form the collection of policy support material.

Implementation (what and how)
The general steps for policy development and review are:

- the need for a new policy is identified
- a consultation process is undertaken
- ratification procedures are specified and the policy becomes operational
- policies are reviewed as required

Review Process
Curriculum Coordinator in conjunction with Principal Team advises which policies are due for review or required by Departmental guidelines to be formulated or modified. Curriculum Coordinator distributes policy to staff for review, comment and feedback. Policy is then taken to the Education Committee of School Council. Education Committee discusses makes changes and suggestions. Policy goes to School Council for acceptance. If School Council rejects the changes the policy returns to the Education Committee for further discussion and change.

Policy Outputs/Support Documents
DET guidelines
Victorian Essential Learning Standards
Effective Schools Model
Ballan Primary School Strategic Plan 2006

Application (who)
Students
Staff
Members of School Council
Education Committee
Teaching and Learning

Policy No: 2.1
Date Effective From: July 2014
Revision Due: July 2017
Policy Maintenance Coordinator: Leading Teacher Curriculum Manager

Purpose (why)
The purpose of this policy is to state the beliefs about teaching and learning that determine curriculum provision at the school and which facilitate effective teaching.

Implementation (what and how)
Our beliefs and understandings about teaching and learning are based upon those Principles of Learning and Teaching outlined by the Victorian Government

1. The learning environment is supportive and productive.
2. The learning environment promotes independence, interdependence and self motivation.
3. Student’s needs, backgrounds, perspectives and interests are reflected in the learning program.
4. Students are challenged and supported to develop deep levels of thinking and application.
5. Assessment practices are an integral part of teaching and learning.
6. Learning connects strongly with communities and practice beyond the classroom.

Our own school values support these principles:
- All children can learn if given support relevant to their needs
- Children need to be provided with a secure and affirming environment where each child is valued and has the opportunity to reach their full potential
- Children need to be engaged in challenging learning activities in a stimulating environment
- Children need to develop the ability to think clearly, independently and creatively to be able to be adaptable in an ever changing world
- Assessment needs to be a consistent ongoing process used to inform teaching and learning
- Adequate resources should be provided to support teaching and learning via designated budgets.
- These are in line with the Principles of Teaching and Learning -

Support Documents
Team Curriculum Planning
Specialist Planning

Application (who)
Staff
Students
Parents
Members of School Council
Education Committee

References
Strategic plan of Ballan Primary School 2006
Victorian Essential Learning Standards
Principles of Teaching and Learning
Effective Schools Model
Flagship 1: Student Learning and Teaching
English

Policy No: 2.2
Approval Date: July 2014
Review Due: July 2017
Policy Maintenance Coordinator: Leading Teacher – Curriculum Management

RATIONALE
The teaching of English will ensure students learn the important communication skills of Listening, Speaking, Writing and Reading. These life-long skills will promote the need to continue learning in a variety of situations and promote effective socialization. This empowers our students as future leaders to fulfil their own potential.

PURPOSE
Ballan Primary School’s English program, Prep – Grade 6 will:
- Challenge each learner
- Meet the needs of each learner
- Have high expectations
- Have a range of learning experiences
- Use ICT where appropriate
- Utilise the community where appropriate
- Continually improve student learning outcomes

GUIDELINES
PLANNING
- English at Ballan Primary School will be planned with reference to the Principles of Learning and Teaching (PoLT) as a framework to promote effective teaching and learning.
- English at Ballan Primary School will be planned around VELS and will utilise other domains where appropriate including Personal Learning and Interpersonal Development.
- English will be based on the English Developmental Continuum. This will ensure the development of skills and concepts in English will be taught sequentially and build upon previous learning.
- English will be taught for 10 hours per week, i.e. two hours per day.
- Opportunities to integrate English into other learning areas will be promoted.

PROGRAM
- All areas of English: Reading, Writing (Text types, Spelling, Punctuation and Grammar), Listening and Speaking will be covered in all grade levels.
- Appropriate instructional reading materials will be used by teachers to ensure continued development in each child’s reading and comprehension skills.
- The “Seven Steps to Writing Success” will be used in teaching Writing at all grade levels.
- Intervention programs are in addition to the regular classroom program.
- Early Years and Middle Years structures will be used to teach English in small flexible groups and whole grade.

ASSESSMENT (For, of and as learning)
- Students will be regularly assessed by their teacher through observation, formal and informal testing and utilise the Ballan Primary School Assessment schedule.
- Student data will inform the program and indicate where individual students need to proceed in order to cater for their diverse needs and capabilities.

RESOURCES
- Each Teaching Team will be allocated a budget annually to support the teaching and learning of English.
- Professional Learning for English will be funded through the Professional Development budget.

REFERENCES
Victorian Essential Learning Standards – English
Principles of Teaching and Learning
Ballan Primary School Assessment Schedule
Early Years Literacy guide material
Mathematics

Policy No: 2.3
Approval Date: August 2016
Review Due: August 2019
Policy Maintenance Coordinator: Principal and Leader of the Mathematics Action Team

RATIONALE
At Ballan Primary School we learn and teach Mathematics so our students apply Maths to interact and function effectively in society and to achieve their full potential. We need to provide the essential tools to broaden their options for future directions.

PURPOSE
Ballan Primary School’s Mathematics program, Prep – Grade 6 will:
• Differentiate to meet the needs of each learner
• Challenge each learner
• Have high expectations
• Have a range of learning experiences
• Use ICT where appropriate
• Utilise the community where appropriate
• Continually improve student learning outcomes

GUIDELINES
PLANNING
• Mathematics at Ballan Primary School will be planned with reference to the Principles of Learning and Teaching (PoLT) as a framework to promote effective teaching and learning.
• The teaching of Mathematics will follow BPS Essential Learnings and Proficiency Scales.
• Mathematics at Ballan Primary School will be planned around the Victorian Curriculum and will utilise other domains where appropriate including Personal Learning to promote the capacity to work independently and Interpersonal Development to promote the capacity to work collaboratively.
• Mathematics will be based on and supported by Nelson Maths Scope and Sequence. This will ensure the development of skills and concepts in Mathematics will be taught sequentially and build upon previous learning.
• Mathematics will be taught for 5 hours per week, i.e. one hour per day.
• Opportunities to integrate Mathematics into other learning areas will be promoted.

PROGRAM
• Areas to be covered include Number and Algebra (Prep to Year 6), Measurement and Geometry (Prep to Year 6) and Statistics and Probability (Prep to Year 6).
• Concrete materials will be used to assist students to gain an understanding of skills and concepts. Then students move onto abstract ideas when they have a sound conceptual base.
• Activity based learning will provide the framework for learning in Mathematics and the environment will be used where possible.

ASSESSMENT (For, of and as learning)
• Students will be regularly assessed by their teacher through observation, formal and informal testing and through the use of the Ballan Primary School Mathematics Assessment Schedule.
• Student data will inform the program and indicate where individual students need to proceed in order to cater for their diverse needs and capabilities.

RESOURCES
• Each Teaching Team will be allocated a budget annually to support the teaching and learning of Mathematics.
• Professional Learning for Mathematics will be funded through the Professional Development budget and the Mathematics budget.

REFERENCES
The Victorian Curriculum - Mathematics
Principles of Teaching and Learning
Nelson Mathematics – Prep to Grade Six
Ballan Primary School Mathematics Assessment Schedule
Exemplary Teaching of Mathematics at Ballan Primary School
Staff Induction Policy

Policy No: 3
Date effective from: June 2016
Revision Due: July 2018
Policy Maintenance Coordinator: Principal

Rationale (Why)
Ballan Primary School is striving to become a learning school through a Culture of Performance and Development with a focus on continuous improvement. Our core business is learning and safety for all staff and students. The induction program acknowledges the importance of the teacher and the central role they play in student’s learning and in children’s safety.
The induction program lays the foundation for an embedding an organisational culture of learning and child safety through our values, expectations and standards.

Purpose
Our Staff Induction process will:
- Introduce new staff members to the culture, values, goals and expectations of the school, region and department.
- Induct staff on relevant school policies.
- Clearly outline responsibilities and appropriate behaviours and inappropriate behaviours of role.
- Have staff member sign the Child Safe Code of Conduct
- Introduce Child Safe Standards Policy processes and Staff Code of Conduct.
- Training in identifying inappropriate behaviours
- Outline child safe reporting procedures – to the Principal
- Scaffold the staff member to reduce anxiety, gain a sense of belonging, confidence and security.
- Provide an opportunity for experienced educators to share best practice and learn with and from new staff members.
- Continue to improve effective ongoing communication between staff member, principal, mentor and colleagues.
- Provide an opportunity to clarify professional goals and discuss employment structures and conditions.

Implementation (what and how)
Staff Induction Program will:
- Provide an opportunity to clarify professional goals and discuss employment structures and conditions.
- Provide access to targeted professional learning opportunities.
- Provide a mentoring program where experienced teachers are matched with new teachers to the school as required.
- Provide staff with an Induction Package.
- Schedule regular Induction meetings for newly appointed and returning staff

Application (who)
An induction program should respond to various needs depending on the situation:
- The teacher employed on an ongoing basis
- Graduate teacher
- The teacher who received a promotion
- The casual replacement teacher
- The teacher employed for fixed term
- The teacher who transferred into the school
- The school services officer
- The student support services officer
- Volunteers
- Contractors

How is this Program Evaluated?
Inducted staff provide both formal and informal feedback throughout the process.

References
Planning an Induction Program - Blueprint for Government Schools 2005, DET
Child Safe Standards
DET PROTECT Portal
Staff Development Policy

Policy No: 4
Date effective from: July 2007
Revision Due: July 2010
Policy Maintenance Coordinator: Professional Development Coordinator

Rationale (Why)
Ballan Primary School is striving to become a learning school through a Culture of Performance and Development with a focus on continuous improvement. Our core business is learning for both staff and students.

Purpose
Our staff development process will
- Assist in the development and maintenance of a learning community at our school.
- Contribute to improving and developing the overall effectiveness of the school, raising student achievement and meeting the needs of students, parents and the wider community.
- Improve and develop skills, understandings and performance of all sections of the community for the enhancement of student learning outcomes.
- Ensure that all staff are valued and recognised as the school’s most important asset through the Professional Review Process.

Guidelines:
All staff development activities are planned in the context of Ballan Primary School’s Vision, Goals and Guiding Principles.
Professional Development activities will be related to the school’s Strategic Plan and Annual Implementation Plan.
Professional Learning will also provide the opportunity for all staff to develop their individual skills and understandings while pursuing their own interests.

Implementation (what and how)
Professional Development will include
- Use of Curriculum Days
- Use of internal and external expertise
- Planned, regular after school Professional Development
- Involvement of parents and School Council where appropriate
- Professional Learning Teams

The Professional Development Coordinator will:
- Disseminate information to staff regarding Professional Development activities
- Organise PD request and reflection forms
- Keep a record of all staff/parent participation in Professional Development activities
- Prepare a Professional Development report for the School Council Annual Report

All staff will participate in a Performance Review Process annually.

Application (who)
Staff

References
The Seven Principles of Highly Effective Professional Learning. DEECD
TLO Australia - The Learning System ‘Focusing on Frameworks’
Blueprint for Government Schools
Languages

Policy No: 2.4
Date Effective From: July 2015
Revision Due: July 2018
Policy Maintenance Coordinator: Policy Coordinator

Purpose (why)
To provide all students with access to a Language program which focuses on the acquisition of the Italian language and knowledge and appreciation of the Italian culture.
To develop an awareness a sensitivity to the social conventions of different culture/s.
To develop an awareness of a second language as a tool for communication.

Implementation (what and how)
Grades Foundation to 6 will spend one hour per week on the learning of the Italian language with a Specialist Italian teacher and 45 minutes with class teachers.

Learning goals will align with those in the AusVELS, with a particular focus on oral/aural activities.

Evaluation will include observations of children’s level of interest, anecdotal records and checklists of language acquisition.

Community awareness of program may be promoted through the School Newsletter and Teaching Team Curriculum Statements, Italian Day and Italian Performance.

Support Documents
AusVELS
Languages On-Line
Principles of Teaching and Learning

Application (who)
Staff
Students
Members of School Council

References
Library

Policy No: 2.5
Date Effective From: Feb 2016
Revision Due: Feb 2019
Policy Maintenance Coordinator: Leading Teacher – Curriculum Manager

Purpose (why)
To provide a resource centre, which enhances classroom programs through an effectively organised collection of materials.
To provide enriching experiences to encourage children to enjoy reading and clarify values.

Guidelines:
To maintain a computerised library system using the Alice for Windows.
To teach library skills where appropriate to each child’s level of development.
To ensure library resources are maintained and increased annually.
To provide a stimulating environment in which to house resources and to encourage children to be regular users.

Implementation (what and how)
Each grade will be timetabled for a set library lesson of 1 hour duration.
Additional library time is available for all grades with the emphasis on research work for the upper grades.
A borrowing timetable allowing access for borrowing and browsing will be published, subject to staff availability.
Student monitors may be trained to assist with borrowing, shelving and processing procedures.
A Library Technician will be responsible for cataloguing and processing of materials.
Interested parent helpers will be encouraged to assist with library management.
The Library Technician will liaise with class teachers to provide resources and support material for grade and whole school programs.

Support Documents

Application (who)
Staff
Students
Members of School Council

References
**Purpose (why)**
To develop in all children the concepts, skills and processes associated with the practice of Science. To nurture a love of learning and a sense of curiosity about the scientific world.

**Guidelines:**
The Science Program will develop scientific attributes, for example, flexibility, curiosity, critical reflection, respect for evidence and ethical considerations.
Children’s investigative skills will progress from simple observations through to observing, measuring, classifying, questioning, hypothesising, planning, recording, concluding and communicating in both the physical and the biological world.
The Science Curriculum will be balanced and sequential, based on the Curriculum and Standards Framework (CSFII).
Science will be taught as a discrete subject.

**Implementation (what and how)**
All grades will have a minimum of 1 hour of Science per week.
Lessons will be planned using an activity based approach and organized on a whole grade, group or individual basis.
The Science Coordinator will be responsible for maintenance and storage of science equipment.
The teaching teams will be responsible for purchasing resources.
Assessment of children will be mainly based on teacher observation, checklists, student work records and, where appropriate, student self-assessment. Children will be placed on the appropriate VELS level at the end of each year.

**Support Documents**

**Application (who)**
Students
Staff
Members of School Council

**References**
## Integrated Curriculum

**Policy No:** 2.7  
**Date Effective From:** July 2003  
**Revision Due:** July 2006  
**Policy Maintenance Coordinator:** Leading Teacher – Curriculum Management

### Purpose (why)
Integrated Curriculum helps students to perceive natural relationships between Key Learning Areas. It provides the opportunity for teachers to utilise real life issues about the social world as a base for their teaching programs. Planning integrated units of work in teams provides the opportunity for teachers to work together and support each other to provide the opportunity to efficiently and effectively implement the Curriculum and Standards Framework.

### Guidelines:
Integrated units of work will be developed which:
- provide a curriculum that is meaningful and relevant to all children
- provide access and success in all Key Learning Areas for all children
- provide opportunities for children to develop co-operative skills
- provide children with significant knowledge and skills which enable them to act effectively in a changing society
- provide the opportunity to develop conceptual understandings about our world.

### Implementation (what and how)
Units of work will incorporate ‘content’ Key Learning Areas (S.O.S.E., Health, Science and Technology). The ‘process’ Key Learning Areas (English, Mathematics, The Arts, Physical Education and L.O.T.E.) are used where applicable to negotiate and learn about the world. It is these ‘process’ Key Learning Areas which enable the children to record and reflect upon their understandings of the world. Teaching teams plan together to generate units of work to best suit the children’s needs.

Each unit of work uses the Inquiry Learning process as follows:

**Understanding:** are a list of what the students will learn about the topic and guide and development of each Integrated Unit

**Tuning In:** provides experiences to engage the children into thinking about the topic. This section is also used to find out what the children already know about the topic.

**Shared Experience:** is to challenge ideas, beliefs and values and to take them beyond what they already know.

**Sorting Out:** enables students to process information they gain about the topic. Process Key Learning Areas feature here.

**Related Activities:** extends the unit and can head in a different direction.

**Reflection & Action:** enables students to draw conclusions about the topic and act upon what has been learnt.

This model recognises the connections between Key Learning Areas and also ways in which individual children learn.

Units of work will be kept to form a Unit Register for teaching teams to refer to in the future.

Units of work operate on a two year cycle with the exception of C.S.F. II Level 1.

A scope and sequence chart will be developed to avoid repetition and to ensure a comprehensive Prep to 6 Integrated Curriculum.

A range of assessment strategies will be used to ensure on-going evaluation of children’s progress through the C.S.F. levels.

Teaching teams will be responsible for resourcing Integrated Units through their team budgets.

### Support Documents

**Application (who)**
- Students
- Staff
- Members of School Council

**References**
Purpose (why)
To facilitate learning experiences in the Visual Arts appropriate to the needs of each child and through these experiences, to stimulate development in both making, displaying and appreciating Art.

Guidelines:
To give the opportunity to develop in confidence, individuality and creative self-expression through a process of creating, making and expressing.
To enable all children to practise existing skills and learn new skills where needed in the areas of painting, print making, drawing, construction, modelling and threads and textiles.
To provide opportunity for all children to learn about tools, techniques and materials and how they are applied in the Visual Arts.
To give children the opportunity to look at and respond to art of other people, times and places, thus discovering more about their own, and other cultures.
To enable children to develop appropriate language to use when thinking, speaking, writing and reading about Visual Arts.
To provide children with the opportunity to both pose and solve problems as they arise in the Visual Arts.
To give children the opportunity to display their work in a variety of different venues to a wider audience beyond the school environment.

Implementation (what and how)
Each class within the school will have a one hour lesson with the Visual Arts ‘specialist’. Class teachers may follow up lessons or provide extension activities in other subject areas to reinforce learned skills.
Visual Arts specialist may consult with teachers to correlate class activities with Visual Arts activities where required.
Visual Arts specialist is responsible for cleaning and maintenance of Visual Arts equipment and tools.
Visual Arts equipment is available for use by classroom teachers upon consultation with Visual Arts specialist.
Evaluation will take into account the creating, making and presenting, whilst not necessarily focusing on finished products alone.

Support Documents
Victorian Curriculum

Application (who)
Students
Staff

References
Performing Arts

Policy No: 2.9
Date Effective From: July 2003
Revision Due: July 2006
Policy Maintenance Coordinator: Leading Teacher – Curriculum Management

Purpose (why)
To provide all children with a Performing Arts program designed to develop their musical and dramatic abilities and appreciation through the experiences of listening, speaking, singing, playing, moving and creating.
The main emphasis throughout the Performing Arts program will be on participation and enjoyment.

Guidelines:
To develop children’s vocal, aural, physical and social skills through performing arts activities.
To develop the beat, rhythm, pitch, tempo, dynamics, tone, colour, texture, form and style.
To develop children’s creativity through all musical aspects of the Performing Arts.
To provide opportunities for children to perform in front of live audiences on a regular basis.

Implementation (what and how)
Each class will experience one hour of Performing Arts weekly.
A range of resources that support the C.S.F. may be used for Performing Arts throughout the school.
Evaluation will be carried out through teacher observation.
Each grade will perform in front of the entire school (at assemblies) on a rotation basis.

Support Documents

Application (who)
Students
Staff
Members of School Council
References
## Physical Education and Sport

**Policy No:** 2.10  
**Date Effective From:** July 2003  
**Revision Due:** July 2006  
**Policy Maintenance Coordinator:** Leading Teacher – Curriculum Management

### Purpose (why)
To develop attitudes, values, knowledge and skills related to health, fitness and recreation.  
To help students develop competence in making decisions and taking action to promote an active healthy lifestyle.

### Guidelines:
To create the opportunity to participate in a comprehensive physical education program.  
To teach skills necessary for effective participation in outdoor adventure games and sports, ball skills, athletics, dance, gymnastics, swimming and water safety.  
To help children learn how to co-operate with each other and to work successfully as members of a team.  
Develop positive attitudes, values and behaviours towards physical activity.  
Participation in sport and physical education should be pursued just as vigorously for girls as for boys and the same range must be offered for both.  
Children should be given the opportunity to strive for self-improvement and personal excellence.

### Implementation (what and how)
All children, prep to 2, will aim to have a minimum of two hours per week allocated to physical education.  
Grades 3 to 6 will aim to have three hours per week allocated to physical education and sport.  
Children’s sport should be based on a full participation model rather than an exclusive team selection model.  
Regular opportunities should be provided for playing active games, as well as a wide variety of sports.  
Perceptual Motor Program will be conducted for all Prep, Grade 1 and 2 children on a weekly basis.

### Support Documents

#### Application (who)
- Students  
- Staff  
- Members of School Council

#### References
Learning Technologies

Purpose (why)
To provide awareness, experience and skills in the use of Information and Communication Technologies.
To promote use of learning technologies, as a tool to enhance learning.

Guidelines:
Equitable access to learning technologies will be available to all children.
A list of effective operational skills and expectations of children using computers will be developed.
Learning technologies will be integrated into all key learning areas.
Professional Development in learning technologies will be provided to all staff to develop their understanding and confidence in this area as a teaching / learning tool.

Implementation (what and how)
All children will have access to Learning Technology equipment to enhance learning.
Learning technology working party members will be available to other staff members for support.
At least two members of staff must be familiar with the use of the curriculum network.
Children will be evaluated through observation of general competency in learning technology usage.
School teams to incorporate a learning technology budget component for related purchase.
Teaching teams to implement the computer skills as outlined in the whole school matrix.

Support Documents

Application (who)
Staff
Students
Members of School Council

References
Assessment and Reporting

Date Effective From: August 2016
Revision Due: August 2018
Policy Maintenance Coordinator: Assessment and Reporting Coordinator

Purpose (why)
The forms of assessment used will inform teaching practice, promote a positive attitude towards learning, monitor and improve student outcomes, encourage the pursuit of excellence and contribute to the access and success of all students.
Reporting to students and parents will clearly communicate the achievements of students, and will provide recommendations which assist the students’ future learning. It will also foster co-operation and encourage communication between parents, teachers and students concerning the students’ progress.

Implementation (what and how)
Assessment will:
- Encourage / guide students to reach achievable goals and targets by identifying their own learning goals
- Encourage students to learn to write Smart Goals
- Assist in the diagnosis of student strengths and weaknesses. Students At Risk will be identified, monitored and included in intervention programs if required
- Provide students with the opportunity to participate in activities involving self-assessment.
- Provide teachers with an ‘entry point’ to student instruction.
Curriculum teams will develop and / or revise sequential goals for assessment within a program.
Common assessment tasks will be used to aid moderation processes. These will be kept in students’ files.
Teachers will use a variety of strategies and assessment tools to gather information (diagnostic, formative and summative) on student progress.
Teachers will follow and implement Ballan Primary School assessment schedule.
Teachers will upload Assessment Data in a timely manner in accordance with Ballan Primary School Assessment Schedule
PLTs will continuously monitor assessments which will inform our school’s teaching and learning.

Reporting will take place on a regular basis:
(i) Interviews with parents provided during Term 1, at the beginning of Term 3 (3 Way: student, parents & teacher) and when required.
(ii) Written reports provided at the end of Terms 2 and 4.
(iii) Communication with parents to be ongoing throughout the year.
(iv) SSG meeting will occur on a Termly basis.

Reporting will be confidential.
Reports will indicate what the student has achieved in the reporting period in relation to the Victorian Curriculum.
Reports will state the strengths and weaknesses of the student and provide pathways for future learning.
Reports will use clear constructive language which is specific and appropriate to the program and activity goals.
An assessment file including: Assessment pieces, an assessment summary sheet, any parent/teacher communication sheets and a list of interventions is to be maintained and passed on.

Support Documents
Victorian Curriculum
Ballan P.S. Assessment Schedule
Curriculum Framework Policy
ILIPs
SSGs
The Big Write Criterion Scale
Proficiency Scales for Mathematics at Ballan Primary School

Application (who)
Staff
Students
Members of School Council
## NAPLAN Testing – to be updated

**Policy No:** 2.13  
**Date Effective From:** November 2013  
**Revision Due:**  
**Policy Maintenance Coordinator:** Curriculum Coordinator

### Purpose (why)
How is our school going to manage the NAPLAN testing to ensure our students have the opportunity to do the best they can.

### Implementation (what and how)
- Practise old AIM and NAPLAN tests
- Give the children the opportunity to have some experience in timing, reading questions, and experience with multiple choice tests.
- Have children remain with their own teachers for continuity of questions. All children in Grades 3 - 6 will complete the test but only the Grade 3 and 5 students will have their tests submitted.
- Recommend that Term 2 be the time for the time for greatest concentration on practice
- Students funded under the Program for Disabilities with an Intellectual disability are not required to complete the NAPLAN tests.
- All teachers must be familiar with the guidelines regarding appropriate assistance
- All teachers to receive yearly Guide for Principals and Teachers
- Absent students (if within the required timeline) will be provided with the opportunity to do the assessments
- Guidelines for the storage of materials will be followed

### Support Documents
- Guide for Principals
- Guide for teachers

### Application (who)
- Principal
- Grade 3 – 6 teaching staff

### References
Risk Management

Policy No: 3.1
Date Effective From: November 2013
Revision Due: November 2016
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this risk management policy is to ensure that, as far as practicable, financial losses, legal sanctions, injuries, organisational embarrassment or disruptions to students' educations, is avoided or minimized.

Implementation (what and how)
Risk is managed by a three-step process.

First, risks are identified in terms of:
- what could happen; and
- what might be the consequence/s.

Second, the identified risks are ranked according to their seriousness and then dealt with in priority order.

Third, risks control strategies should implement best practices ie the higher the risk the most reliable form of control.

In relation to some specific risks, there are separate policies outlined in the Ballan Policy Manual. Each specific risk management policy should, however, be considered in the context of the overall approach to risk management described in this policy.

Support Documents
Risk Management (available at edulibrary\schools\liability claims management)
School Policies

Application (who)
Students
Staff
Members of School Council

References
Schools of the Future Reference Guide sections:
Risk Management 6.12
Administration Policy

Purpose (why)
To ensure that Ballan Primary School is organised and administered in such a way that it provides the optimum support for the teaching-learning program.

Guidelines:
To implement effectively policies as formulated by staff, School Council sub-committees and Parent Committee members and approved by School Council.
To employ collaborative, participatory decision making procedures when appropriate to the situation.
To ensure effective communication among staff, children, parent bodies, and the wider school community.
To administer the school efficiently, using clear organisational procedures so that a stimulating learning environment and high staff morale can be maintained.

Implementation (what and how)
The Principal will assume overall responsibility for all areas of school administration.
Roles & Responsibility Statements will be published and updated annually.
School organisation will be based on a departmental model (see “School Organisation”)
The Curriculum Co-ordinator, in conjunction with Team Leaders, will ensure school wide implementation and resourcing of programs in the Key Learning Areas.
Adequate supplies of office requisites will be maintained.
School administration will monitor the supply of services to the school.

Support Documents
Application (who)
Staff
Members of School Council

References
Investment

Policy No: 3.3
Date Effective From: February 2016
Revision Due: February 2019
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this investment policy is to monitor school funds and to invest funds according to DEECD guidelines so as to generate interest revenue for the school.

Implementation (what and how)
All grants from DEECD are paid into the school’s “at call” High Yield Investment Account.
School Council can leave monies in the High Yield account or invest in banks, building societies or credit unions. It can invest in bank accepted or endorsed bills of exchange or in negotiable, convertible or transferable certificate of deposit issued by the bank.

Funds that are surplus to the school’s operational requirements will be invested to generate the best possible interest revenue. There must be sufficient flexibility in the investment chosen to ensure the ongoing, efficient operation of the school.

School Council will monitor investments for compliance with this policy and DEECD guidelines.
All investment or changes to investments will be approved by School Council and authorized by the Principal and a School Council delegate.
Advice will be sought as to how surplus funds should be invested and, in general, more than one opinion will be sought. Generally, this advice will form the basis of a short and long term investment strategy.

School Council will be responsible for endorsing investment decisions and strategies. School Council will formally minute and review an investment policy which details the:
- Level of funds to be invested
- Term of the investments
- Types of investments with reference to the school’s required cash flow throughout the year

Treatment of Investments
All investment accounts will be included on CASES21 Finance and except for the High Yield Investment Account will be in the name of the School Council.

The school will not deposit money directly to or make payments directly from an investment account. All receipts and payments will go through the official account.
Exception to these procedures are:
- Interest earned and paid directly into an investment account
- Funds deposited by the Department directly to the High Yield Investment Account
- The School Library Fund as endorsed by the Australian Taxation Office to operate as a gift deductible fund

Investment Register
Where the school chooses not to use the High Yield Investment Account as the sole investment instrument, details of all other investments will be recorded in a manual investment register using headings such as:
Bank Account
Bank Title
Account balance
Account Type
Interest Rate
Investment Date
Maturity Date
Interest Earned
Deposits
Withdrawals

Support Documents
CASES21 Finance Module
Schools Investment Policy and Guidelines - DEECD

Application (who)
Staff
Members of School Council
Finance Sub-Committee

References
Schools Investment Policy and Guidelines - DEECD
Cash Handling
Policy No: 3.4
Date Effective From: February 2015
Revision Due: February 2018
Policy Maintenance Coordinator: Office Manager

Purpose (why)
The purpose of this policy is to ensure that cash is not kept at the school for unreasonable periods of time thus creating a security risk and, additionally, that the school is receiving a maximum return on funds through interest paid following deposit in the bank.

Implementation (what and how)
Our school encourages banking of cash in a timely fashion but at a minimum, weekly.

No cash is to be kept in classrooms after 9.30am each day.

No cash is to be kept in the till beyond the end of the day when all cash is transferred to either the safe/strong room or the bank.

Staff with access to cash must hand over the cash should they be involved in an attempted robbery.

Aspects of this policy will not be made public.

Support Documents
Nil

Application (who)
Staff

References
Schools of the Future Reference Guide sections:
Banking 7.7.2
Policy No: 3.5  
Date Effective From: February 2015  
Revision Due: February 2018  
Policy Maintenance Coordinator: Principal

Purpose (why)  
To maintain the financial security of the school by ensuring the safe collection and banking of money, and ensuring that effective controls are in place.

Guidelines:  
School Council will appoint a Finance Committee who will oversee the management of money in the school.

Implementation (what and how)  
Investments: Investments will be made in accordance with the school investment policy.

Accounts Receivable: The following procedures are to be followed:

- student monies will be placed in named envelopes and sent to office in grade box, with receipts returned the same way;  
- uncrossed cheques to be crossed “not negotiable” immediately;  
- duplicate receipt dockets, including cancelled receipts, to be filed in numerical order;  
- wherever practical, a clerical officer, other than the Office Manager, is to total the accounts receivable each day, and compare the total collections recorded with the cash on hand;  
- any keys which enable the accounts receivable memory to be changed are to be kept secure and under the responsibility of the school Principal, or a person delegated by the Principal who is not involved in operating the accounts receivable.  
- Individual receipts issued to students for all amounts exceeding $5.00.

Cancelled Receipts: Any receipts which are spoilt or cancelled will be endorsed “cancelled”, together with a brief reason for the cancellation. The cancelled originals will then be attached to the duplicates. Alterations will not be made on duplicate copies. Documents will then be filed.

Duplicate Receipts: Duplicate receipts will not be issued. If a receipt is lost and a request is made for a duplicate, the payer can be provided with a letter giving details of the original receipt, including the receipt number. This will enable it to be traced to the original receipt of the cash.

Personal Cheques: Personal cheques are not to be cashed for any member of staff or parents. Consequently, the cheques and cash banked will always agree with the breakdown on the duplicate receipts. No change to be given on cheques.

Cash Payments - Approved: As per page 4 of guidelines.

Purchase Order Forms: All purchases will be made using a purchase order form. Authority to sign purchase orders is confined to the Principal or, in his / her absence, the Assistant Principal or delegate.

Order forms should incorporate the school’s name, address and telephone number, and any other desired information. As purchase order forms are accountable documents, they should be recorded in an Accountable Documents Register.

Purchase order forms will be prepared in triplicate, so that:- the original can be sent to the supplier; a copy can be kept in the order book; and one copy can be attached to the payment voucher when the account is passed for payment. Copies of the order forms are cancelled when payment is made so that the order cannot be re-submitted and an account paid twice. (Orders to be stamped paid.)

All cheques are to be made out to the payee, never to cash (except for petty cash) and at no time should a blank cheque be signed.

Petty Cash: Maximum amount for petty cash is $20.00.

Petty cash items should match a numbered petty cash docket, completed and signed by the Principal or delegate and entered into a Petty Cash book. Programs affected by petty cash expenditure need to be updated to reflect this.

Bank Reconciliation Statement: The cash balance for all School Council operated bank accounts will be reconciled with the bank statement/s each month, and verified by an independent person (usually the Principal).

Some cash receipts, such as interest from the bank, may have been credited directly to the school’s bank account and recorded as miscellaneous credits. These will have to be entered into the cash book before the cash receipts for the month are totalled. The same will apply to direct debits on the bank statements, known as miscellaneous debits, in respect of totalising the cash payments.

To perform a bank reconciliation, the total cash receipts and total cash payments recorded as banked, must be compared with the amounts displayed on the bank statement. Any discrepancies between the two records will be either deposits by the school not credited at the bank (often the case on the last day of each month’s banking) and unresented cheques (cheques paid out by the school but not yet presented for payment by the receiver of the cheque). Once these identified deposits not credited and unresented cheques are added / subtracted to the bank statement balance, the result should equal the school bank balance record/s.

Cash Control:  
Banking: All money collected is to be counted before being banked, and the total must agree with the total of receipts issued. All money is to be banked in the form collected, i.e. cash, cheques, bankcard vouchers, etc. It is not acceptable to substitute cheques for cash. If cash is required by the school, for example for petty cash, then a separate cheque is to be cashed at the bank, after all cash collections have been banked intact. Money should be banked as soon as possible. No money to be left over holidays. Vary time of day banking is done.

Commitment Control: Commitment details, from purchase orders and outstanding invoices will be presented at monthly School Council Meetings.

Support Documents
Nil

Application (who)  
Staff

References  
Schools of the Future Reference Guide sections:  
Banking 7.7.2
**Assets**

<table>
<thead>
<tr>
<th>Policy No: 3.6</th>
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<tr>
<td>Date Effective From: July 2014</td>
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<td>Revision Due: July 2017</td>
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<td>Policy Maintenance Coordinator: Office Manager</td>
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**Purpose (why)**

To ensure the assets of the school are safely kept and are able to be used for their proper purpose.
To maintain accountability for all assets.

**Guidelines:**

Access to assets is only permitted in compliance with school policy, and proper authorisation is obtained for their use.
Student access to specific assets is under staff supervision.
Accounting records of the school’s assets are compared with physical assets at regular intervals (once each term), to enable appropriate action to be taken in a timely manner in case of discrepancies. A stocktake will be conducted annually.

**Implementation (what and how)**

Keys loaned to staff and others are recorded in a key register and monitored for both long and short term loan.
Keys borrowed for short term use will be registered in the “Borrowing Book” located in the office.
Assets taken off school premises by staff or others, will be entered in “Borrowing Book”.
Staff will ensure that all attractive and accountable assets are securely housed (i.e. away from windows) and windows and doors are kept locked.
Office to be informed immediately when assets are transferred within the school.

**Support Documents**

Nil

**Application (who)**

Staff

**References**

Schools of the Future Reference Guide sections:
Banking 7.7.2
Purchasing – to be updated

Policy No: 3.7
Date Effective From:
Revision Due:
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this policy is to ensure that school risk is not added to by purchasing inappropriate equipment, materials or substances and to ensure the timely and appropriate expenditure of annual budgets.

Implementation (what and how)
Our school expects that those purchasing equipment, materials or substances for the school will consider risks arising from financial losses, legal sanctions, injuries, organisational embarrassment or disruptions to students’ educations that may arise as a consequence of the purchase. If in doubt, the person undertaking the purchase should discuss their concerns with the person responsible for this policy.

If a material or substance has a Material Safety Data Sheet associated with it, this should be obtained and considered prior to purchase.

For equipment generating noise, the noise level should be below the statutory minimum (see Noise Regulations).

For equipment considered to be ‘plant’ (see Plant Regulations), it should have appropriate guards.

Software and class material should be considered in light of the controversial materials policy.

All purchase orders will be signed by the appropriate person.

Expenditure will be monitored against budget by the Finance Committee.

Policy Outputs/Support Documents
Nil

Application (who)
Staff
Other School Purchasers
Finance Committee

References
Nil
Purpose (why)
Professional health takes into account the relationship between “professional growth, job enrichment and morale”. (Occupational Health and Safety article - Ed News 1997)
Ballan Primary School will provide an environment, which is safe, stimulating and professionally enriching for all staff.
Guidelines:
- To provide opportunities for professional growth and interaction between staff.
- To continue to maintain a high level of morale amongst staff.
- To promote fitness and well-being among staff.
- To provide the best working conditions and equipment as is practicable for staff.
- To provide effective communication and decision making processes.
- To develop positive, effective and co-operative relationships between staff.
- To provide teachers with strategies and support to maintain an effective working environment.

Implementation (what and how)
Staff Professional Development and Annual Review
Whole school Professional Development opportunities will provide a vehicle for professional growth and interaction.
Individual Professional Development plans that reflect areas of desired skills and knowledge development will be reviewed annually.
The review process will allow for goal setting and feedback on performance.

Merit and Equity and Equal Opportunity
Roles and Responsibilities will be reviewed and published each year for all positions in the school.

Team Work, Team Planning and Workload
Working as a team is supported at all levels. Communication between teams is vital.
All staff are to be fully conversant with charter goals priorities.
Open and honest communication is always encouraged and administrative procedures are in place to ensure all staff are fully informed of meetings, absences etc. Staff are informed of all events that will affect them.
Staff workload is given due consideration and practices are established to reduce it where possible e.g. rationalisation of meetings, set duration of meetings with prepared agendas and CRT use during specific times such as report writing and planning times.
Collegiate support is encouraged and modelled at all levels in the school, especially in regard to students with challenging behaviours.
Staff are encouraged to be risk takers and new initiatives are supported.

Social Interaction
A range of activities are organised to enable staff interaction on an informal level eg morning teas for celebrations, social outings and the setting aside of the staff room as an area where staff can relax.

Attractive Environment
The grounds and internal areas are to be maintained in an attractive manner.

Additional Support
A Welfare Committee will operate with reps. from different levels of the school.
Health promotion and educational programs will be included in staff meeting planning.

Evaluation
The staff opinion survey will be used on an annual basis and will be reviewed and analysed by the staff.

Support Documents
Staff Opinion Survey

Application (who)
Staff

References
Teams – Leadership and Teaching Teams

Policy No: 4.2
Date Effective From: April 2015
Revision Due: April 2018
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this policy is to ensure that staff working as a team is supported at all levels and communication between teams is promoted.

Implementation (what and how)
Ballan Primary School Leadership Team

Role Statement
The School Leadership Team is comprised of the Principal, and Teaching Team Leaders. Whilst members of the Leadership Team may represent specific Teaching Teams or interest areas, decisions, advice and implications is considered in terms of the whole school. After appropriate processes have been worked through, members will commit to support executive decisions.

Purpose
The following roles reflect the purpose of the Leadership Team:

- Provision of advice to the Principal
- Input into decision making affecting all school operations
- Assistance in the development and implementation of policies
- Input into decisions affecting staffing
- Provide advice with regard to the allocation of school roles and responsibilities
- Assist in the implementation of the School Charter
- Assist in the development and implementation of whole school and workforce plans
- Provide a support mechanism for the welfare of staff
- Provide a conduit to enable all staff views to be aired and considered
- Assist in the development of solutions to overcome problems
- Develop a shared vision as to the future directions of the school
- Assist in the implementation of Professional Development activities

Guidelines
The School Leadership Team will meet weekly
Minutes of Leadership Team meetings will be kept by the Assistant Principal and will be located in the staffroom. Issues requiring input, discussion or resolution may also be included by any staff member using the whiteboard agenda space
The School Leadership Team may request the attendance of any staff member to report on specific issues
The School Leadership Team shall attempt to make all decisions by consensus. However, where decisions need to be made and consensus cannot be reached, a majority recommendation may be made
All decisions will be in the form of recommendations to the Principal

Teaching Team

Purpose
To maximize the learning opportunities and general wellbeing of all children at Ballan Primary School through the provision of a supportive learning environment
To enable teachers to work in a supportive team to share and develop their skills and abilities

Guidelines
The teaching program will build on and extend the skills and knowledge of all students in a developmental learning process
The team will be responsible to foster the development of students’ resilience and positive personal values
The team leader will identify and utilize the talents of team members to provide the best learning opportunities for students
Team members will be encouraged to become involved in school programs
Team teachers will use moderation in the assessments of students
The Team Leader or delegate will administer team budgets to resource programs in the Key Learning Areas of English, Mathematics and Integrated Curriculum

Support Documents

Application (who)
Staff

References
Professional Development

Policy No: 4.3
Date Effective From: July 2016
Revision Due: July 2019
Policy Maintenance Coordinator: Professional Development Coordinator

Purpose (why)
To improve the understandings, skills and performance of all sections of the school community for the enhancement of student learning outcomes.

Guidelines:
Professional Development will be related to Strategic Plan priorities and the Annual Implementation Plan AIP.

Professional Development will also provide opportunity for staff to develop their particular skills and interests. Staff will be allocated equal time, as far as possible, to access Professional Development.

Implementation (what and how)
Professional Development will include:
- Use of curriculum days.
- Planned, regular after school Professional Development sessions.
- Involvement of parents, School Council where appropriate.
- Use of internal and external expertise.
- Peer observations
- Feedback

The Professional Development Co-ordinator will:
- Disseminate information to all staff regarding all inservice activities.
- Keep a record of all staff / parent participation in Professional Development activities.
- Prepare a Professional Development report for the School Council Annual Report.

A report on Professional Development activities may be given a staff meeting.

All staff will participate in Performance Review Program annually.

Staff members may participate in our Appraisal Program where desired.

Support Documents

Application (who)
Staff

References
Purpose (why)
Ballan Primary School recognizes it has a responsibility to provide a working environment which is safe and without risks to individuals’ health and welfare. This responsibility extends to all employees, contractors and visitors to the school site including students, parents/guardians and volunteers.
School management is committed to providing a safe working environment through the implementation of risk prevention and reduction strategies which are integrated into the school’s day to day operations. A consultative process between all staff and management on occupational health and safety will be encouraged.
The purpose of this occupational health & safety policy is to ensure that legislative compliance is achieved in relation to occupational health and safety and that employees’ health is not adversely effected as a consequence of their work.

Implementation (what and how)
Occupational risks in this school are identified primarily by the people who work in the school but, additionally where necessary, expert technical assistance is sought.

All identified occupational risks have a risk control strategy.

People have a right to understand the risks to their health that may arise as a consequence of their work and will be informed accordingly. Additionally, staff will be provided with the opportunity to discuss the process of occupational risk management at each step of the process.

It is accepted that the final responsibility for occupational risk control rests with school management.

Staff are encouraged to make known to the appropriate member of the school management team any concerns they may have in relation to their occupational well-being.

Support Documents
Related to OHS Act
Statement about OHS Representatives, Designated Work Groups & OHS Committees
Employee OHS Consultation/Communication Processes
Evacuation Procedures
First Aid Arrangements
General Hazard Identification Results

Related Regulations
Plant
List of Registerable Plant
Plant Risk Assessment Worksheets

Noise
Noise Hazard Areas (or nil statement)
Noise Risk Assessment Worksheets

Manual Handling
Manual Handling Risk Assessment Worksheets

Asbestos
Asbestos Identification and Control Strategies (or nil statement)
**Hazardous Substances**
Hazardous Substances Risk Assessment Worksheets
Material Safety Data Sheets (MSDSs)

**Confined Spaces**
Confined Spaces List (or nil statement)
Confined Space Entry Procedures

**Incident Notification**
Incident Notification Procedures

**Issue Resolution**
Issue Resolution Procedures (school’s grievance procedures are used in lieu)

**Related to Dangerous Goods Act**
Our school does not have any ‘Dangerous Goods’ as defined by the above Act.

**Application (who)**
Staff

**References**
OHS Act
Plant Regulations & Code of Practice
Noise Regulations & Code of Practice
Asbestos Regulations
Manual Handling Regulations & Code of Practice
Issue Resolution Regulations
Incident Notification Regulations
First Aid Code of Practice
Dangerous Goods Act
Hazardous Substances Regulations
Technical Support – Noel Arnold & Associates
Schools of the Future Reference Guide sections:
Legal Liability 6.14
Occupational Health & Safety 4.4, 4.5, 6.12, 6.14.16, 7.16.19
Emergency Procedures 4.4.2.3
Occupational Health & Safety Manual (available at edulibrary\schools\manuals)

### OHS Representatives, Designated Work Groups & OHS Committees Statement

- This school has one OHS Representative appointed under the OHS Act. The representative’s name is displayed on staff notice boards. The representative last attended a five-day training course approved under the Act in 1997.
- The whole school is considered to be a single designated work group for the purposes of the Act.
- This school does not have an OHS Committee under the terms of the OHS Act. It does, however, have a Buildings & Grounds Sub-committee that performs a similar function.
### Employee OHS Consultation/Communication Processes

- This school consults with its employees on OHS matters in a variety of ways: Additionally, OHS is a standing agenda item at the school’s monthly staff meetings.
- OHS matters are discussed, when necessary, at weekly staff meetings. Where necessary, information arising out of these meetings is supported by written instructions.
- The school’s Buildings & Grounds Sub-committee has primary responsibility for identifying workplace hazards via audits carried out by committee members. It also recommends control strategies for hazards.
- Employees can raise OHS concerns with their supervisor, the person in the position responsible for the school’s OHS policy or their OHS representative. They can also record their OHS concerns on a Hazard Identification Proforma available from the main office.
- MSDSs, advising staff of any hazards associated with materials they might use in the course of their work, are kept in the specific work location with the material described. A central collection of MSDSs is also kept in the main office.

**Document Location**
- Hazard Audit Checklists - the person in the position responsible for the school’s OHS policy
- Hazard Identification Proforma – main office
- MSDSs – work location for specific MSDSs & main office for consolidated collection

### Evacuation Procedures

- The school’s evacuation procedures are part of the school’s emergency action plan that is also a part of the State’s Displan.
- A copy of the evacuation procedures is displayed in every room.
- The evacuation procedures are described in the staff handbook, issues to staff members at the commencement of their employment.
- There is an evacuation practice every term. If there are problems associated with the practice, another is scheduled.

**Document Location**
- Displan & Emergency Action Plan – main office
- Evacuation Map & Room Specific Procedures – relevant rooms

**Other References**
- Schools of the Future Reference Guide sections:
  - Emergency Management 6.13

### First Aid Arrangements

- Staff are advised of the names of first aiders and their qualifications via staff newsletters and the staff handbook.
- There is at least one suitably trained first aider at the school at all times that the school is in use for school activities.
- In addition to first aiders, each teacher is given an information sheet on the management of asthma.
- In addition to first aiders, teachers are formally briefed on the management of potentially contaminated bodily fluids.

**Document Location**
- First aid contact information – main office

**Additional References**
- Schools of the Future Reference Guide sections:
  - HIV/AIDS 3.10.5, 4.5.9
  - Asthma 4.5.7
  - Blood Spills 4.5.9.9
  - Diabetes 4.4.4.7, 4.5.6
Infectious Diseases 4.5.8  
Epilepsy 4.5.3  
Cabinets/Kits 4.5.1.4  
First Aid 4.5.1  
Student Medication 4.5.2  
German Measles (Rubella) 4.5.8.4  
Haemophilia 4.5.5  
Head Lice 4.5.8.2  
Hepatitis 4.5.10  
Medical Information 4.4.2.5  
Scabies 4.5.8.3  
Pregnancy 4.5.13  
Thalassemia 4.5.4  

**General Hazard Identification Results**

- This school has identified the following hazards in the school:
  - Plant
  - Manual Handling
  - Asbestos
  - Confined Spaces
  - Chemicals

- These hazards have been identified as a result of the application of the OHS regulations; inspections by technical experts; the injury register; the hazard register; and, advice from the Department about known school hazards.

- Any new hazards will be identified by the same means.

**Document Location**

- Plant Risk Assessment Sheets – to be advised
- Manual Handling Risk Assessment Sheets – to be advised
- Asbestos – register in Principal’s office
- Confined Spaces – see gas furnace contractor
- Chemical & Airborne Contaminants - MSDSs & risk assessment sheets in cleaner’s store and art room

**Additional References**

- Schools of the Future Reference Guide sections:
  - Asbestos 7.16.9.1, 7.18.8.1
  - Chemical Waste 7.16.9.9
  - Chemicals 4.4.5
  - Electrical Equipment 4.4.6.1
  - Machines 4.4.5.2
  - Noise 7.18.8.4

**Plant, Noise, Manual Handling, Asbestos, Chemicals & Airborne Contaminants and Confined Spaces**

This school has used the regulations and any associated codes of practice to identify, assess and control risks associated with these hazards.

**Document Location**

- See previous section

**Additional References**

- Schools of the Future Reference Guide sections:
  - Noise 7.16.9.4
### Hazardous Substances Risk Assessment Worksheets

This school has used the Hazardous Substances Regulations and any associated codes of practice to identify, assess and control risks associated with these hazards.

**Document Location**

See section on general hazard identification

### Material Safety Data Sheets (MSDSs)

- MSDSs are available to inform staff about any adverse effects, and associated safety precautions, associated with the normal use of chemicals, or other substances, located in the workplace. To this end, a set of MSDSs is kept near where the chemical or other substance is used.
- Sometimes MSDSs to not cover how to respond to a situation where a chemical or substance is used in an unintended way eg: heated, frozen, vaporized.
- In such situations, or if an accident happens, it is sometimes easier to ring the poisons information centre on 13 1126.

**Document Location**

MSDSs – in the central office.

**Additional References**

Schools of the Future Reference Guide sections:
- Poisons 4.4.6.2

### Confined Spaces Risk Assessment Sheets/Entry Procedures

This school has used the Confined Spaces Regulations and any associated codes of practice to identify, assess and control risks associated with these hazards.

**Document Location**

To be advised

### Incident Notification Procedures

This school has reports all incidents, as defined by the Incident Notification Regulations, to WorkCover. When in doubt about whether an incident is notifiable, we will report it.

**Document Location**

Incident Notification Reports – to be advised

### Issue Resolution Procedures

- In the spirit of the Issue Resolution Regulations, this school advises that the management representative for OHS purposes is the person in the position responsible for the school’s OHS policy.
- If an OHS issue cannot be resolved within the school, the school encourages the OHS representative to use his/her powers under the Act and will respond accordingly.
- Reporting arrangements for OHS problems have been outlined in the section on employee consultation/communication.

**Document Location**

Documentation of OHS issues dealt with under the Issue Resolution Regulations – nil to date however these would be kept in the main office.

**Other References**

Industrial Awards & Agreements (available at edulibrary\schools)
Schools of the Future Reference Guide sections:
- Grievances – Personal 6.5.5.3
- Grievances – Statutory Authorities 6.5.5.2
- Industrial Action 6.2.3
- Stop Work 6.2.3
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<thead>
<tr>
<th>Dangerous Goods Storage Locations/Signage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The location of all substances that are considered to be ‘Dangerous Goods’ under the meaning of the Dangerous Goods Act is known and recorded.</td>
</tr>
</tbody>
</table>

**Document Location**

Not applicable

**Additional References**

Schools of the Future Reference Guide sections:

Dangerous Goods 6.14.17
Building and Grounds

Policy No: 4.6
Date Effective From: November 2015
Revision Due: November 2018
Policy Maintenance Coordinator: Principal

Purpose (why)
To provide and maintain the workplace of Ballan Primary School in such a way that it is a safe environment for staff, students, parents and visitors to the school.

Guidelines:
School Council will appoint a Facilities Sub-committee comprising of:
- a Principal Class representative
- the staff selected O.H. S. representative
- staff and parent representatives

The Facilities committee will meet twice per term with a minimum of eight meetings during the year.
The minutes of the meetings will form the basis of a report to School Council meetings.
Buildings will be maintained in a good order according to the P.R.M.S. Schedule of works.

Implementation (what and how)
The Facilities Committee will carry out the following inspections at the start of each term:

- external buildings
- internal buildings
- playground equipment
- grounds

All will be maintained in good order. Workplace inspection checklists are to be used. Risks identified and minimised.

The Facilities committee will oversee the letting of the following Annual Contracts, according to Department guidelines:

- security lighting
- emergency evacuation system
- chemical and water based fire extinguishers
- smoke detection system and fire doors
- heating and cooling systems
- sanitary bins

The Facilities Committee will oversee the following security routines:

- external doors to be locked when rooms are unoccupied
- external doors and windows to be locked at the end of day
- cleaners to lock rooms that they are not working in
- students who leave school before the end of a school day are to be signed out by parent or guardian
- staff attending school outside of normal hours are to sign in the appropriate book
- all visitors to the school must call at the office before visiting classrooms or the school grounds

Other requirements pertaining to buildings and grounds:

- Storms - electrical / wind:
  Students / staff to remain in buildings to avoid lightning, injury caused by falling branches etc.
  Electrical Equipment:
  To be regularly checked.
  Power points not to be over-loaded.
  Power cords not to be left lying on floors.
  Faulty equipment to be reported immediately.
- Smoke Free Work Place:
  In accordance with Health Regulations, smoking in school buildings and grounds is prohibited.
- Vehicles in the School Grounds:
  Only permitted when clear of students or when grounds are supervised by staff.
- Access to Roofs:
  Only to personnel approved by Management.
  Prohibited when there is excessive wind or the roof is wet.
- Manual Handling of Goods Equipment:
  Training in correct manual handling procedures to be organised by Management.
  Movement of TV’s / computers by staff only.
- Working Environment:
  Buildings - Standards of cleanliness regarding tables, chairs, floors, windows, bins, toilets, sick bays and staff-room to be regularly monitored by Management, in consultation with cleaning contractors.
  Adequate heating and lighting to be provided to all rooms.
  Each room to be equipped with a fan during hot weather.
  Floor coverings to be maintained in a safe condition.
  Exit signs to be erected at all exit points of buildings.

Support Documents

Application (who)
Staff
Cleaning Contractors

References
Compensation Claims

Policy No: 4.7
Date Effective From: July 2014
Revision Due: July 2017
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this compensation claims processing policy is to ensure that the school has adequate opportunity to recommend whether or not liability for a compensation claim is accepted; to have input into the ongoing liability to pay compensation; and, to ensure staff seeking compensation are handled in a prompt, equitable and open manner.

Implementation (what and how)
The arrangements for claims processing are prescribed in detail by legislation and in the Schools of the Future Reference Guide. This school will follow those procedures, using the Reference Guide as the source document, should a compensable claim arise.

Support Documents
WorkCover Reference Guide (available at edulibrary\schools\manuals)
Liability Claims Management (available at edulibrary\schools)

Application (who)
Staff

References
Schools of the Future Reference Guide sections:
WorkCover Claims 6.12.
**Return to Work**

**Policy No:** 4.8  
**Date Effective From:** July 2014  
**Revision Due:** July 2017  
**Policy Maintenance Coordinator:** Principal

**Purpose (why)**  
The purpose of this return to work policy is to ensure that staff have maximum opportunity to return to work following a compensable injury thus facilitating their improvement in health while minimizing the school’s liabilities.

**Implementation (what and how)**  
This school encourages injured staff to return to work as soon as possible following their injury or illness. The rights of injured employees in relation to return to work are prescribed by legislation with which this school will comply. Additionally, detailed and up to date arrangements for achieving this outcome are described in Edulibrary (see below). This school will follow these arrangements. The Principal or nominee is the Return to Work Coordinator.

**Policy Outputs/Support Documents**  
*Edulibrary\Schools\Manuals\WorkCover Management Guide\DEET WorkCover Manual\Return to Work*

**Application (who)**  
Staff

**References**  
Schools of the Future Reference Guide sections:  
Return to Work 4.9.2.5  
Rehabilitation 6.12.3
Equal Opportunity and Sexual Harassment

Policy No: 4.9
Date Effective From: July 2015
Revision Due: July 2018
Policy Maintenance Coordinator: Principal

Purpose (why)
Ballan Primary School Community considers sexual harassment and discrimination to be unacceptable forms of behaviour which will not be tolerated under any circumstances.
We are all liable for our actions.
We believe that all people have the right to work and function in an environment, which is free from sexual harassment and any form of discrimination.

Areas Of Discrimination:
It is unlawful to sexually harass or to discriminate on the basis of:

- age
- disability
- industrial activity
- lawful sexual activity / sexual orientation
- marital, parental or carer status
- physical features
- political belief or activity
- pregnancy
- sex
- religious belief or activity
- race; or
- personal association with a person who is identified by reference to any of the above attributes.

Definitions:
- Discrimination can be direct or indirect.
- Direct discrimination - means treating a person with a protected attribute less favourably than a person who does not have the protected attribute.
- Indirect discrimination - occurs when an unreasonable requirement, condition or practice which may appear to be neutral, in fact has a disproportionately negative impact on people with a particular attribute.
- Sexual harassment is behaviour of a sexual nature that is unwelcome, unsolicited and unreciprocated. Sexual harassment can be physical, verbal or written. It can include words, images, sounds or statements which are transmitted by telephone, fax, video-conference or e-mail.

Implementation (what and how)
Our school will take an active role in minimising the chances of discrimination and sexual harassment occurring and to ensure that all reasonable precautions have been taken.
The following procedures will be in place:
- Equal Opportunity Policy distributed widely.
- Awareness to be raised at all levels of the school community.
- A member of the Leadership Team to be responsible for implementing the Equal Opportunity Act 1995.
- Equal Opportunity personnel to provide information and support to staff and individuals in relation to grievances.

Procedures:
- Grievances
As there is a need for effective resolutions all concerns will be treated seriously and dealt with quickly and confidentially.

Support Documents
Name of school contact person
Roles and Responsibility Statements
Application (who)
Students
Staff
Members of School Council

References
- Equal Opportunity Act 1995 (Victoria)
- Schools of the Future Reference Guide sections:
  - Equal Opportunity 6.5.4.4
  - Equal Employment Opportunity 6.5
- Equity – Definition 6.5.1
- Equity – Legislation 6.5.2
- Sex Discrimination Act 1984 (Commonwealth)
- Schools of the Future Reference Guide sections:
  - Sexual Harassment 6.5.4-5
  - Students – Sexual Harassment 4.7.2
- Online Training
Furniture
Policy No: 4.10
Date Effective From:  May 2013
Revision Due:  May 2016
Policy Maintenance Coordinator: Principal

Purpose (why)
To provide sufficient furniture to cater for student and staff needs.
To maintain and repair furniture as required.
To upgrade old furniture as required.
To provide additional furniture to upgrade existing resources.
To provide outdoor furniture in keeping with the school’s pleasant, functional environment.

Guidelines:
All furniture should be of a suitable size for the children using it.
Furniture purchased should conform to relevant design standards.
Furniture should be inspected regularly to ensure that it is in a safe condition.

Implementation (what and how)
Furniture will be purchased to meet school’s needs.

Support Documents

Application (who)
Staff
Members of School Council
Students

References
Child Safety and Wellbeing Strategies

Policy No: 5.1
Date Effective From: June 2016
Revision Due: June 2018
Policy Maintenance Coordinator: Principal

**Purpose (why)**
To commit to a zero tolerance of child abuse.

**Definition of Child abuse:** Sexual abuse, grooming, physical abuse, emotional or psychological abuse, family violence and neglect. (Refer to DET Protect portal for information on identifying signs in children)


**Guidelines:**
- All staff, volunteers, visitors, contractors, parents and children are to behave in an appropriate manner and model respectful relationships and school values.
- **All school community members are responsible for keeping children safe.**

**Actions - Implementation (what and how) Strategies to embed a culture of child safety at school**
- A Welfare Officer and the Principal (Child Safety officer) will monitor all aspects of student welfare and Safety strategies on an ongoing basis.
- ‘At Risk’ students will be identified and supported through the use of Individual Learning Plans, Student Support Groups, counselling, Student Services and Specialised School Programs.
- The Principal will work with Student Services and other external services to provide welfare support or to report allegations of abuse. Refer to appendix 1 ‘What to do when an allegation of child abuse is made’
- All staff and volunteers are inducted into school policies, codes and procedures governing child safety.
- School Council will monitor the effectiveness of the Child Safe Risk Control measures annually
- All staff will report any allegations of abuse or inappropriate behaviours to the Principal or Welfare Officer. They will be supported during this process.
- All visitors to the school including contractors, volunteers and allied health workers are to sign in and out each day and have current WWC, Police Checks and VIT registration.
- Contractors or outside organisations are not to work near unsupervised students and works are planned not in school hours if at all possible.
- Students always travel in 3’s when travelling around the school.
- Toilet areas are supervised by staff on yard duty.
- Staff selection processes include questions and processes relating to the Child Safe Code of Conduct and all references are checked for suitability for child related work. Refer to Staff Recruitment Policy
- Social and Emotional and Respectful relationship prevention programs implemented across the whole school including; Program Achieve, Knowing me Knowing You, Hands Off, Life Education, Drug Education, MAP Penn, DET Resilience modules, Live our Values, Bully Stoppers, Better Buddies Program (Alannah and Madeline Foundation), eSmart and Kids Matter resources.
- Adequate funding will be allocated to allow for Professional Development for staff in regard to Child Safety and Wellbeing.
- All families receive a copy of the Code of Conduct, Child Safe Policy and Rights and Responsibilities on enrolment.
- Child Safety Policies and Code of conduct is shared with the community and published on our Website.
- All classes unpack school rules and learn safe and appropriate use of technologies (cyber smart)
- Students are encouraged to speak to teachers, welfare offer or Principal if they have any concerns.
- All incidents are documented using PROTECT Template and filed.
- A whole school approach to promoting the cultural safety, participation and empowerment of all children regardless of their cultural background or disability is implemented.
- A whole school approach to Student Behaviour Management is implemented.
- A whole school culture of child empowerment and participation (student voice) is promoted through Junior School Council, Student Surveys and Circle Time.
- A risk assessment is completed for Camps and excursions.

**References**
Child Safety Standards Ministerial Order No 870.
Appendix 1
What to do when an allegation of child abuse is made

This resource is designed to provide guidance on what to do if a child discloses an incident of abuse, or if a parent/carer raises a concern or allegation of abuse which may have taken place in your organisation.

If a child discloses an incident of abuse to you

- Try and separate them from the other children discreetly and listen to them carefully.
- Let the child use their own words to explain what has occurred.
- Reassure the child that you take what they are saying seriously, and it is not their fault and that they are doing the right thing.
- Explain to them that this information may need to be shared others, such as with their parent/carer, specific people in your organisation, or the police.
- Do not make promises to the child such as promising not to tell anyone about the incident, except that you will do your best to keep them safe.
- Do not leave the child in a distressed state. If they seem at ease in your company, stay with them.
- As soon as possible after the disclosure, record the information using the child’s words and report the disclosure to your manager or the Principal / leadership, who will then contact the Critical Incident Unit on 9589 6266, Police 000 or child protection 5333 6530.
- Ensure the disclosure is recorded accurately, and that the record is stored securely.

If a parent/carer says their child has been abused in your organisation or raises a concern

- Explain that your organisation has processes to ensure all abuse allegations are taken very seriously.
- Ask about the wellbeing of the child.
- Allow the parent/carer to talk through the incident in their own words.
- Advise the parent/carer that you will take notes during the discussion to capture all details.
- Explain to them the information may need to be repeated to authorities or others, such as the Principal or Leadership, the police or child protection.
- Do not make promises at this early stage, except that you will do your best to keep the child safe.
- Ask them what action they would like to take and advise them of what the immediate next steps will be.
- As soon as possible after the disclosure, record the information using the child’s words and report the disclosure to your manager or the Principal / leadership, who will then contact the Critical Incident Unit on 9589 6266, Police 000 or child protection 5333 6530.
- Ensure the report is recorded accurately, and that the record is stored securely.

You need to be aware that some people from culturally and/or linguistically diverse backgrounds may face barriers in reporting allegations of abuse. For example, people from some cultures may experience anxiety when talking with police, and communicating in English may be a barrier for some. You need to be sensitive to these issues and meet people’s needs where possible, such as having an interpreter present (who could be a friend or family member).
If an allegation of abuse involves an Aboriginal child, you will need to ensure a culturally appropriate response. A way to help ensure this could include engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organisations to review policies and procedures.


**If you believe a child is at immediate risk of abuse phone 000.**


**Legal responsibilities**

While the child safe standards focus on organisations, every adult who reasonably believes that a child has been abused, whether in their organisation or not, has an obligation to report that belief to authorities.

The **failure to disclose** criminal offence requires all adults (aged 18 and over) who hold a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 to disclose that information to police (unless they have a reasonable excuse not to, for example because they fear for their safety or the safety of another).

More information about **failure to disclose** is available on the Department of Justice and Regulation website <www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence>

While failure to disclose only covers child sexual abuse, all adults should report other forms of child abuse to authorities. Failure to disclose does not change mandatory reporting responsibilities.


**Mandatory reporters** (doctors, nurses, midwives, teachers (including early childhood teachers), principals and police) must report to child protection if they believe on reasonable grounds that a child is in need of protection from physical injury or sexual abuse.


The **failure to protect** criminal offence (commenced on 1 July 2015) applies where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently failed to do so.

Further information about **failure to protect** can be found on the Department of Justice and Regulation website
Student Supervision

Policy No: 5.2
Date Effective From: September 2013
Revision Due: September 2016
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this policy is to ensure that students are protected from harm through the effective implementation of staff duty of care and the Child Safety Code of Conduct.

Implementation (what)
Our school ensures that all staff are aware of their duty of care to students and supports this awareness by implementing school policies and procedures. Regular Professional Development will be undertaken by staff.

Support Documents
School Policies including Child Safe Policy
Yard Duty Rosters
Teaching Timetable
School Student Movement Protocols (Movement to and from classes, student pairs for toilet/drink breaks) as outlined in Staff Handbook
Yard Duty Books
Timeout Books
Class Behaviour Record
First Aid Register/Book
Staff Handbook

Application (who)
Staff
Students

References
Schools of the Future Reference Guide sections:
Duty of Care 4.6.1, 6.2.3.1, 6.14.1, 4.6.1
Mandatory Reporting

<table>
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<th>5.3</th>
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<tr>
<td>Date Effective From:</td>
<td>June 2016</td>
</tr>
<tr>
<td>Revision Due:</td>
<td>June 2018</td>
</tr>
<tr>
<td>Policy Maintenance Coordinator:</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**Purpose (why)**
The purpose of this policy is to ensure that staff understand the responsibilities associated with their mandatory reporting obligations and are appropriately supported should they consider this step. All staff regularly complete the Mandatory Reporting online module.

**Implementation (what and how)**
While we recognise that the law places the responsibility for mandatory reporting upon individual professionals, we encourage staff to discuss concerns with peers and with the principal prior to making a report. Should a report be made, staff will be appropriately supported. Regular staff updates of lawful obligations will be provided.

**Support Documents**
- Staff Handbook
- What to do when an allegation of child abuse is made
- Mandatory Reporting online module

**Application (who)**
Staff

**References**
- Abuse 4.6.6
- Reporting 4.6.6.3
- Protocols – Human Services 4.6.6
- Protocols – Police 4.6.7
- Student Information – Child Abuse 4.6.3.3
Codes of Practice

Policy No: 5.4
Date Effective From: June 2016
Revision Due: June 2018
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this policy is to ensure that all members of the school community clearly understand how they are expected to behave. Including what is acceptable and unacceptable behavior in regard to Child Safety.

Implementation (what and how)

- Our school has developed written Codes of Practice for staff, students and school community members. The appropriate code is given to people on commencement of their participation with our school, including enrolments and employment or volunteering.
- Our Codes of Conduct, Child Safe Code and Policy documents are accessible on our school website or in hard copy from the office.
- The Code of Conduct outlines appropriate and inappropriate behaviours.
- All staff are to report allegations of abuse or inappropriate behaviours to the Principal or Acting Principal.

Support Documents
Principal Class Code of Practice
Staff Code of Practice
Child Safe Code
Student Code of Conduct
School Council Code of Practice

Application (who)
Students
Staff
Members of the School Community

References
Child Safety Standards
Ministerial Order 870
Anti-Bullying

Policy No: 5.5  
Date Effective From: May 2016  
Revision Due: May 2018  
Policy Maintenance Coordinator: Principal or Welfare officer

Purpose (why)
The purpose of this policy is to ensure that students are not bullied. Our school does not tolerate bullying in any form. All members of our school are committed to ensuring a safe, caring and welcoming school environment that encourages personal responsibility and respect for the rights of others. Bullying is commonly defined as intentional, repeated hurtful acts and words committed by one or more children against another. Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion. There are 3 broad categories of bullying:

Direct Physical which includes fighting, pushing, spitting, shoving, pinching, stalking, invasion of personal space or any unwelcome physical contact including that of a sexual nature, damaging of property by interfering, stealing, hiding or destroying it and standover tactics

Direct Verbal includes name calling, teasing, using offensive language, spreading rumours or putting people down, picking on people, repeated phone calls with intention to harass or cause discomfort or making suggestive comments

Indirect Bullying includes offensive notes, material, emails, web site material, social media and graffiti, degrading or ridiculing remarks about culture, race, family members, physical appearance, sexual orientation, mimicking, gender, religious or social background, manipulating friendships, isolating, ostracizing and peer pressure

Implementation (what and how)
Our school does not accept bullying behavior and actively identifies and works to eliminate such behavior. The Anti-Bullying Policy works in conjunction with the school’s Student Engagement and Wellbeing Policy and Code of Practices. Bullying prevention at Ballan Primary School encompasses a broad range of strategies.

Primary Prevention and Early Intervention Programs include:
- Use of Restorative Practices
- Programs such as Better Buddies(cross-age program), Bully Stoppers, Support Groups, No Blame Approach, Cyber Safety, eSmart strategies
- Whole school Social Skills Development program. You Can Do It, Circle Time, Knowing Me Knowing You.

Procedures – Code of Conduct Book

Students are required to:
- Collaborate with parents as appropriate
- Be role models in word and action at all times
- Acknowledge positive behaviour through awards
- Notify Principal of any suspected or known bullying.
- Be observant of signs of distress or suspected incidents of bullying
- Make efforts to minimise bullying by actively supervising whilst on duty. Record incidents in Yard Duty Books
- Arrive at class on time
- Take steps to help victims and remove sources of distress without placing victims at further risk
- Report all inappropriate use of social media or suspected cyber incidents to the Principal
- Teach preventative strategies through eSmart programs and Bully Stoppers

Students are required to:
- Refuse to be involved in any bullying situation
- If appropriate, take some form of preventative action i.e. not to be a “bystander” - show disapproval, don’t stand and watch and get adult help immediately
- Report the incident or suspected incident to the yard duty teacher or their class teacher.
- Report all inappropriate use of social media or suspected cyber incidents to the Principal

It is recommended that parents:
- Watch for signs of distress in their child/children, e.g. an unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising
- Take an active interest in their child’s social life, internet and mobile phone use and acquaintances
- Advise their child to tell a staff member about an incident.
- Inform the school if bullying is suspected or persists
- Keep a written record (who, what, where, how, why, when)
- Not encourage their child to retaliate
- Communicate to their child that parental involvement, if necessary, will be appropriate for the situation
- Be willing to attend interviews at the school if your child is involved in any bullying incident, either as a bully or as a victim
- Report all inappropriate use of social media or suspected cyber incidents to the Principal

Staff Training and Support Programs
Professional Development for staff at Staff Meetings and Regional Activities

Support Documents
Student Code of Conduct Book, Staff Handbook, Student Code of Conduct Book, Healthy Relationships Program

Application (who)
Students, Staff, Parents

References
DET Bullying Policy
First Aid Provision

Policy No: 5.6
Date Effective From: September 2013
Revision Due: September 2016
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this policy is to ensure that appropriate first aid facilities and suitably trained persons are provided for the well being of students and staff.

Implementation (what and how)
- All staff will be provided with information regarding the first aid facilities available, the locations of first aid kits, the names of trained first aiders and procedures to be followed when first aid is required. Staff are to be advised of first aiders and their qualifications via the Staff Handbook and the Roles and Responsibilities Book.
- There should be at least one suitably trained first aider at the school whilst the school is operating.
- In addition to first aiders, each teacher is given an information sheet on the management of asthma.
- In addition to first aiders, teachers are formally briefed on the management of potentially contaminated bodily fluids.

The First Aid Room and its contents should be the responsibility of a suitably trained person i.e. possess a current Level 2 First Aid Certificate. This person should be available for consultation when staff and students are at the workplace.

First Aid trained staff are to be included on the Yard Duty roster to administer first aid when necessary and to enter details in the Accident Register. They must be on call in the Staff Room area in case they are required to administer first aid.

Student injuries will be managed via the first aid provisions made available for staff. If there is the slightest doubt about how to treat a student’s condition, his/her parents/guardians will be notified.

Parents/guardians must be notified in relation to all student head injuries.

The school must inform parents/guardians as to the level of first aid treatment.

Requests by parents must be recorded and signed by the parents/guardians on the relevant form which is kept in the office.

Support Documents
Staff Handbook
Roles and Responsibilities Book

Application (who)
Staff
Students
Parents/guardians

References
Occupational Health and Safety Act 1985
Schools of the Future Reference Guide sections:
HIV/AIDS 3.10.5, 4.5.9
Asthma 4.5.7
Blood Spills 4.5.9.9
Diabetes 4.4.4.7, 4.5.6
Infectious Diseases 4.5.8
Epilepsy 4.5.3
Cabinets/Kits 4.5.1.4

First Aid 4.5.1
Student Medication 4.5.2
German Measles (Rubella) 4.5.8.4
Haemophilia 4.5.5
Hepatitis 4.5.10
Medical Information 4.4.2.5
Scabies 4.5.8.3
Pregnancy 4.5.13
Thalassemia 4.5.
Sunsmart

Endorsed by School Council : April 2015  Reviewed: April 2018

Purpose (why)
This SunSmart policy provides guidelines to:
- Ensure all students and staff have some UV exposure for vitamin D.
- Ensure all students and staff are well protected from too much UV exposure by using a combination of sun protection measures whenever UV levels reach 3 and above.
- Ensure the outdoor environment is sun safe and provides shade for students and staff.
- Ensure students are encouraged and supported to develop independent sun protection skills.
- Support duty of care requirements
- Support appropriate OHS strategies to minimise UV risk and associated harms for staff and visitors

Background
A balance of ultraviolet radiation (UV) exposure is important for health. Too much of the sun’s UV can cause sunburn, skin and eye damage and skin cancer. Exposure to the sun’s UV during childhood and adolescence is associated with an increased risk of skin cancer in later life. Too little UV from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health.

Implementation (what and how)
Our school encourages students and staff to protect themselves from ultraviolet sun damage through a variety of risk control strategies.

Procedures
Staff and students are encouraged to access the daily local sun protection times at sunsmart.com.au or on the free SunSmart app to assist with the implementation of this policy. A combination of sun protection measures are used for all outdoor activities from September to the end of April and whenever UV levels reach 3 and above

Behaviour
- Require children to wear the schools broad-brimmed hat, which protects the face, neck and ears whenever they are outside (e.g. recess, lunch, sport, excursions).
- The school supplies SPF 30 sunscreen in all classrooms for staff and students use. Students are encouraged to apply sunscreen before they go outside.
- Encourage children to use available areas of shade for outdoor activities.
- Students who do not have appropriate hats are asked to play in the shade under the library verandah.
- Encourage staff and parents to act as role models by practising SunSmart behaviours.
- Sun protective clothing is included in our school uniform and is made from densely woven fabric.

Curriculum:
- Incorporate programs on skin cancer prevention into the curriculum at all grade levels.
- Regularly reinforce SunSmart behaviour in a positive way through newsletters, parent meetings, student and teacher activities.
- Ensure the SunSmart policy is reflected in the planning of all outdoor events (e.g. camps, excursions, sporting events).

Environment:
- Schedule outdoor activities before 11:00am and after 3:00pm during Terms 1 and 4 whenever possible.
- Organise outdoor activities to be held in areas with plenty of shade whenever possible.
- The school council makes sure there is sufficient number of shelters and trees where students congregate e.g. canteen, outdoor lesson areas and popular play areas.

Application (who)
Students
Staff

References

Legislation and Standards
- Occupational Health and Safety Act 2004
- Education and Training Reform Act 2006: Sch.5 Reg. 1 (1.2)
Staff Selection Policy - Police Checks, VIT, Working with Children

Policy No: 5.9
Date Effective From: June 2016
Revision Due: June 2018
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this policy is to ensure that practices are in place to assess and monitor any person who is involved in working with children. To ensure that staff selection, supervision, assessment and management complies with the Child Safety Standards.

Implementation (what)
- All Education Support staff, disability workers, volunteers, parents present at school, on excursions, sports days, or camps, Kelly Sport staff, Student Teachers, School Bus Drivers, Volunteers, Outside Hours Child Care, Instrumental Music Teachers require a current WWC, a current VIT or a current Police Check. A folder is kept in the office and regularly checked and updated.
- If a history of inappropriate behaviour is identified then that individual will not have access to the school or children.
- If any documentation is out of date that person/s will no longer have access to any child until relevant documentation has been collected.
- Prior to staff selection or the commencement of their role all persons are screened and documentation is collected. Victorian Institute of Teachers Principals’ Page / WWC/Police checks.
- Persons require proof of personal identity and professional qualifications
- A person’s history of work involving children is checked
- References are checked that address the person’s suitability for the job and working with children.
- A clear statement of the requirements of their role including responsibilities and duties regarding child safety. This is clearly stated in the schools ‘Roles and Responsibilities’ book which is updated every 12 months.
- All applicants are informed of the schools child safety practices and the Code of Conduct, including appropriate and inappropriate behaviours towards children.
- Appropriate supervision and assessment is in place for all new/existing staff members including a designated mentor, team teaching processes, monitoring performance through the P&D process, regular assessing through observations, feedback from students/parents/staff surveys and a designated coordinator (Janette Richards) for volunteers and Education support staff.
- All staff/workers/volunteers are inducted into the school’s policies, codes, practices and procedures that govern child safety and beyond.
- A checklist for staff selection is attached.
- If a person is found to act inappropriately or is unsuitable to work with children or does not follow the Code of Conduct in regard to Child Safety Standards then the relevant authorities will be contacted and immediate appropriate consequences will be enacted.

Support Documents
Roles and Responsibilities Book
Staff Code of Conduct

Application (who)
Staff
Volunteers
Student Teachers
Service Providers
Others Regularly Working in the School with Students

References
Child Safety Standards VRQA
Child Safe Policy
Prepared by: Julie Ferguson  Approved by Council: 26/7/2016 Reviewed: July 2018

Our commitment to child safety
Ballan Primary School is committed to child safety.

We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.

We are committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child’s safety, which we follow rigorously.

Ballan Primary School is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

Ballan Primary School has robust human resources and recruitment practices for all staff and volunteers.

Ballan Primary School is committed to regularly training and educating our staff and volunteers on child abuse risks.

We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments. If you believe a child is at immediate risk of abuse phone 000.

Our children
This policy is intended to empower children who are vital and active participants at Ballan Primary School. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

• promote the cultural safety, participation and empowerment of Aboriginal children
• promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
• ensure that children with a disability are safe and can participate equally.

Our staff and volunteers
This policy guides our staff and volunteers on how to behave with children in our organisation.

All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the code of conduct.

Training and supervision
Training and education is important to ensure that everyone in our organisation understands that child safety is everyone’s responsibility.

Our organisational culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child
safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We also support our staff and volunteers through ongoing supervision to: develop their skills to protect children from abuse; and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and volunteers will be supervised regularly to ensure they understand Ballan Primary School’s commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate (please refer to this organisation’s code of conduct to understand appropriate behaviour further). Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

Recruitment
We take all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Ballan Primary School understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check. Please see the Working with Children Check website <www.workingwithchildren.vic.gov.au> for further information.

We carry out reference checks and police record checks to ensure that we are recruiting the right people. Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete. We do retain our own records (but not the actual criminal record) if an applicant’s criminal history affected our decision making process.

If during the recruitment process a person’s records indicate a criminal history then the person will be given the opportunity to provide further information and context.

Fair procedures for personnel
The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions we as an organisation take.

Privacy
All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone’s safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

Legislative responsibilities
Ballan Primary School takes our legal responsibilities seriously, including:
• **Failure to disclose**: Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.¹

• **Failure to protect**: People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.²

• Any personnel who are **mandatory reporters** must comply with their duties.³

**Risk management**

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in organisations on social media).

**Regular review**

This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

**Allegations, concerns and complaints**

Ballan Primary School takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff and volunteers are trained to deal appropriately with allegations.

We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place (see information about failure to disclose above).

If an adult has a **reasonable belief** that an incident has occurred then they must report the incident. Factors contributing to reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- behaviour consistent with that of an abuse victim is observed⁴
- someone else has raised a suspicion of abuse but is unwilling to report it
- observing suspicious behaviour.

**Support for students and staff affected by abuse or disclosure** – Accessed through Student Services and DET Employee Assistance 1300 361 008

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¹ A person will not commit this offence if they have a reasonable excuse for not disclosing the information, including a fear for their safety or where the information has already been disclosed.

Further information about the failure to disclose offence is available on the [Department of Justice and Regulation website](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence).

² Further information about the failure to protect offence is available on the [Department of Justice and Regulation website](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence).

³ Mandatory reporters (doctors, nurses, midwives, teachers (including early childhood teachers), principals and police) must report to child protection if they believe on reasonable grounds that a child is in need of protection from physical injury or sexual abuse.


Child Safe Code of Conduct

All staff, volunteers and board members of Ballan Primary School are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

All personnel of Ballan Primary School are responsible for supporting the safety, participation, wellbeing and empowerment of children by:

• adhering to Ballan Primary School child safe policy at all times
• taking all reasonable steps to protect children from abuse
• treating everyone with respect
• listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
• promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child’s self-identification)
• promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
• promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
• ensuring as far as practicable that adults are not left alone with a child
• reporting any allegations of child abuse to Ballan Primary School’s Child Safety Officer (The Principal), and ensure any allegation is reported to the police or child protection
• reporting any child safety concerns at BALLAN Primary School to the Child Safety Officer (The Principal)
• if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe
• encouraging children to ‘have a say’ and participate in all relevant organisational activities where possible, especially on issues that are important to them.

Staff and volunteers must not:

• develop any ‘special’ relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
• exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps.
• put children at risk of abuse (for example, by locking doors)
• do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
• engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
• use inappropriate language in the presence of children
• express personal views on cultures, race or sexuality in the presence of children
• discriminate against any child, including because of culture, race, ethnicity or disability
• have contact with a child or their family outside of our organisation without our child safety officer’s knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate)
• have any online contact with a child or their family (unless necessary, for example providing families with e-newsletters)
• ignore or disregard any suspected or disclosed child abuse.

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to BALLAN PRIMARY SCHOOL Child Safety Officer (The Principal / leadership).

If you believe a child is at immediate risk of abuse phone 000.

I agree to adhere to this Code of Conduct:

Name: ………………………………………

Signature: …………………………………

Date: ………………………………………
Student Transport (Buses, private vehicles etc.) Policy

Policy No: 5.11
Date Effective From: September 2013
Revision Due: September 2016
Policy Maintenance Coordinator: Principal/Bus Coordinator

Purpose (why)
The purpose of this policy is to ensure that, when students are being transported in the care of the school, that they are transported without harm.

Implementation (what and how)
When our school transports students, each student will be seated i.e. one seat for each child and staff. The vehicle and/or driver will be appropriately insured. Parents/guardians will give specific permission to the form of transport to be used.

Private Car - An appropriate form indicating driver, insurance cover, (normal 3rd. Party and Comprehensive, Indemnity to the Crown), licence number of vehicle and signed by parent / guardian is required. The driver is to be made aware that they can still be liable to legal proceedings, if the injured parties believe negligence or circumstances indicate liability, even though written permission had been granted to carry the passengers.

Charter Bus – Vic Roads regulations and the one seat for each child and staff provision will be borne in mind when assessing the type and number of vehicles required.

School Bus – Vic Roads and Department guidelines will determine the limit to passengers carried on a school bus. In general standees are not allowed on such buses, however children under 15 September be seated three for two in appropriate seats. If the number of children is considered excessive the bus coordinator will advise the regional coordinator and Vic Roads if standees are included. The School Bus coordinator also has responsibilities to ensure that accurate records of bus travellers are kept.

Support Documents
Proforma permission forms for transporting students
School Bus Application Forms and Notification Forms

Application (who)
Staff
Parents/Guardians
Others providing transport
Camps and Excursions Policy

Date Effective From: June 2016
Revision Due: June 2018
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this policy is to ensure that students attending camps and excursions are adequately protected from harm and that the outing is in the context of the curriculum.

Implementation (what and how)

Excursions
Risks are to be evaluated during planning of the excursion. Excursion Planning documents are to be completed three weeks before the excursion and Emergency Management notified for excursions outside of Ballan.
Parental / Guardian written approval for each child must be obtained and Emergency medical treatment approval form must be signed by Parent / Guardian when attending excursions outside of Ballan.
Forms are to be retained and archived at the Office after completion of the excursion.

Charter Bus – Vic Roads regulations and the one seat for each child and staff provision will be borne in mind when assessing the type and number of vehicles required.

Private Car - An appropriate form indicating driver, insurance cover, (normal 3rd. Party and Comprehensive, Indemnity to the Crown), licence number of vehicle and signed by parent / guardian is required. The driver is to be made aware that they can still be liable to legal proceedings, if the injured parties believe negligence or circumstances indicate liability, even though written permission had been granted to carry the passengers.

Adult/ student ratio to be a maximum of 1:20 (or in accordance to Department of Education regulations.)
Regular counting of student numbers during excursions must be undertaken by teachers.

Medical permission forms are to be taken on each excursion.

In case of accident / injury, the teacher in charge should arrange appropriate treatment and contact Principal / school if considered necessary.

Overnight Stays and Camps:
Prior approval of School Council is to be obtained, using the school planning documents.

Venues - before booking a venue consideration of the following factors needs to occur:

- fire safety equipment and procedures
- adequate toilet / shower block amenities and communication facilities
- clean dormitories and meal preparation facilities
- access to medical services and first aid equipment.
- Have accreditation as an Australian Campsite and Outdoor Activity Provider.

Parental / Guardian permission forms and emergency medical treatment forms for each student participating is required to be signed and taken on camp. Forms are to be retained at the Office after completion of the camp or overnight experience.

Names of volunteers assisting staff on camp are to be entered in the Register of Volunteers.

Transport - as for day excursions above.

Portable first aid kit to be on the site of all activities. A Mobile phone to be available at all times.

Accident / injury - arrange appropriate treatment, contact Principal / school if considered necessary.

The Level 2 First Aid trained person is to collect all medicines prior to departure and to be responsible for the dispensing of them. A signed notes regarding medication needed is required from the child’s parents or guardian. A First aid kit should accompany each excursion. A Mobile phone must be taken on each excursion.

Enter into the Register of Volunteers names of volunteers assisting and have a current Working with Children card.

Movement Of Students Outside School Grounds / Camping Grounds:
Staff must supervise crossing of roads. Legal crossings / lights are to be used where available. Where these are not available at main arterial roads, police co-operation should be sought.

Support Documents
Proforma Excursion/Camp Application Form, Proforma Parent/Guardian consent Form, Excursion/Camp Planning Checklist

Application (who)
Staff
School Volunteers
Members of School Council
Parents/Guardians
Offensive Material or Theme Policy (including Internet usage)

Policy No: 5.13
Date Effective From: September 2013
Revision Due: September 2016

Policy Maintenance Coordinator: Principal

Purpose (why)
To ensure that students are not exposed to offensive materials or themes while in the care of Ballan Primary School.

Guidelines:
‘Offensive Material or Theme’ is defined as any material or theme which:

- describes, depicts, expresses or otherwise deals with matters of nudity, sexual activity, drug misuse or addiction, crime, cruelty, violence or revolting or abhorrent phenomena in a manner that a reasonable adult would generally regard as unsuitable for minors of the age of the relevant students;
- promotes, incites or instructs in matters of crime, violence or unlawful discrimination; or
- Uses profane, indecent or obscene language contrary to section 17(1) (d) of the Summary Offences Act 1966.

‘Material or Theme’ is defined so as to include curriculum materials, resource materials, textbooks, library books, publications, films, video, CD’s, music, computer materials (including Internet), drama scripts, presentations, performances and displays.

If the Principal is uncertain as to the suitability of materials or themes then she / he will consult the School Council. Similarly, the School Council, if uncertain, will consult the parent community and exercise caution in making a decision.

Implementation (what and how)

In determining whether materials or themes are offensive, teachers and Principal should:

- Consider the words, behaviour or themes in terms of the standards of morality, decency and propriety generally accepted by reasonable adults.
- Consider the context in which the words, behaviour or themes appear. Consider the literary, artistic or educational merit (if any) and the general character of the material or theme, including whether it is in a medical, legal or scientific journal or publication.
- Assess the impact of the material or theme on the age group of the students, and how parents might react to their children studying the material or theme.
- Determine the context in which the words, behaviour or themes appear. Consider the literary, artistic or educational merit (if any) and the general character of the material or theme, including whether it is in a medical, legal or scientific journal or publication.
- Assess the impact of the material or theme on the age group of the students, and how parents might react to their children studying the material or theme.

Parents/Guardians have a right to object to the content of materials or themes as defined. On receipt of such an objection the Principal will consider the reasons for the objection to determine it’s bona fide and whether it is reasonably held.

If the Principal upholds the objection she / he will instruct teachers to replace the offensive material with alternative non-offensive materials.

If the Principal is unable to accept the objection it should be referred to School Council. School Council’s decision will be implemented by the Principal.

In regard to multimedia:

- Computer games used in the school should be classified ‘G’ (all ages) or ‘Gr’ (8+) [not recommended for persons under 8 years] and used appropriately.
- Students using the Internet must be under the direct supervision of the teacher or aide.
- Videos used at school should be classified ‘G’. If ‘PG’ classification is to be used, film should be previewed by teacher and parental approval obtained.

Support Documents
- Staff Handbook
- Proforma Permission Forms – Media Permission Form; Personal Development; Video; and, Religious Education.
- Internet Software Bars
- Internet Usage – Code of conduct
- Acceptable Use of Digital devices

Application (who)
- Staff
- Parents/Guardians
- Students

References
- AusVELS

Acceptable Use Agreement for Internet and Information Communications Technology for Ballan Primary School

I agree to use the ICT equipment and Internet at our school in a responsible manner for purposes stated by my teacher.

I will follow the rules for use of ICT equipment including:

- Treat all equipment with care.
- Students have their own numbered computer and are responsible to look after it and use it carefully and responsibly. Teachers will keep a record of students and laptop/i-pad numbers if a different computer is used.
- Take care when transporting laptops - hold with 2 hands and lid closed.
- Stop using laptops when asked and listen to your teacher - place screen on a 45° angle so that you can’t see it and pay attention to your teacher
- No changing settings, screens, or putting items on the home screen of laptops
- Alert teachers immediately if there is any damage, changes or issues with the equipment.
I will follow the rules for acceptable Internet use including:

- Only work on the web for purposes specified by my teacher
- If I find myself in unsuitable locations I will immediately click on the home or back button and inform my teacher
- Keep myself and my friends safe by not giving out personal details including full names, telephone numbers, addresses and images and protecting my password
- Be respectful in how I talk to and work with others online and never write or participate in online bullying
- Use the technology at school for learning and not interfere with the work or data of another student
- Not bring or download unauthorised programs, including games, to the school or run them on school computers
- Not go looking for rude or offensive sites
  Remember that the content on the web is someone’s property and ask my teacher to help me get permission if I want to use information or pictures
- Think carefully about what I read on the Internet, question if it is from a reliable source and use the information to help me answer any questions (I should not copy and paste the information as my answer)
- Talk to my teacher or another adult if:
  - I need help online
  - I am not sure what I should be doing on the Internet
  - I come across sites which are not suitable for our school
  - Someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.
  - I feel that the welfare of other students at the school is being threatened by online activities

I acknowledge and agree to follow these rules. I understand that I may lose my right to access the Internet at school and I will be banned from using equipment for a period of time specified by my teacher, if I do not act responsibly and adhere to these rules.

Student Name ………………………… Signature………………………………………………

Teacher Signature ………………………………………… Date ………………………………………
Integration Support Policy

**Date Effective From:** July 2013  
**Revision Due:** July 2016  
**Policy Maintenance Coordinator:** Integration Teacher

**Purpose (why)**
To provide support for students with disabilities, integrating them into regular classes, and maintaining programs which enable these students to develop and progress to their full potential.

**Guidelines:**
The Integration Teacher will support, plan and resource student program with the class teacher/aide, organise assessments, resources, co-ordinate outside agencies, administration and meetings to facilitate the students’ learning.

Classroom teachers will be the prime educational provider for children on the integration program.

The Integration Aide will provide support under the direction of the class teacher and Integration Teacher.

**Implementation (what and how)**

Students will be assessed for initial program needs prior to admittance to school, whenever possible.

Program support groups will be established and meet at regular intervals throughout the year to set goals and evaluate progress of each student.

The Integration Teacher will maintain records, update the student files and give support to class Teacher/Aide.

Specific programs within/without classrooms may include, fine and gross motor development, survival skills, cooking, speech, visual / auditory discrimination, computer, small groups learning in literacy / numeracy, school orientation etc.

Integration Aides will meet weekly with Integration teacher to discuss/report on program needs and development.

Ongoing evaluation of students will be summarised for annual reporting purposes.

**Support Documents**
DET guidelines for employment  
Ballan Primary School Roles and Responsibilities Document

**Application (who)**
Students  
Staff  
Parents  
School Council  
Education Committee

**References**
Homework Policy

Policy No:  
Date Effective From: May 2016  
Revision Due: May 2018  
Policy Maintenance Coordinator: Leading Teacher - Curriculum Management

Purpose (why)

To foster lifelong learning and study habits.  
To provide the opportunity for students to take responsibility for their own learning.  
To investigate and consolidate work presented in the classroom.  
To support partnerships with parents by connecting families with the learning of their children.

Early Years, P-2.

- Mainly consist of daily Reading to, with, and by parents/caregivers or older siblings with enjoyment.  
- Learn key tag High Frequency Words/Spelling.

Early Years, 3-4

- Mainly consist of daily Reading.  
- Weekly spelling practice.

Middle Years, 5-6

- Includes daily independent Reading.  
- Weekly spelling practice.  
- May include extension of class work, projects and assignments and research.

Implementation (what and how)

Teachers will ensure that homework:

- Is appropriate to students’ skill level and age.  
- Follows Department of Education & Training guidelines.  
- Be purposeful, meaningful and relevant to curriculum studies.  
- Be regularly assessed with feedback and support provided for students.  
- Students will be positively recognised for completing their set homework.

Parents can support students by:

- Developing a positive and productive approach to homework.  
- Reading to them and involving them in opportunities during everyday household routines and physical activity.  
- Supporting students to keep a Reading Diary.  
- Attending school events, productions or displays their child is involved in.

Students take responsibility for their learning by:

- Organising their time to manage to complete homework and other home obligations and participation in physical activity.  
- Accepting responsibility for the completion of homework tasks within the set time frames.  
- Developing self-regulation processes such as goal setting and time management.

Application (who)

Students  
Staff  
Parents  
School Council

References

Victorian Curriculum  
Principles of Teaching and Learning  
DET Homework Guidelines Circular 2016
# School Uniform Policy

<table>
<thead>
<tr>
<th>Policy No:</th>
<th>Endorsed by School Council: April 2015</th>
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<tr>
<td>Revision Due:</td>
<td>April 2018</td>
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<tr>
<td>Policy Maintenance Coordinator:</td>
<td>Principal</td>
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## Purpose (why)
To ensure children wear the school uniform in order to create a sense of belonging, unity and identity and to add to the tone of the school.

## General Aims
- To develop in the children a sense of pride in their school.
- To remove competition between children in regard to fashion.
- To encourage uniformity, pride and identification of our children by the use of attractive and functional clothing, especially when on excursion away from school.
- To develop a school uniform that is affordable to all parents/guardians.

## Implementation (what and how)

### The wearing of school uniform is compulsory.
Parents / Guardians are expected to supply a written explanation on days when their children are not wearing school uniform. The exception to this is those days which are designated and approved ‘uniform free days’. On such days, students are expected to wear clothing that is non-offensive.

A broad brimmed or legionnaires hat **must** be worn outdoors in Term 1 and from 1st September to the end of Term 4.

#### Girls: (Uniform options to include a choice of)
- Plain royal blue or navy skirt or shorts
- Blue and white check school dress
- Royal blue polo shirt
- Plain royal blue or navy pants.

#### Royal blue school windcheater or bomber jacket
- White or navy socks or tights.
- Sport shoes, pull-on boots, black shoes or covered toe sandals.

#### Boys: (Uniform options to include a choice of)
- Plain royal blue or navy shorts or pants.
- Royal blue polo shirt
- Royal blue or navy windcheater.
- Navy woollen jumper,
- White or navy socks.
- Sport shoes, pull-on boots, black shoes or covered toe sandals.

### Hats
As we are a registered ‘Sun Smart’ school – all students must wear a broad brimmed school hat (which includes an emblem) between 1st September and 30th March each Spring/Summer.

### Sports wear:
- Navy or white shorts.
- Royal blue windcheater.
- Royal blue or navy track pants.

- Polo shirt or T shirt in student’s house colours.
- Sport shoes.
- White or navy socks.

If children are competing in inter-school sporting events, the official school uniform **with emblem** is to be worn.

Denim is not to be worn. Baseball caps are not to be worn.

### Exemptions from Wearing School Uniform:
The School Council may grant exemption from wearing school uniform where the parent / guardian of a student makes a written application to the Principal. The application shall set out the grounds for the request for exemption. The grounds shall include health, religious or cultural reasons. The Principal shall, at the first available meeting of the School Council, present for approval all recommendations for exemptions.

The Junior School Council may recommend to School Council up to four (4) uniform free days per year, i.e. - one (1) day per term. Funds raised from Uniform Free Days will be used by the Junior School Council to provide equipment or facilities for pupils’ use.

### Procedures for Dealing with Pupils not Wearing School Uniform:
In continual/habitual cases of a student being out of uniform, the Principal will contact parents / guardians requesting a written explanation and an undertaking to comply with the School Uniform Policy.

### Availability of Uniform:
May be purchased from the school, any retailer, chain store, market etc. May be made by parents / guardians. School uniform bought through the school will have the school emblem screen printed on it. Sew on emblems will be available for garments purchased outside the school or homemade. Emblems are preferred.

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# Medication Policy

**Policy No:**

**Date Effective From:** July 2014

**Revision Due:** July 2017

**Policy Maintenance Coordinator:** Principal

## Purpose (why)
To ensure that all medications are stored and administered safely.

## Implementation (what and how)
Our school encourages parents/guardians of students to discuss with the teacher(s) the management of the students who require medication at school.

School Staff are required to comply with reasonable requests for assistance for the administration of medication while the child is under the authority of the school.

Assistance given will depend upon:
- The ability of staff to meet the particular needs of the student/staff member.
- The contribution towards care which may be provided by the student (as in self-administration), parents/guardian, teachers and other staff, school community nurses and other community assistance organisations.

Staff are not expected to administer prescribed medication or treatments which require specialist training e.g. giving injections.

Analgesics such as paracetamol may be administered to students with the written permission of parents/guardians.

No student is to have medication at school without the written instructions.

### Self Administered
Medication eg Ventolin which is to be self administered by staff or students must be clearly labelled with name and should be securely stored.

#### School Assisted Medication
If a student is incapable of self administration, discussions between the principal, school staff and parents/guardians should take place and medication record forms, Student Medication Request (Staff Administration/Supervision) and Medication Instructions from Presenting Doctor, are to be completed.

School Staff to administer prescribed medication in accordance with instructions on advice of a medical authority.

Principals must ensure other medical information for the student is available to all staff who have the student under their care.

Relevant medical information regarding staff should also be made available to all staff members.

### Emergency Situations
For emergency situations, e.g. asthma, diabetes and serious allergic reactions, adequate information regarding the details of the individuals medical condition must be provided to the school.

If the school is notified by a parent/guardian of such a medical condition the school should:
- Develop an emergency plan, (Student Emergency Medical Situation Action Plan).
- Ensure that the child, parents/guardian and school staff are aware of all emergency procedures.

If a child with an Emergency Situation condition is to attend an Excursion or Camp, appropriate forms are to be completed (Action plan for Excursion or Action Plan for Camp).

Further medical advice or assistance should be sought immediately after the administration of medication in an emergency situation.

### Records
All recorded data to be kept in the office.

A school staff member involved in administering medication to a student should make a record each time, (Medical Administration Record) clearly giving details of medication given, time/date administered and by whom (for possible future reference). This will enable the school staff to clearly establish the medication given on a particular day and that the procedures agreed to by the parents/guardian were followed.

### Storage of Medication
Medication must be stored safely in a lockable compartment or cupboard which can only be accessed by authorised persons.

All medication must be in a properly labelled container which shows the name of the drug, name of the recipient, the dose and frequency. Medication which is not labelled correctly shall not be accepted for use. It is the parents'/guardians' responsibility to ensure that the medication is clearly labelled, is not out of date and is provided in sufficient quantities for the child's needs. (To a maximum of 5 days)

### References
- Asthma 4.5.7
- Diabetes 4.4.4.7, 4.5.6
- Infectious Diseases 4.5.8
- Epilepsy 4.5.3
- Cabinets/Kits 4.5.1.4
- Thalassemia 4.5
- First Aid 4.5.1
- Student Medication 4.5.2
- German Measles (Rubella) 4.5.8.4
- Haemophilia 4.5.5
- Hepatitis 4.5.10
- Scabies 4.5.8.3
- Medical information 4.4.2.5
Purpose (why)
To ensure that our school is free of drugs, providing a safe and healthy environment for all.

Definition
A drug for this policy is defined as analgesics, alcohol, tobacco, cannabis, amphetamines and solvent inhaling.

Prevention

Intervention
The Intervention procedure is designed to address drug use incidents in a way which includes Duty of Care, Student Welfare and conforms to all legal requirements.

The school does not permit students while on the school premises, on camps and excursions, or at other organized functions to:
- Smoke tobacco products
- Consume and/or possess alcoholic beverages
- Deliberately inhale solvents
- Possess drug related equipment except for lawful use e.g. syringes to administer insulin
- Use prescribed medicines or analgesics unless this has been negotiated via the School Administration of Medication Policy.

Critical Incidents
The procedures outlined in this policy have the physical health and welfare of the individual students involved as a priority. Police will be contacted in the case of any student found in possession of illegal drugs and parents/guardian will be notified. In cases where use or possession of drugs is suspected the students will face action in accordance with Ballan Primary School Discipline Policy.

1. Each incident will be considered independently according to the given situation. In a similar manner those students who are in the company of students using drugs will be subject to appropriate consequences.
2. In each incident the administration team will determine which support services are to be called upon, who is informed and any discipline to be imposed.
3. With investigations relating to illegal drugs the school will inform the police.

Consequences
Students being in possession, using or supplying drugs will be liable to the following consequences:

First offence
Informing and consulting with parents/guardian
Appropriate suspension imposed dependent on the severity of the offence
Conference with parents/guardians, student(s) and principal
Provide the contact details of appropriate drug related agencies if required

Subsequent Offences
In addition to the first offence procedures, parents/guardians will be informed of agencies available in the community to assist with the education and counselling of the student. Incidents involving the inappropriate use of drugs will be handled in a positive, supportive manner. Positive intervention will aim to modify behaviour and student welfare is our prime concern.

Possible Available Agencies To Support Students
- QUIT Program
- Kids Help Line
- Drug Education Network and Information
- 24 Hour Information Line
- Alcohol and Drug services

Privacy
The school administration does not inform the wider school community when students are involved in incidents involving drugs. Only the essential elements are given to staff and students. The privacy of the individuals involved is respected and the school will make no public comment about the matter.

References
- Drug Education and Drug Related Issues 4.6.1.10
- Incidents Including Those Involving Illicit Drugs 4.6.1.11
- Illicit Drugs Use in Schools 4.6.1.12
Copyright

Purpose (why)
The purpose of this policy is to ensure that those who create original work are legally compensated for the use of their work in our school.

Implementation (what and how)
Our school will not reproduce others’ work outside the license agreements purchased by the Department of Education, & Training (Victoria). We will make available summaries of these license agreements to staff and students, through display near photocopiers, scanners, CD burners and in other relevant locations.

Policy Outputs/Support Documents
Summary of Copyright rules (near copying devices)

Application (who)
Students
Staff

References
Copyright for Schools, Prepared by Ann Grieve, Chair, MCEETYA Taskforce on Copyright Law (Available via Edumail)
Schools of the Future Reference Guide sections:
Copyright 6.18
Purpose (why)
The purpose of this policy is to ensure that contractors working at our school follow school protocols concerning safety and security and that where they are working on an hourly pay basis that they work the hours they claim. Contractors are to be supervised as per our Child safe Policy.

Implementation (what and how)
Our school expects contractors to abide by the security rules concerning visitors on site and by the same occupational health and safety rules that our staff abide by. For those contractors on an hourly rate payment arrangement, we expect them to make their start and finish times known to the appropriate staff member.

We expect contractors to be able to describe how they will manage occupational health and safety risks that arise as a consequence of the particular work they are doing in our school. These expectations are communicated to contractors at the time work commences.

If the school staff member responsible for occupational health and safety believes that contractors are working in an unsafe manner, the contractors will be asked to rectify the situation.

Policy Outputs/Support Documents
Nil

Application (who)
Contractors
Staff responsible for occupational health & safety

References
WorkCover Contractor Safety Management (www.workcover.vic.gov.au)
Use of Facilities and Equipment

Policy No: 4.13  
Date Effective From: March 2014  
Revision Due: March 2017  
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this policy is to ensure that third parties using school grounds, buildings or equipment have adequate public liability insurance and leave the equipment and facilities clean and functional.

Implementation (what and how)
Our school requires that the use of school grounds, buildings or equipment by third parties is always the subject of a signed, written agreement between those using the facilities and the school council.

Policy Outputs/Support Documents
Proforma Agreement for Use of School Grounds, Buildings or Equipment by Third Parties

Application (who)
Staff  
Members of School Council  
Buildings & Grounds Sub-Committee

References
Schools of the Future Reference Guide sections:  
Loans 7.8.2.5  
Building Use 7.2.3  
Community Use 7.18  
Hire of School Facilities 7.15.7.2, 7.13  
Insurance – School Equipment 7.15.2  
Joint Use 2.6.1, 7.15.4  
Lending of Equipment 7.8.4  
Loan of Equipment 7.10.4
Security and Trespass

Policy No: 4.14  
Date Effective From: August 2015  
Revision Due: August 2018  
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this policy is to ensure that, while on school premises, students and staff remain secure from harm by outsiders. The additional purpose of the policy is to ensure that school property is not damaged or thieved.

Implementation (what and how)
Our school requires students to be identifiable through the wearing of school uniform. It is expected that staff members will always be identified by their school badges.

People who come to work in classrooms need to sign in and out of the Visitors’ Book located at the office.

During recess periods unknown adults in the school grounds are, in the first instance, to be offered help by a member of staff. They are then asked to vacate by a senior member of staff or the Principal if they are not legitimate. If trespassers do not leave the Principal will ring 000.

The school buildings are secured out of hours through a controlled Fob system and an alarm system. The school encourages the appropriate use of the school grounds out of hours as the perimeter of the school property is not secured.

All families are encouraged to vacate the grounds by 3.30pm when yard supervision ceases.

Policy Outputs/Support Documents
Staff Handbook
Register of Warned Trespassers
Visitors Register
Fob Register

Application (who)
Students
Staff
Members of School Council
Visitors

References
Summary Offence Act (Law & Justice Legislation Amendment Act 1997) (Victoria)
Schools of the Future Reference Guide sections:
Vandalism 7.18.13.13
Legal Liability – Trespassers 6.14.11
Loitering 6.14.11.4
Security Management 6.13.5
Theft, Robbery, Fraud 7.19.1
Trespassers 6.14.11
Food Handling Policy

Policy No: 4.15
Date Effective From: March 2004
Revision Due: March 2009
Policy Maintenance Coordinator: Principal

Purpose (why)
The purpose of this policy is to ensure that people consuming food prepared (for sale) in the school do not eat contaminated food.

Implementation (what and how)
Our school will also ensure that our food premises maintain appropriate local government registration and are maintained at appropriate standards. Volunteer managers of the Canteen will be required to attend a Food Handlers Safety Supervisor’s Course and complete a Food Handling program.

Policy Outputs/Support Documents
Nil

Application (who)
Parents and Friends Group
Fundraising Groups
Canteen Manager
Canteen Sub-Committee

References
Food Regulations
Canteen Policy

Purpose (why)
Ballan Primary School Canteen has been set up to provide a service to the school community, by offering students a nutritious range of food which is reasonably priced.

Guidelines:
The canteen will provide a wide variety of food with good nutritional balance.
The canteen will offer a range of green and amber foods.
The canteen will be aware of students with food allergies and other dietary requirements.
The canteen will, where possible, supply and reinforce the classroom programs relating to food, nutrition and health.
The canteen will endeavour to promote sound, long-term nutritional habits for all students.
The canteen will encourage students to take responsibility for their own nutrition.
The canteen will implement the hygiene guidelines as devised by the Canteen Committee and posed in the Canteen in accordance with current Government Health regulations.
The canteen will give consideration to the use of environmentally sound food packaging.
The canteen will operate financially to recover all expenses and make a small profit for the school.
The Canteen Committee will make recommendations as to the allocation of profits within School Council guidelines.

Implementation (what and how)
The Canteen will be managed according to good management principles and operated by parent volunteers.
The Canteen Committee / Manager and the Principal will meet regularly for decision making relating to routine management of the Canteen.
The Canteen Sub-Committee will oversee operations and will organise meetings involving interested members of the school community when needed.
The canteen will occasionally promote products / specials as ratified by the School Council.

Policy Outputs/Support Documents
Nil

Application (who)
Fundraising Groups
Canteen Sub-Committee
Canteen Manager
Principal

References
Government Health Regulations
Confidentiality Policy

Policy No: 4.17  
Date Effective From: July 2012  
Revision Due: July 2015  
Policy Maintenance Coordinator: Principal

Purpose (why)  
The purpose of this policy is to ensure that confidential information is kept secure.

Implementation (what and how)  
Our school respects that many records and much information held by the school is confidential. Such information will be stored securely with access available only to those who ‘need to know’. Those who ‘need to know’ will be bound by a confidentiality agreement.

Information about students will not be given to any person, including outside providers, without a legal order or a signed authority by the student’s parent/guardian.

‘Dead files’, containing information about students or staff, will be disposed of by shredding or incineration.

Policy Outputs/Support Documents  
Nil

Application (who)  
Students  
Staff  
Parents  
Members of School Council

References  
Government Privacy Regulations
# Controversial Issues (PR and Media Management)

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**Purpose (why)**
The purpose of this policy is to ensure that controversial issues, that involve our school, are dealt with in a manner that does not cause an escalation of the controversy.

**Implementation (what and how)**
Our school will seek advice and support of media and public relations professionals (available through the Department) should a controversial issue, involving the school, arise. The principal or his/her delegate shall be the only school spokesperson. The Principal will notify the regional office of the issue.

**Policy Outputs/Support Documents**
- Staff Handbook

**Application (who)**
- Students
- Members of School Council
- Staff

**References**
Schools of the Future Reference Guide sections:
**Insurance**

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**Purpose (why)**
The purpose of this policy is to ensure that our school is adequately insured against losses.

**Implementation (what and how)**
Our school acknowledges the insurance arrangements put in place by the Department.

We seek evidence of adequate public liability insurance from all venues that we attend for excursions or camps.

We advise those hiring our facilities that they need their own public liability insurance.

**Policy Outputs/Support Documents**

**Application (who)**
Staff

**References**
Schools of the Future Reference Guide sections:
- Asset Record & Control 7.10
- Insurance 7.15.3
- Occupiers Liability 6.14.7
- Property Damage 6.14.9
- Public Liability 7.15.7
**Student Absences**

| Policy No:                                      |
| Date effective from: March 2015                |
| Revision Due: March 2018                        |
| Policy Maintenance Coordinator: Principal      |

**Rationale (Why)**

Ballan Primary School has a focus of continuous improvement and regularly reviews its approaches to improve student learning outcomes. For students to reach their full potential they need to attend regularly and be punctual. We have developed a whole school approach to attendance which is underpinned by creating a school environment where students want to be here and are on time.

**Purpose**

The purpose of this policy is to ensure that students attend regularly and are punctual.

**Implementation (what and how)**

**Whole School Community.**

The school has developed a wide range of strategies designed to raise the awareness of parents to the critical importance of students attending everyday. These strategies include:

- Communicating clearly to parents regarding attendance expectations
- Providing current research that links attendance with student achievement through regular newsletter articles
- Contacting absent student families after 3 days
- Document all communications with offending families in absence register
- Making announcements at assemblies
- Distributing Ballan Primary School It’s Not OK to be Away posters and pamphlets
- Surveying families about attitudes to attendance
- Linking families and students to the broader community through Visual and Performing arts projects and Community Garden projects

**Student Teaching & Learning**

- Staff marking rolls twice a day
- Insisting on notes to explain absences
- Providing a stimulating and supportive classroom environment
- Promoting upcoming classroom activities and programs
- Verbally rewarding students who improve their attendance
- Implementing social and wellbeing programs
- Alerting Principal of students at risk or if absent for 2 consecutive days.

**Administration.**

- Making follow up phone calls
- Sending formal letters to families of students with ongoing attendance issues
- Working closely with families and students who require support through the Welfare Officer or external agencies
- Using CASES21 to generate absence reports on a monthly basis
- Formally reporting absences on mid and end of year student reports
- Providing reward certificates mid and half year for students who have attended 95% or more

**Application (who)**

Staff
Administration

**How is this Program Evaluated?**

Student Attendance Data

**References**

*It’s Not OK to be Away*
EFTPOS Payments

Policy No:  
Date Effective From: October 2015  
Revision Due: October 2018  
Policy Maintenance Coordinator: Principal

PURPOSE
To provide an alternative payment option for parents at Ballan Primary school.

GUIDELINES
- The terminal will be connected via a phone line not the internet.
- The terminal will be located in a secure position in the General Office.
- The school will have only one terminal.
- No phone or email EFTPOS transactions will be used at Ballan Primary School.
- The school will only process transactions to accept school invoice payments (family charges, trading operations etc.).
- No “cash out” facility will be available.
- Ballan Primary School will use a separate receipt batch for EFTPOS which will be updated at the end of each day. The settlement on the terminal is done at the same time and the daily total will be reconciled.

IMPLEMENTATION
- The minimum EFTPOS transaction will be set at $10.00.
- The school will hold an EFTPOS user register indicating the name of each approved user and the EFTPOS functions they can perform.
- Ballan Primary School will keep a register of all void and refunded transactions.
- The monthly EFTPOS statement received from the bank will be reconciled with CASES21 transaction records.
- The daily EFTPOS settlement statements will be reconciled with transactions entered into CASES21.
- Documentation confirming all transactions, such as merchant copies of EFTPOS receipts, voided receipts, refunds, daily EFTPOS reconciliation reports, authorisation details and relevant CASES21 reports will be kept at the school for seven years.
- When a signature is required on the merchant copy, it should match the signature on the payer’s card used for the transaction.
- The card number that is embossed on the card should be free from alteration.
- Receipts will be entered onto CASES21 at the time the EFTPOS transaction is processed and both the original receipts (EFTPOS and CASES21) issued.
- The school will retain the following information:
  - Minutes of School Council approving the use of EFTPOS.
  - EFTPOS Policy approved by School council.
  - Register of approved school users.
  - Register of voided/refunded transactions.
  - Proforma/documents containing transaction details.
  - Merchant copies of EFTPOS terminal receipts, voided/cancelled receipts and settlement documents.
  - Applicable CASES21 reports.
  - Daily EFTPOS reconciliation reports and documentation in support of refunds and/or adjustments.

Refunds
- The original receipt is to be produced or the receipt number identified and approved by an authorised officer.
- A proforma will be used each time an EFTPOS refund is requested that includes – name of cardholder, card number, transaction details, date, name of staff member processing the transaction and the signatures of the card holder and Principal. This will be filed in the school safe with limited access.
- If the refund is not performed on the same day as the receipt, the school will not process the refund until it is confirmed the funds have been credited to the school’s Official Account by the settling bank.
- Refunds can only be made to the account of the card holder that made the original payment. EFTPOS refunds will not be made by cash, but can be made by cheque.
- Cardholders will be notified that it could be 2-3 business days before the refund may reach their account.
- The EFTPOS refund will be processed on the terminal and CASES21 on the same day.
- The refund will be recorded in the EFTPOS register.

RESOURCES
S396-2008 EFTPOS Receipting In Schools Guidelines
School Policy Guidelines in Relation to EFTPOS - DEECD
Visitors to the school

Purpose
To provide a safe and secure school environment.

Guidelines
Ballan Primary School has protocols and procedures that effectively monitors and manages visitors to ensure the safety of students, staff and resources.

Implementation
- Parents are a highly valued resource to assist learning in the school.
- All visitors to the school will sign the visitor’s book at the office and wear a visitor’s badge, including parents working and assisting in the school.
- Visiting performers and groups will be selected on their suitability to support programs in the school. Parents will be informed of these groups attending and the cost for students to be involved.
- Visitors to the school must be supervised as outlined in our Child Safe Policy.
- The school will not allow visitors into the school who want to contact students to enhance their business, e.g. film companies, modelling agencies etc. They will be advised this is to be carried out privately by individual parents and students, out of school hours with no involvement of the school.
- The Principal has the authority to prohibit any visitor to the school due to inappropriate behaviour.
- The school’s emergency procedures Lock Down, will apply to visitors in the school whether as a practise or emergency.

Resources
Child Safety Standards Ministerial Order 870
S396-2008 Visitors to schools Policy and Guidelines
97/041 Executive Memorandum trespassers in Schools
Complaints Resolution

Purpose
To provide a harmonious, positive and productive school environment by resolving complaints fairly, efficiently, promptly and in accordance with relevant legislation.

Guidelines
Our school has both a desire and a responsibility to ensure that high standards of conduct are maintained by staff and students at all times, and that complaints are managed and resolved courteously, efficiently, fairly, promptly and in accordance with DET policy and guidelines and the Department’s regulatory framework.

- Maintain confidentiality of all parties
- Address complaints in a timely manner
- Show respect and understanding of each other’s point of view and value differences
- Recognise that all parties have rights and responsibilities
- Communicate school values widely throughout the school

Implementation

- It is the principal’s responsibility to provide a healthy and positive school environment that is free from discrimination and harassment. In doing so, the principal must ensure that all staff and parents are aware of their rights and responsibilities through the Code of Conduct document.
- The principal is required to use local complaints resolution procedures, where appropriate, for resolving complaints in relation to issues that fall within the school’s area of responsibility. All cases of serious misconduct – sexual offences, criminal charges, or other serious incidents – must instead be referred to the Police, Legal Unit, DET Emergency Management and Conduct and Ethics Branch.
- A complainant may at any stage choose to take their complaint directly to an external agency such as Regional Office, Merit Protection Boards, Australian Education Union, Victorian Equal Opportunity Commission, the Human Rights and Equal Opportunity Commission or the Ombudsman.
- It is important that all complaints, ensuing procedures and outcomes are fully documented and monitored.
- The principal may choose to respond to a complaint through an informal process in cases where the complaint is minor, the complainant wishes the matter to be dealt with informally or the complaint has arisen from lack of or unclear communication.
- Formal processes will be used when informal processes have not been successful, a complainant seeks a formal process, or the principal believes the complaint warrants formal investigation.
- Full details regarding formal complaint resolution procedures are contained within the DET ‘Local Complaints Resolution Procedures’ handbook, and contain the following steps.
- The formal process involves:

  1. Investigating the complaint including formal interviews, written statements, conveying the details of the complaint to the respondent in writing providing the opportunity for a written response.
  2. Dismissing or accepting the complaint. Acceptance may involve the Complaints & Investigations Unit, verbal or written warnings, Law of Trespass, Sanctions, Restoration, or counselling etc. (refer to document Stage Response to managing Parent Behaviour)
  3. Preparation of a detailed confidential report.
  4. Monitoring of the situation.

- Parties dissatisfied with the process can appeal to the previously mentioned external agencies.
- The School Council President will be kept informed of all complaints.
Complaints Resolution

Concerns and complaints management process

RESOURCES
DET Local Complaints Resolution Procedures’ Handbook
Addressing parents’ concerns and complaints effectively policy and guidelines
Victorian Government Schools Reference Guide Section 6.10
Privacy and Confidentiality

Policy No:
Date Effective From: March 2015
Revision Due: March 2018
Policy Maintenance Coordinator: Principal

1. **Scope**
This policy applies to members of school staff and the School Council at Ballan Primary School. This policy will be made available on request.

2. **Background**
All staff of Ballan Primary School are required by law to protect the personal and health information the school collects and holds.

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

The privacy laws do not replace any existing obligations Ballan Primary School has under other laws. Essentially this policy will apply when other laws do not regulate the use of personal information.

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

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

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

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

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

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

4. **Policy context**
Personal information is collected and used by (insert name of school) to:
- provide services or to carry out the school’s statutory functions
- assist the school services and its staff to fulfil its duty of care to students
- plan, resource, monitor and evaluate school services and functions
- comply with Department of Education and Training reporting requirements
- comply with statutory and or other legal obligations in respect of staff
- investigate incidents or defend any legal claims against the school, its services, or its staff, and
- comply with laws that impose specific obligations regarding the handling of personal information.
5. **Collection of personal information**
The school collects and holds personal information about students, parents and staff.

6. **Use and disclosure of the personal information provided**

**Students and parents**

6.1 The purposes for which the school uses personal information of students and parents include:
- keeping parents informed about matters related to their child’s schooling
- looking after students’ educational, social and health needs
- celebrating the efforts and achievements of students
- day-to-day administration
- satisfying the school’s legal obligations, and
- allowing the school to discharge its duty of care.

**Staff**

6.2 The purposes for which the school uses personal information of job applicants, staff members and contractors include:
- assessing suitability for employment
- administering the individual’s employment or contract
- for insurance purposes, such as public liability or WorkCover
- satisfying the school’s legal requirements, and
- investigating incidents or defending legal claims about the school, its services, or staff.

6.3 The school will use and disclose personal information about a student, parent and staff when:
- it is required for general administration duties and statutory functions
- it relates to the purposes for which it was collected, and
- for a purpose that is directly related to the reason the information was collected and the use would be reasonably expected by the individual and there is no reason to believe they would object to the disclosure.

6.4 The school can disclose personal information for another purpose when:
- the person consents, or
- it is necessary to lessen or prevent a serious or imminent threat to life, health or safety, or
- is required by law or for law enforcement purposes.

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

7.1.1 Ballan Primary School will generally seek the consent of the student’s parents and will treat consent given by the parent as consent given on behalf of the student.

8. **Accessing personal information**

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

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

9. **Updating personal information**

The school aims to keep personal information it holds accurate, complete and up-to-date. A person may update their personal information by contacting the Principal or delegate.

10. **Security**
10.1 School staff and students have use of information and communications technologies (ICT) provided by the school. This use is directed by:
- Department of Education and Training’s acceptable use policy for Internet, email and other electronic communications
- Department of Education and Training IT security policy.

Web sites

11. Information collected

Ballan Primary School web and web server makes a record of: (insert information that website makes a record of). This will be different for every school. Examples include a visit and the following information logged for statistical purposes:
- the Internet protocol (IP) address of the machine from connecting to the website
- the top level domain name (for example .com, .gov, .au, .uk etc).

12. Complaints under privacy

Should the school receive a complaint about personal information privacy this will be investigated in accordance with the Department of Education and Training’s privacy complaints handling policy.
Digital Technology Policy

Purpose (why)
- To ensure that all students and teachers have appropriate and equitable opportunities to use digital devices and systems, including access to a range of contemporary digital devices and sophisticated online systems that support learning, teaching and knowledge sharing
- To advance teaching practice: all teachers and school leaders build capabilities to use digital technology to improve student learning.
- To provide opportunities for students to access appropriate eSmart modules for respectful, appropriate and safe online behaviours.

Guidelines:
- Equitable access to learning technologies will be available to all children.
- ICT will be integrated into all key learning areas.
- ICT will be used for improved, more timely and relevant assessment including collecting, communicating and collating student assessment data to inform curriculum design and to report on student progress.
- Ongoing Professional Development will be provided to support teachers to recognise and integrate a variety of rich uses of ICT in curriculum planning and delivery, underpinned by state-wide student learning initiatives.
- Learning opportunities will be maximised for students through increased access to interactive and global information as well as extending, differentiating and supporting students to manage and direct their own learning.
- Skills will be developed for safe, appropriate and effective internet usage; building a culture of ethical, safe and responsible use of ICT.
- eSmart accreditation and ongoing processes

Implementation (what and how)
- Our school actively supports access by students to the widest variety of information resources available, accompanied by the development of the skills necessary to filter, analyse, interpret and evaluate information encountered.
- All students and staff will have their own password and log on.
- Access is a privilege that infers responsibility, and not simply a right to be expected.
- All students shall be responsible for notifying their teacher of any inappropriate material/content at school or at home. All staff shall be responsible for notifying school management immediately of any inappropriate material or content.
- Evidence of publishing and accessing of inappropriate material shall include the removal of access rights and notification to The Critical Incident Unit on 9589 6266.
- Parents and students must read, understand and sign the Acceptable Internet & ICT Use Agreement in order to use ICT equipment and the Internet.
• The Acceptable Use Agreement shall be published on the school website.
• Parents are provided with the Acceptable Use Agreement and are expected to discuss the information within the kit with their child/ren. Agreement is to be signed annually, by student (Grade 3 onwards) or by parent on behalf of student (Grades Prep – 2).
• Privacy of students, parents, staff and other users must be recognised and respected at all times. When identifying students, only the student’s first name and last initial will be used.
• Teachers shall be responsible for making sure all published work is screened for accuracy, appropriateness, grammar, spelling prior to publishing.

Support Documents

Application (who)
Staff
Students
Members of School Council
eLearning Coordinator
Technical Support Staff

References

eLearning Planning Guide DEECD
eSmart
Staff Leave Policy

This policy was ratified by Ballan School Council on 2nd June 2015

1. Rationale:

All staff have leave entitlements that are prescribed in their conditions of employment as set out in appropriate awards and agreement and one made in accordance with reference to Schools Advisory Guide.

2. Aims:

The purpose of this Leave Policy is to make known within the school the processes to be followed in dealing with staff leave applications.

3. Implementation:

3.1 The Principal is responsible for determining local procedures relating to personnel and administrative matters, and approving leave for staff.

3.2 Staff at Ballan may apply for Long Service Leave, Leave Without Pay or Personal Leave (paid or unpaid), Accident Compensation Leave, Infectious Diseases Leave, Bereavement Leave, leave for Jury Service, leave for Parental Purposes, Spouse Leave and Sabbatical Leave within DET guidelines according to this policy.

3.3 Leave Balances in Edupay are correct as at the end of the last pay period. Long Service Leave Balance is visible once you are eligible to take LSL.

3.4 Staff applying for Personal Leave (sick leave) are required to apply for the leave using Employee Self Service (ESS) in EduPay on the day that they have returned to work and provide the Business Manager with a medical certificate (if available) on the same day to enable the leave request to be finalised. Personal leave will be allocated on the anniversary date of the employee’s hire date. Employees who have worked full-time throughout the preceding year will be allocated 114 hours (15 days) on the anniversary date. An employee who has worked on a part-time basis or changed their time fraction during the last twelve months will receive a pro-rata amount based on the time fractions(s) worked during the preceding year. Staff who do not comply with this requirement will have their leave entered as ‘Sick Leave Without Certificate’ which could result in the loss of pay.

3.5 Long Service Leave applications are to be submitted through Edupay no later than two terms prior to the requested commencement date, except in exceptional circumstances. Late applications may also make it difficult to find a replacement. Applicants will be notified as soon as practicable of the outcome of their leave application. Long Service Leave is displayed in working hours on the Leave Balances page in ESS. The number of hours displayed are the number of working hours you are eligible to take as LSL at your current time fraction.

3.6 As with the new 2013 Agreement, for any period of leave longer than 6 weeks the replacement will need to be advertised on Recruitment on Line.

3.7 Periods of short term Leave Without Pay including Private Business Leave need to be applied for through Edupay and must be approved by the Principal. There is no entitlement to Leave Without Pay.

3.8 As part of the process in applying for Leave Without Pay for periods of 12 months there is an expectation that staff will notify the Principal in writing of their return to work intentions by 1st October.

3.9 The Principal, in reaching a decision on leave applications, will take into account matters such as:
   - the capacity to secure the employment of a suitable replacement staff member
   - the extent to which school services and programs will be affected
   - the proposed purpose of the leave application
- the applicant’s leave history
- the period and timing of the leave
- the number of staff applying for leave at a similar time, and the areas of responsibility involved.

3.10 Teachers taking leave in terms 2 and 4 will be responsible for the preparation and/or provision of detailed information for the completion of student reports and reporting to parents at the end of the term prior to leave being taken. Arrangements need to be discussed with the Principal or Assistant Principal. Generally, it would be more difficult to approve leave in term 4 for teachers of Grade 6 students. This would also apply for teachers in Grade Prep in term 1.

3.11 The approval of leave for all staff is dependent on securing a suitable replacement staff member.

3.12 In line with DET policy, staff on Family Leave are required to notify the Principal in writing of their return to work intentions by 1st October of each year.

3.13 If the school is in budget deficit, leave will only be granted if the arising vacancy can be filled from within the existing staffing profile of the school. We are unable to advertise positions or employ staff locally when in deficit.

3.14 Once approved, leave will only be cancelled if a replacement staff member has not been booked.

3.15 All leave requests will be dealt with as outlined in the 2013 Victorian Government Schools Agreement.

3.16 Appeals in relation to leave applications are referred to the Merit Protection Board.

4. Evaluation:

This policy will be reviewed as part of the school’s ongoing policy and process review cycle.

References and Related Documents:

- 2013 Victorian Government School Agreement
- DET website on Relief Staffing
- DET Edupay website
**Student Wellbeing and Engagement Policy**

*Effective Schools are Engaging Schools*

<table>
<thead>
<tr>
<th>Date effective from:</th>
<th>July 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision date:</td>
<td>July 2018</td>
</tr>
<tr>
<td>Policy Maintenance Co-ordinator:</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**Introduction:**
Student Engagement consists of three components: the behavioural, emotional and cognitive. At Ballan PS all three areas are regarded as having equal importance when providing the educational environment for students.

**Rationale:**
Ballan Primary School, the Department of Education and the VRQA are committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. Students can only reach their full educational potential when they are happy, healthy and safe and when there is a positive school culture that is fair and respectful to engage and support their learning.

**Purpose:**
At Ballan we promote a positive and safe school environment with emphasis on connectedness to school, positive regard to students, staff and families and clear communication between staff, students and community. We encourage all students to be thoughtful about their behaviour and help them to learn to make good choices. We encourage educational achievement and excellence and foster individual student voice. We believe that this approach results in increased attendance and reduced inappropriate behaviour. All staff are monitored to follow our schools code of conduct which outlines acceptable and unacceptable behaviours.

**1. School Profile:**
Ballan Primary School provides an exciting education to students from the surrounding district. We run eight classrooms on a composite model. All classrooms have interactive whiteboards, access to desktop and laptop computers, iPads and iPods. Ballan is in the South West Victoria Region. Examples of wellbeing and engaging activities include student led assemblies and special days, inquiry based curriculum, interschool sport, choir, school concerts, Kids Matter activities, Better Buddies program, eSmart accreditation, art shows, welcome picnic, visiting performers, instrumental music program. Our school camp program ensures that our students experience safe and interesting learning environments.

**2. Whole School Prevention:**
At Ballan PS our school culture is built on our 3 values of “Respect, Learning and Community”. These values are supported by the programs presented in the school through Circle Time, Kidsmatter, eSmart, Restorative Practices and Program Achieve and PoLT (Principles of Learning and Teaching). All classroom activities are underpinned with the values listed above and activities are structured to ensure all children achieve positive outcomes.

**Whole School Values:**

<table>
<thead>
<tr>
<th>LEARNING</th>
<th>We are all excellent learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNITY</td>
<td>We learn together to achieve the best possible outcomes for and by working in a team.</td>
</tr>
<tr>
<td>RESPECT</td>
<td>We recognise and accept the differences in ability, race, religion and beliefs of others. We have zero tolerance for child abuse.</td>
</tr>
</tbody>
</table>

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

At Ballan PS we expect high standards of behaviour from students, teachers and parents based on co-operation, mutual responsibility and self-discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

## Student Rights and Responsibilities:

<table>
<thead>
<tr>
<th>Children have the right to:</th>
<th>Children have the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the opportunity to learn without interruption.</td>
<td>Accept and follow our school rules.</td>
</tr>
<tr>
<td>Have the right to be safe from harm or abuse</td>
<td>Maintain respectful relationships.</td>
</tr>
<tr>
<td>Be an individual, and be treated without discrimination.</td>
<td>Be inclusive.</td>
</tr>
<tr>
<td>Achieve success, and have access to all activities.</td>
<td>Allow others to work and play.</td>
</tr>
<tr>
<td>Be treated with kindness and respect.</td>
<td>Make our school a safe place.</td>
</tr>
<tr>
<td>Express ideas, feelings and concerns.</td>
<td>Complete school work at an appropriate standard.</td>
</tr>
<tr>
<td>Be safe, secure and happy at school and online.</td>
<td>Look after our school environment.</td>
</tr>
<tr>
<td>Have a sense of belonging.</td>
<td>Maintain acceptable standards of personal hygiene and dress.</td>
</tr>
<tr>
<td></td>
<td>Use digital technologies respectfully, responsibly and safely.</td>
</tr>
</tbody>
</table>

## Staff Rights and Responsibilities:

<table>
<thead>
<tr>
<th>Teachers have the right to:</th>
<th>Teachers have a responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expect co-operation, courtesy and respect.</td>
<td>Provide a Safe environment for all children.</td>
</tr>
<tr>
<td>Be free from unnecessary disruption during teaching/learning sessions.</td>
<td>Mandatory Reporting</td>
</tr>
<tr>
<td>Express individual ideas in a supportive environment.</td>
<td>Follow staff Code of Conduct and Child Safety Standards.</td>
</tr>
<tr>
<td>A safe school and a clean work environment.</td>
<td>Provide appropriate learning experiences for all children.</td>
</tr>
<tr>
<td>Expect assistance and support from the Principal and parents.</td>
<td>Assist all children to develop self-esteem, a sense of responsibility and a co-operative spirit.</td>
</tr>
<tr>
<td>Expect property will be safe.</td>
<td>Respect and care for all persons within the school.</td>
</tr>
<tr>
<td>Participate in policy development and implementation.</td>
<td>Consistently implement and model school rules and values.</td>
</tr>
<tr>
<td></td>
<td>Be available to discuss/report on school students.</td>
</tr>
<tr>
<td></td>
<td>Participate fully in policy development and implementation.</td>
</tr>
<tr>
<td></td>
<td>Continue to professionally develop teaching skills.</td>
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<tr>
<td></td>
<td>Use digital technologies respectfully and responsibly and monitor students use.</td>
</tr>
</tbody>
</table>

## Parents Rights and Responsibilities:

<table>
<thead>
<tr>
<th>Parents have the right to:</th>
<th>Parents have the responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be treated fairly and with respect.</td>
<td>Treat all members of the school community with respect.</td>
</tr>
<tr>
<td>Be respected as a major influence in their child’s life.</td>
<td>Report any suspected child abuse to the Principal</td>
</tr>
<tr>
<td>Expect their child will be given the opportunity to develop to his/her potential.</td>
<td>Encourage good work and behaviour in their child.</td>
</tr>
<tr>
<td>A safe school and a clean and attractive environment.</td>
<td>Support school goals, rules and sanctions.</td>
</tr>
<tr>
<td>Have input and access to school policy.</td>
<td>Discuss concerns with (i) class teacher (ii) Principal.</td>
</tr>
<tr>
<td>Access school personnel at appropriate times.</td>
<td>Keep fully informed on school events.</td>
</tr>
<tr>
<td>Receive regular reports regarding their child.</td>
<td>Provide the school with up to date information necessary for their child’s welfare.</td>
</tr>
<tr>
<td>Expect property will be respected.</td>
<td>Recognise that the success of school goals comes about through co-operation between home and school.</td>
</tr>
<tr>
<td></td>
<td>Ensure children attend school regularly.</td>
</tr>
<tr>
<td></td>
<td>Support and ensure acceptable standards of personal hygiene and dress for children.</td>
</tr>
<tr>
<td></td>
<td>Use digital technologies responsibly and respectfully.</td>
</tr>
<tr>
<td></td>
<td>Monitor their children’s use of digital technologies.</td>
</tr>
</tbody>
</table>
Shared Expectations:

Ballan PS has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is accepted and appropriate behaviour for our school community. Our shared experiences are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Staff Engagement:
The school leadership team will:
- Uphold the right of every child to receive a quality education.
- Ensure the school complies with its duty of care obligations to each student and the Child Safety Standards, as well as its obligations under the equal opportunity and human rights legislation.
- Identify the diversity of the school community and deliver teaching and learning, educational and community services inclusive and responsive to student needs.
- Provide support or counselling to support children.
- Act on allegations of abuse or inappropriate behaviour in a timely manner.

The staff will:
- Develop flexible pedagogical styles to engage different learners
- Follow Child Safety Code of Conduct
- Follow child safety reporting procedures
- Report inappropriate behaviours to Principal
- Deliver curriculum and assessment that challenges and extends student learning
- Develop positive and appropriate relationships (as stated in Code of Conduct) with students that promote engagement, wellbeing and learning. Use Kids Matter resources
- Provide opportunities for student empowerment and participation through Circle Time, Junior School Council, Student Leadership, Student surveys and feedback, Better Buddies and Life Education.
- Encourage and recognise positive behaviours and relationships through raffle tickets and student awards.
- Listen carefully to children and support them when in difficulty.

Attendance:
In compliance with Departmental procedures school staff will:
- Promote regular attendance with all members of the school community
- Monitor and follow up on absence
- Inform Principal after 2 days absence.

Child Safe Behaviour:
Ballan will support and promote positive and respectful behaviours by developing and implementing shared behavioural expectations with the school community. Professional development opportunities will be provided to staff to build their capacity in positive classroom management, Restorative Practices and Child Safe Procedures and Policies and Mandatory Reporting.
An individual behaviour plan will be negotiated with children and parents where there is difficult, repeated inappropriate behaviour.

All students will:
- Support each other’s learning by behaving in a respectful manner
- Have high expectations that they can learn with a positive mindset.
- Be considerate, inclusive and supportive of others
- Demonstrate respectful interpersonal relationships
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a safe, inclusive and happy environment.
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Report inappropriate behaviour or concerns to class teacher.
Parents/Carers Engagement

- Parents/carers are expected to support the school’s efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.
- Parents/carers should also provide students relevant information to the school.
- Parents/carers are encouraged to actively participate in supporting their child’s learning by building a positive relationship with the school.
- Parents/carers will work with the school through attendance at parent-teacher meetings and responding to communications in a timely manner.
- Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that when a child is absent from school, parents/carers advise the school in writing as soon as possible.
- Parents/carers should understand the school’s behavioural expectations and aim to provide a consistent approach that supports their child’s learning and engagement in and out of school.
- Report any inappropriate behaviours or suspected child abuse to the Principal.
- Act appropriately and respectfully with all members of the school community.

Attendance:
Attendance will be promoted with practices reflecting the DET philosophy of ‘It’s Not OK to be Away’. All absences will be monitored daily and if there has been no explanation from parents/carers in relation to an absence after one to two days the Principal or delegate will contact the parents/carer. Earlier contact may be made with some families. Ongoing unexplained absences will result in a formal attendance conference being organised which may lead to the establishment of a Student Support Group. An Attendance Improvement Plan may be developed, (refer to Appendix 7: Student Engagement Policy).

Time Out Procedures:
Please refer to Code of Conduct document.
Teachers may require a student to finish work which has not been completed. A consequence of negative behaviour may result in Time Out during recess times.

Internal Suspension
Parent will be informed re the internal suspension of their child. A meeting or discussion will take place prior to the internal suspension.

External Suspension Procedures:
Will be in accordance with the Student Engagement Policy Guidelines

Supporting Documents.
DET 2006 Dignity and Respect Statement
VRQA 2016 Child Safety Standards
Acceptable Use Agreement for Digital Technologies

I agree to use the ICT equipment and Internet at our school in a responsible manner for purposes stated by my teacher.
I will follow the rules for use of ICT equipment including:

- Students have their own numbered computer and are responsible to look after it and use it carefully and responsibly. Teachers will keep a record of students and laptop/i-pad numbers if a different computer is used.
- Take care when transporting laptops - hold with 2 hands and lid closed.
- Stop using laptops when asked and listen to your teacher - place screen on a 45° angle so that you can’t see it and can pay attention to your teacher.
- No changing settings, screens, or putting items on the home screen of laptops.
- Alert teachers immediately if there is any damage, changes or issues with the equipment.

I will follow the rules for acceptable Internet use including:

- Only work on the web for purposes specified by my teacher.
- If I find myself in unsuitable locations I will immediately click on the home or back button and inform my teacher.
- Keep myself and my friends safe by not giving out personal details including full names, telephone numbers, addresses and images and protecting my password.
- Be respectful in how I talk to and work with others online and never write or participate in online bullying or share inappropriate material.
- Use the technology at school for learning and not interfere with the work or data of another student.
- Not bring or download unauthorised programs, including games, to the school or run them on school computers.
- Not go looking for rude or offensive sites.
- Remember that the content on the web is someone’s property and ask my teacher to help me get permission if I want to use information or pictures.
- Think carefully about what I read on the Internet, question if it is from a reliable source and use the information to help me answer any questions (I should not copy and paste the information as my answer).
- Talk to my teacher or another adult if:
  - I need help online.
  - I am not sure what I should be doing on the Internet.
  - I come across sites which are not suitable for our school.
  - Someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.
  - I feel that the welfare of other students at the school is being threatened by online activities.

I acknowledge and agree to follow these rules. I understand that I may lose my right to access the Internet at school and I will be banned from using equipment for a period of time specified by my teacher, if I do not act responsibly and adhere to these rules.

Student Name ………………………………………………………
Signature ……………………………………………………………
Teacher Signature ……………………………………………
Date ………………………………………………………………………

eSmart documents
Child Safety Standards ministerial order 870
Outside School Hours Care Policy

Rationale:

Ballan Primary School Council has a responsibility to manage the Out of Hours School Care (OHSC) Program situated on the school site for students attending Ballan Primary School and St Brigid’s Primary School.

Purpose:

The aim of the School Council is to provide Safe, professional and responsible care to all students attending the program, both before school and after school.

Implementation:

The responsible management of the OHSC Program will be achieved through the implementation of the following strategies:

- All funds received and paid will be processed through the school’s CASES program.
- A Profit & Loss report will be issued annually at the end of each school year.
- Profit from the program will be used to provide additional equipment for the program and school facilities and equipment used by the OHSC program.
- Appropriately qualified staff will be employed on local payroll and paid fortnightly.
- Staff will be paid at the current ES 1-1 casual rate except for the co-ordinator who will be paid at a 52/52 ES 1-2 rate.
- When the co-ordinator is on leave for 5 or more consecutive days, higher duties will be paid to the replacement at the co-ordinator’s current rate.
- All staff will qualify for pro-rata long service leave after 7 years of service.
- Staff will be provided with professional development opportunities where possible.
- The co-ordinator will be responsible for the management of the program and the engagement of staff.
- Staff who allow their own children to attend the program will be required to pay 50% of the scheduled fee.
- The Principal will meet with the co-ordinator at least twice a term to determine needs and other issues that may arise.

Evaluation:

This policy will be reviewed annually.
Yard Duty

**Rationale:**
Adequate supervision of students in the school yard is a requirement of the school’s duty of care.

**Purpose:**
To provide adequate and appropriate supervision of students in the school yard.

**Implementation:**
- Supervision of students is the responsibility of all staff.
- A yard duty timetable will be used to roster staff members for yard supervision.
- Yard supervision may require staff to undertake yard supervision before school, recess and lunch recess, and after school.
- Parents will be informed regularly through the newsletter that staff are not rostered to begin yard duty until 8.45 each morning. Early arrivals will play near the Bell Tower or sit up at the school office until 8.45.
- Parents will be informed via the newsletter, that staff are not rostered to undertake yard supervision after 3.30pm each day. Parents are required to make sure that all children are collected or have left the grounds by 3.30pm. All families are required to leave the schools grounds by 3.30pm everyday unless there is a special late school event.
- Unaccompanied students still in the yard in or about the school yard, after 3.30pm will be brought/report to the school office and parents contacted.
- The roster will require a minimum of two staff members on duty at recess and lunch times. A minimum of one staff member will be on duty before and after school.
- Yard duty staff members will be provided with a bum bag containing basic first aid supplies, raffle tickets and emergency cards.
- In addition Level 2 first aid trained staff will be responsible for assisting with first aid during recess and lunchtimes.
- Yard duty staff will be provided with a yard duty book to record individual student behaviour.
- Casual Relief staff will be responsible for the yard duty responsibilities of staff members they are replacing.
- Staff members who are aware that they are unable to fulfil their yard duty obligations due to appointments or excursions etc. are required to either make a swap, or discuss the matter with the Principal and record changes on the whiteboard.
- Staff will wear hats whilst on duty from the 1st of September to the end of April.
- Staff on yard duty must approach intruders or unknown people in the yard, requesting they sign in at the office, or alternatively, seek immediate assistance.
Parent Complaints Policy

Rationale:

- A timely and professional response to parent complaints is an effective means of encouraging communication, building trust and resolving issues for the betterment of all concerned.

Aims:

- To develop and implement a process by which parents can confidently raise concerns in the knowledge that they will be listened to and their concerns will be professionally managed in a timely, confidential and appropriate manner.

Implementation:

- Relationships with parents are important to us. We take complaints raised by parents seriously.
- Parents making complaints should ascertain the facts as best they can, and contact the school at their earliest convenience.
- The procedure for making a complaint is detailed on our school website, and is available in pamphlet form in the administration foyer of the school.
- Parents with complaints should contact the school by telephone, in person or in writing. Parents are discouraged from making complaints by email as it can be impossible to authenticate the identity of the person writing the email.
- Parents visiting the school to make a complaint are advised that it is unlikely that staff will be immediately available to investigate the complaint. However, details regarding the complaint can be taken by the office staff. Alternatively, office staff can make an appointment for the parent to meet with an appropriate person to discuss their concerns.
- Parents making complaints are to be well-behaved, confidential and courteous. Parents who are unreasonable, threatening or discourteous can expect their discussions with staff to be terminated until such time as an alternative discussion time is arranged by the school.
- The school will record the details of all complaints including the name and contact details of the persons making the complaints. The school will then refer the complaint to the most appropriate person to investigate. There will be many occasions that this will be someone other than the principal.
- The principal will determine whether or not an anonymous complaint will be investigated.
- The investigating staff member may conduct a preliminary investigation or communicate with the parent to discuss the matter further.
- If the scope of the investigation is beyond the capacity or jurisdiction of the school, the matter will be referred to the appropriate authority and the parent will be informed of the referral.
- Parents discussing complaints with staff may be accompanied by an advocate if they wish.
- Any investigation conducted by the school will be done so in a timely, efficient and confidential manner, ensuring the fair principles on natural justice are applied for all. Parents will be provided with an anticipated time-frame for a resolution.
- The investigating staff member will record the details of the investigation.
- Following the investigation, the investigating staff member will communicate with the parent to provide their findings and an appropriate course of action, if any.
- If in the view of the parent the matter remains unresolved, the parent will be provided with details as to how they can refer the matter to the Department of Education’s regional office.
- Similarly, the school, the parent or other involved parties may seek to involve a mediator to try to resolve any unresolved complaint.
- Our school will develop a variety of policies relating to areas where complaints often arise, so that all parties are sure of the school’s position.
- All records of parent complaints, subsequent investigations and outcomes will be stored in the principal’s office.
• All staff will be made aware of our school’s complaints handling procedures and will be supported with training on how to minimise, respond to, and manage parent complaints.

**Evaluation:**

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

This policy was last ratified by School Council on.... July 2014
First Aid Policy

Introduction

The school has procedures for supporting student health for students with identified health needs (see Care Arrangements for Ill Students Policy) and will provide a basic first aid response as set out in the procedure below to ill or injured students due to unforeseen circumstances and requiring emergency assistance.

These procedures have been communicated to all staff and are available for reference from the school office.

First Aid Officers

Consistent with the Department’s First Aid Policy and Procedures, the school will allocate staff member/s as First Aid Officer/s. The names and details of First Aid Officers, including their level of first aid and first aid expiry dates, will be provided as soon as they are known.

First Aid Officer Duties

The First Aid Officer/s is required to undertake a co-ordinating role maintaining standard medical service provision, student medical records and parent notifications.

Their specific duties include:

- Participating in the risk management process within the school as part of the school’s OHS team. This may include contributing to risk management solutions and providing feedback on injury reports and first aid register data to identify persistent or serious hazards.
- Providing first aid emergency awareness training for staff including emergency notification processes, a list of responsible officers and provision of emergency phone numbers.
- Maintaining first aid room and first aid kits
- Providing first aid services commensurate with competency and training. This may include all or some of emergency life support including response to life threatening conditions which may occur in the school (e.g. cardiac arrest or respiratory difficulties associated with asthma), management of severe bleeding, basic wound care, fractures, soft tissue injury.
- Recording all first aid treatment. A copy of treatment provided shall be forwarded with the patient where further assistance is sought. The first aider should respect the confidential nature of any information given.
- Providing input on first aid requirements for excursions and camps.

Where possible, only staff with first aid qualifications will provide first aid. However, in an emergency other staff may be required to help within their level of competency.
1. Procedures for Medical Treatment

In the event of a student requiring medical attention, an attempt will be made to contact the parents/guardians before calling for medical attention except in an extreme emergency.

In serious cases, parents/guardians will always be informed as quickly as possible of their child’s condition and of the actions taken by the school.

All accidents and injuries will be recorded on the Department’s injury management system on CASES21.

A Record of First Aid Treatment will be kept in the Sick Bay and information recorded for all students treated in the Sick Bay. A pink slip will be filled in and sent home with the student indicating date and time of attendance in the Sick Bay, the treatment given and the person administering the first aid.

It is the policy of the school that all injuries to the head are reported to Principal and that parents/emergency contacts are contacted regarding the injury.

First aid kits will be available for all groups that leave the school on excursions. The content of these kits will be dependent on the nature of the activities, the number of students and staff, and the location of the excursion.

Portable first aid kits will be available for staff on yard duty. These kits will contain:

- a pair of single use plastic gloves
- gauze and band-aids
- First Aid passes

Assessment and First Aid Treatment of an Asthma attack

If a student develops signs of what appears to be an asthma attack, appropriate care must be given immediately.

Assessing the severity of an asthma attack

Asthma attacks can be:

- **Mild** - this may involve coughing, a soft wheeze, minor difficulty in breathing and no difficulty speaking in sentences
- **Moderate** - this may involve a persistent cough, loud wheeze, obvious difficulty in breathing and ability to speak only in short sentences
- **Severe** - the student is often very distressed and anxious, gasping for breath, unable to speak more than a few words, pale and sweaty and may have blue lips.

All students judged to be having a severe asthma attack require emergency medical assistance.

Call an ambulance (dial 000), notify the student’s emergency contact and follow the ‘4 Step Asthma First Aid Plan’ while waiting for the ambulance to arrive. When calling the ambulance state clearly that a student is having ‘breathing difficulties.’ The ambulance
service will give priority to a person suffering extreme shortness of breath. Regardless of whether an attack of asthma has been assessed as mild, moderate or severe, Asthma First Aid (as detailed below) must commence immediately. The danger in any asthma situation is delay. Delay may increase the severity of the attack and ultimately risk the student’s life.

**Asthma First Aid**

If the student has an Asthma Action Plan, follow the first aid procedure immediately. If no, Asthma Action Plan is available in the steps outlined below should be taken immediately.

**The 4 Step Asthma First Aid Plan (displayed in Sick Bay and classrooms):**

**Step 1**

Sit the student down in as quiet an atmosphere as possible. Breathing is easier sitting rather than lying down. Be calm and reassuring. Do not leave the student alone.

**Step 2**

Without delay give 4 separate puffs of a blue reliever medication (*Airomir, Asmol, Epaq or Ventolin*). The medication is best given one puff at a time via a spacer device. If a spacer device is not available, simply use the puffer on its own. Ask the person to take 4 breaths from the spacer after each puff of medication.

**Step 3**

Wait 4 minutes. If there is little or no improvement repeat steps 2 and 3.

**Step 4**

If there is still little or no improvement; call an ambulance immediately (dial 000). State clearly that a student is having ‘breathing difficulties.’

Continuously repeat steps 2 and 3 while waiting for the ambulance.

**Assessment and First Aid Treatment of Anaphylaxis**

What is anaphylaxis?

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. Although allergic reactions are common in children, severe life threatening allergic reactions are uncommon and deaths are rare. However, deaths have occurred and anaphylaxis is therefore regarded as a medical emergency that requires a rapid response.

**Signs and symptoms**

The symptoms of a mild to moderate allergic reaction can include:

- swelling of the lips, face and eyes
• hives or welts
• abdominal pain and/or vomiting.

Symptoms of anaphylaxis (a severe allergic reaction) can include:
• difficulty breathing or noisy breathing
• swelling of the tongue
• swelling/tightness in the throat
• difficulty talking and/or a hoarse voice
• wheezing or persistent coughing
• loss of consciousness and/or collapse
• young children may appear pale and floppy.

Symptoms usually develop within 10 minutes to one hour of exposure to an allergen but can appear within a few minutes.

**The role and responsibilities of the principal:**

This principal or nominee has overall responsibility for implementing strategies and processes for ensuring a safe and supporting environment for students at risk of anaphylaxis. The principal will:
- Actively seek information to identify students with severe life threatening allergies at enrolment.
- Conduct a risk assessment of the potential for accidental exposure to allergens while the student is in the care of the school.
- Meet with parents/carers to develop an Anaphylaxis Management Plan for the student. This includes documenting practical strategies for in-school and out-of-school settings to minimise the risk of exposure to allergens, and nominating staff who are responsible for their implementation.
- Request that parents provide an ASCIA (Australasian Society of Clinical Immunology and Allergy) Action Plan that has been signed by the student’s medical practitioner and has an up to date photograph of the student.
- Ensure all school staff complete the ASCIA Anaphylaxis e-training for Victorian schools.
- Ensure an accurate record of anaphylaxis training completed by staff is maintained.
- Nominate at least two school staff for the role of School Anaphylaxis Supervisor per school or campus and ensure they are appropriately trained.
- Ensure that parents provide the student’s EpiPen® and that it is not out of date.
- Ensure that staff obtain training in how to recognise and respond to an anaphylactic reaction, including administering an EpiPen®.
- Develop a communication plan to raise student, staff and parent awareness about severe allergies and the school’s policies.
- Provide information to all staff so that they are aware of students who are at risk of anaphylaxis, the student’s allergies, the school’s management strategies and first aid procedures. This can include providing copies or displaying the student’s ASCIA Action Plan in canteens, classrooms and staff rooms, noting privacy considerations.
• Ensure that there are procedures in place for informing casual Relief
  teachers of students at risk of anaphylaxis and the steps required for
  prevention and emergency response.
• Ensure that twice-yearly anaphylaxis school briefings are held.
• Ensure that any external canteen provider can demonstrate satisfactory
  training in the area of anaphylaxis and its implications on food handling
  practices.
• Allocate time, such as during staff meetings, to discuss, practise and
  review the school’s management strategies for students at risk of
  anaphylaxis. Practise using the trainer EpiPen® regularly.
• Encourage ongoing communication between parents/carers and staff about
  the current status of the student’s allergies, the school’s policies and their
  implementation.
• Review the student’s Anaphylaxis Management Plan annually or if the student’s
  circumstances change, in consultation with parents.

The roles and responsibilities of the School Anaphylaxis Supervisor

The School Anaphylaxis Supervisor must also complete and remain current in:
• 22303VIC Course in Verifying the Correct Use of Adrenaline
  Autoinjector Devices (every three years) and
• The ASCIA Anaphylaxis e-training for Victorian schools (every two
  years)
• Verify the correct use of Adrenaline Autoinjector (trainer) devices by
  other school staff undertaking the ASCIA Anaphylaxis e-training for
  Victorian Schools
• To maintain records of staffs up to date e-training certificates in a central
  office location ensuring confidentiality is maintained
• Send reminders to staff or information to new staff about Anaphylaxis
  training requirements
• Provide access to the Adrenaline Autonjector (trainer) device for practice
  use by school staff
• Provide advice and guidance to school staff about Anaphylaxis
  management in the school as required
• Liaise with parents or guardians to manage and implement individual
  school ASCIA Anaphylaxis Management Plans and medications within
  the school
• Lead the twice yearly Anaphylaxis School Briefing
• Develop school specific scenarios to be discussed at the twice-yearly
  briefing to familiarise staff with responding to an emergency situation
  requiring anaphylaxis treatment
The role and responsibilities of all school staff who are responsible for the care of students at risk of anaphylaxis:

School staff who are responsible for the care of students at risk of anaphylaxis have a duty to take steps to protect students from risks of injury that are reasonably foreseeable. This may include administrators, canteen staff, casual relief staff, and volunteers.

Members of staff are expected to:

- Know the identity of students who are at risk of anaphylaxis.
- Understand the causes, symptoms, and treatment of anaphylaxis.
- Obtain training in how to recognise and respond to an anaphylactic reaction, including administering an EpiPen®.
- All school staff must complete the ASCIA Anaphylaxis e-training for Victorian schools
- Be verified by the School Anaphylaxis Supervisor within 30 days of completing the ASCIA e-training as being able to use the adrenaline autoinjector (training) device correctly to complete this certification
- Know the school’s first aid emergency procedures and what your role is in relation to responding to an anaphylactic reaction.
- Keep a copy of the student’s ASCIA Action Plan (or know where to find one quickly) and follow it in the event of an allergic reaction.
- Know where the student’s EpiPen® is kept. Remember that the EpiPen® is designed so that anyone can administer it in an emergency.
- Know and follow the prevention strategies in the student’s Anaphylaxis Management Plan.
- Plan ahead for special class activities or special occasions such as excursions, incursions, sport days, camps and parties. Work with parents/carers to provide appropriate food for the student.
- Be aware of the possibility of hidden allergens in foods and of traces of allergens when using items such as egg or milk cartons in art or cooking classes.
- Be careful of the risk of cross-contamination when preparing, handling and displaying food.
- Make sure that tables and surfaces are wiped down regularly and that students wash their hands after handling food.
- Raise student awareness about severe allergies and the importance of their role in fostering a school environment that is safe and supportive for their peers.

Individual Anaphylaxis Management Plans

Every student who has been diagnosed as at risk of anaphylaxis will have an individual Anaphylaxis Management Plan.

The student’s Anaphylaxis Management Plan will clearly set out:
- the type of allergy or allergies.
- the student’s emergency contact details.
- practical strategies to minimise the risk of exposure to allergens for in-school and out of class settings, including:
  » during classroom activities
  » during lunch or snack times
  » before and after school, in the yard and during breaks
» for special events such as incursions, sport days or class parties
» for excursions and camps.

- the name of the person/s responsible for implementing the strategies.
- information on where the EpiPen® will be stored.

The Anaphylaxis Management Plan will also include an individual ASCIA Action Plan, which sets out the emergency procedures to be taken in the event of an allergic reaction. (ASCIA, the Australasian Society of Clinical Immunology and Allergy, is the peak body of immunologists and allergists in Australia).

It is the responsibility of parents/carers to complete an ASCIA Action Plan, in consultation with their child’s medical practitioner, and provide a copy to the High School. The ASCIA Action Plan must be signed by the student’s medical practitioner, and have an up to date photograph of the student.

As a student’s allergies may change with time, our High School will ensure that the student’s Anaphylaxis Management Plan and ASCIA Action Plan are kept current and reviewed annually with the student’s parents/carers. When reviewed, parents will be expected to provide an updated photo of the child for the ASCIA Action Plan.

First Aid Kit Contents

Consistent with the Department’s First Aid Policy and Procedures the school will maintain a First Aid Kit that includes the following items:

- an up-to-date first aid book – examples include:
  - First aid: Responding to Emergencies, Australian Red Cross
  - Australian First Aid, St John Ambulance Australia (current edition)
  - Staying Alive, St John Ambulance Australia, (current edition)
- wound cleaning equipment
  - gauze swabs: 100 of 7.5 cm x 7.5 cm divided into small individual packets of five
  - sterile saline ampoules: 12 x 15 ml and 12 x 30 ml
  - disposable towels for cleaning dirt from skin surrounding a wound
- wound dressing equipment
  - sterile, non-adhesive dressings, individually packed: eight 5 cm x 5 cm, four 7.5 m x 7.5 m, four 10 cm x 10 cm for larger wounds
  - combine pads: twelve 10 cm x 10 cm for bleeding wounds
  - non-allergenic plain adhesive strips, without antiseptic on the dressing, for smaller cuts and grazes
  - steri-strips for holding deep cuts together in preparation for stitching
  - non-allergenic paper type tape, width 2.5 cm–5 cm, for attaching dressings
  - conforming bandages for attaching dressings in the absence of tape or in the case of extremely sensitive skin
  - six sterile eye pads, individually packed
- bandages
  - four triangular bandages, for slings, pads for bleeding or attaching dressings, splints, etc
  - conforming bandages: two of 2.5 cm, two of 5 cm, six of 7.5 cm and two of 10 cm – these may be used to hold dressings in place or for support in the case of soft tissue injuries
- lotions and ointments
  - cuts and abrasions should be cleaned initially under running water followed by deeper and more serious wounds being cleaned with sterile
saline prior to dressing. Antiseptics are not recommended
- any sun screen, with a sun protection factor of approximately 30+
- single use sterile saline ampoules for the irrigation of eyes
- creams and lotions, other than those in aqueous or gel form, are not recommended in the first aid treatment of wounds or burns
- asthma equipment (which should be in all major portable kits, camping kits, sports kits, etc)
- blue reliever puffer (e.g. Ventolin) that is in date
- spacer device
- alcohol wipes

Other equipment includes:

- single use gloves – these are essential for all kits and should be available for teachers to carry with them, particularly while on yard duty
- blood spill kits
- vomit spill kits
- one medicine measure for use with prescribed medications
- disposable cups
- one pair of scissors (medium size)
- disposable splinter probes and a sharps container for waste
- disposable tweezers
- one teaspoon
- disposable hand towels
- pen-like torch, to measure eye-pupil reaction
- two gel packs, kept in the refrigerator, for sprains, strains and bruises or disposable ice packs for portable kits
- adhesive sanitary pads, as a backup for personal supplies
- flexible ‘sam’ splints for fractured limbs (in case of ambulance delay)
- additional 7.5 m conforming bandages and safety pins to attach splints
- blanket and sheet, including a thermal accident blanket for portable kits
- germicidal soap and nail brush for hand-cleaning only
- one box of paper tissues
- paper towel for wiping up blood spills in conjunction with blood spill kit
- single use plastic rubbish bags that can be sealed, for used swabs and a separate waste disposal bin suitable for taking biohazard waste (note: Biohazard waste should be burnt and there are several companies that will handle bulk biohazard waste)
- ice cream containers or emesis bags for vomit.

**Emergency Telephone Numbers**

Poisons Information Service 13 11 26    Ambulance 000
# Student Illness and Injuries

**Policy No:** 5.7  
**Date Effective From:** September 2013  
**Revision Due:** September 2016  
**Policy Maintenance Coordinator:** Assistant Principal

## Purpose (why)
The purpose of this policy is to ensure that student illnesses and injuries are managed appropriately.

## Implementation (what)
Our school encourages students (and parents of students), with known illnesses or disabilities, to discuss the management of the student’s condition with appropriate staff members.

Our school will attempt to have available staff that are appropriately trained to assist in the management of such illnesses or disabilities. For example, staff with first aid training are available for emergency management of illnesses and staff are available to dispense prescribed medication which are appropriate for administration if such arrangements have been made with the school by parents/guardians via a signed form or note. Where appropriate, classroom staff will be briefed on the management of a particular student’s condition. A Student Medical Report Register is kept up to date by the office manager / first aid officer and is placed in the First Aid room. This include asthma management and anaphylaxis plans.

Student injuries will be managed via the first aid provisions made available for staff (see First Aid policy). If there is the slightest doubt about how to treat a student’s condition, his/her parents/guardians will be notified.

Parents must be notified in relation to all student head injuries.

### Support Documents
- First Aid Register /Book
- Medical Forms

### Application (who)
- Students
- Staff
- Parents/Guardians

### References
Schools of the Future Reference Guide sections:
- HIV/AIDS 3.10.5, 4.5.9  
- Asthma 4.5.7  
- Blood Spills 4.5.9.9  
- Diabetes 4.4.4.7, 4.5.6  
- Infectious Diseases 4.5.8  
- Epilepsy 4.5.3  
- Cabinets/Kits 4.5.1.4  
- First Aid 4.5.1  
- Student Medication 4.5.2

- Medical Information 4.4.2.5
- Scabies 4.5.8.3
- Pregnancy 4.5.13
- Thalassemia 4.5.4
- Hepatitis 4.5.10
- Head Lice 4.5.8.2
- Haemophilia 4.5.5
- German Measles (Rubella) 4.5.8.4

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Accidents and Incidents Reporting Policy

Date Effective From: March 2014
Revision Due: March 2016
Policy Maintenance Coordinator: Policy Coordinator

At all times Ballan Primary School will adhere to the DEECD guidelines. Refer to: DEECD Accident Recording and Reporting

When an accident / incident occurs the following is to be undertaken by staff on hand:

1. First Aid action is to be taken as required. Send a reliable student if necessary to the office to seek trained First Aid assistance and administration assistance.
2. Seek assistance from nearby staff if necessary.
3. Any serious accident or incident is to be reported immediately to school administration.
4. All accidents and Incidents are to be reported as soon as possible to the office and required documentation completed.

NOTES:
All Accidents and Incidents involving injury are also to be entered online in the injury management system on CASES/CASES21 (Appendix 1)
Incidents to staff may also be notifiable under workSafe. All incidents involving staff must be reported to administration.

See Appendix 1: p. 2
Anaphylaxis Management Policy

Ministerial Order 706 – Anaphylaxis Management in Schools

School Statement

BACKGROUND
Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow’s milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.
The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between schools and parents are important in ensuring that certain foods or items are kept away from the student while at the school.
Adrenaline given through an EpiPen® autoinjector to the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.
Ballan Primary School will fully comply with Ministerial Order 706 – Anaphylaxis in Schools and the associated Guidelines published and amended by the Department.

Individual Anaphylaxis Management Plans
The Principal will ensure that an Individual Anaphylaxis Management Plan is developed, in consultation with the student’s Parents, for any student who has been diagnosed by a Medical Practitioner as being at risk of anaphylaxis.
The Individual Anaphylaxis Management Plan will be in place as soon as practicable after the student enrols, and where possible before their first day of school.
The Individual Anaphylaxis Management Plan will set out the following:
• information about the student’s medical condition that relates to allergy and the potential for anaphylactic reaction, including the type of allergy/allergies the student has (based on a written diagnosis from a Medical Practitioner);
• strategies to minimise the risk of exposure to known and notified allergens while the student is under the care or supervision of School Staff, for in-school and out-of-school settings including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the School;
• the name of the person(s) responsible for implementing the strategies;
• information on where the student’s medication will be stored;
• the student's emergency contact details; and
• an ASCIA Action Plan.
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; 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).
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
This section should detail the Risk Minimisation and Prevention Strategies that your School will put in place for all relevant in-school and out-of-school settings which include (but are not limited to) the following:

- during classroom activities (including class rotations, specialist and elective classes);
- between classes and other breaks;
- in canteens;
- during recess and lunchtimes;
- before and after school; and
- special events including incursions, sports, cultural days, fetes or class parties, excursions and camps.

School Management and Emergency Response
Emergency response to anaphylactic reactions procedures should include the following:

- 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;
- details of Individual Anaphylaxis Management Plans and ASCIA Action Plans and where these can be located:
  - in a classroom;
  - in the school yard;
  - in all school buildings and sites including gymnasiums and halls;
  - on school excursions;
  - on school camps; and
  - at special events conducted, organised or attended by the school.
- Information about the storage and accessibility of Adrenaline Auto injectors;
- how communication with School Staff, students and Parents is to occur in accordance with a communications plan.

Adrenaline Auto injectors for General Use
The Principal will purchase Adrenaline Auto injector(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 Auto injector(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 Auto injectors 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 Auto injectors 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 Auto injectors for General Use have a limited life, usually expiring within 12-18 months, and will need to be replaced at the School’s expense, either at the time of use or expiry, whichever is first.

**Communication Plan**

A Communication Plan to provide information to all School Staff, students and parents about anaphylaxis and the School’s Anaphylaxis Management Policy is to be implemented. The Communication Plan will include strategies for advising School Staff, students and parents about how to respond to an anaphylactic reaction by a student in various environments including:

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

The Communication Plan must include procedures to inform volunteers and casual relief staff of students with a medical condition that relates to allergy and the potential for anaphylactic reaction and their role in responding to an anaphylactic reaction by a student in their care.

It is the responsibility of the Principal of the School to ensure that relevant School Staff are:

• trained every three years; and
• briefed at least twice per calendar year.

**Staff Training**

The following School Staff will be appropriately trained:

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

The identified School Staff will undertake the following training:

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

The briefing must be conducted by a member of School Staff who has successfully completed an Anaphylaxis Management Training Course in the last 12 months. In the event that the relevant training and briefing has not occurred, the Principal will develop an interim Individual Anaphylaxis Management Plan in consultation with the Parents of any affected student with a medical condition that relates to allergy and the potential for anaphylactic reaction. Training will be provided to relevant School Staff as soon as practicable after the student enrols, 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.
Care Arrangements for Ill Students

Date Effective From: March 2014
Revision Due: March 2016
Policy Maintenance Coordinator: Policy Coordinator

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. The Care Arrangements are to be read in conjunction with our school Student Health (First Aid) Policy which outlines the school’s responsibility and procedures in respect of our “responsibility to provide equitable access to education and respond to diverse student needs, including health care needs”.

Our school will:

- administer first aid to children when in need in a competent and timely manner.
- communicate children’s health problems to parents when considered necessary.
- provide supplies and facilities to cater for the administering of first aid.
- maintain a sufficient number of staff members trained with a Level 2 First Aid Certificate.

Implementation:

- A sufficient number of staff 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.
- First aid kits will also be available in each wing of the school, as well as the staff room and administration offices.
- A supply of medication for teachers will be available in a locked drawer in the staff room.
- 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 integration aide/teacher on duty in the first aid room.
- A confidential up-to-date register located in the first aid room will be kept of all injuries or illnesses experienced by children that require first aid.
- 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 including headache tablets will be administered to children without the express written permission of parents or guardians.**
- Parents of all children who receive first aid will receive a completed form indicating the nature of the injury, any treatment given, and the name of the teacher providing the first aid. For more serious injuries/illnesses, the parents/guardians must be contacted by the administration staff so that professional treatment may be organised. Any injuries to a child’s head, face, neck or back must be reported to parents/guardian.
- Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than “minor” will be reported on Department of Education Accident/Injury form LE375, and entered onto CASES.
- Parents of ill 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.
- All school camps will have at least 1 Level 2 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 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.
• A member of staff is to be responsible for the purchase and maintenance of first aid supplies, 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, diabetes and anaphylaxis 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. Revisions of recommended procedures for administering asthma, diabetes and anaphylaxis medication will also be given at that time.
• It is recommended that all students have personal accident insurance and ambulance cover.

The attached Example proformas (Diabetes / Epilepsy) are also to be read in conjunction with the school Student Health (First Aid) Policy which outlines the school’s responsibility and procedures in respect of our “responsibility to provide equitable access to education and respond to diverse student needs, including health care needs”. Confidential records of all students with specific health needs are maintained securely in the general office for reference as required. A First Aid Register is also maintained noting ailments and treatment for all presenting students.

Key Reference :
Transition – Pre-School to Primary School

This policy was last ratified by School Council in June 2014

Rationale:
• Kindergarten students commencing school are required to cope with a very different environment. It is our school’s responsibility to make this transition as enjoyable and trouble free as possible.

Aims:
• To provide a smooth and efficient transition from pre-school to primary school with additional support provided to those who require it.

Implementation:
• Transition from pre-school to primary school can be a difficult time for both students and parents.
• Our school will appoint an experienced staff member to coordinate our prep transition program.
• We will communicate with each feeder pre-school and inform them of the names of students who have enrolled at our school.
• Information will be sought about each child from the pre-school via the ‘Transition Learning Development Statement’, and meetings will be organised with parents of children with special needs to discuss programs and resource requirements.
• A transition program will be organised with each pre-school during term 4, which allows each child (and their parents) the opportunity to attend our school on 5 occasions during the term.
• Visits will consist of familiarisation tours of the school, activities in classrooms, specialist lessons and visits to the sick bay and principal’s office. Any visiting artists or performances that are occurring during term 4 may be incorporated into the transition program.
• It is anticipated that teaching roles and classes for the following year will be finalised in time for the final pre-school visit, so that parents can be made aware of, and meet their child’s teacher, and so that children can have an experience with their ‘new’ teacher in the corresponding classroom.
• An information evening will occur in term 4 so that parents can be informed about the school’s programs and procedures, and an opportunity will be provided for questioning and discussions. The first school day of the following year will be covered in detail.
• All parents will receive detailed information packages about the school through our information book.
• A morning tea for parents will be provided on the first day of school, with specialist staff assisting classroom teachers with the needs of the new students.
• Opportunities will be provided for parents to visit classes or communicate with the school regarding their child’s progress at all times, and any issues that arise will be attended to as soon as possible.
• Prep students will not attend school on Wednesday’s during February.

Evaluation:
• This policy will be reviewed as part of the school’s three-year review cycle.
Gifts, Benefits and Hospitality Policy

Date Ratified by school council:
Review date:

Rational:
The community expects high standards of integrity and impartiality from Victorian public sector employees and school councillors. These individuals must not accept or make offers of gifts, benefits or hospitality that influence, or give the impression to influence, any decision unfairly. Whenever Department employees, school council employees or school councillors accept or offer gifts and hospitality they must always act fairly and objectively and maintain public trust by being honest, open and transparent.

RECEIVING GIFTS:
Gifts of any value must never be accepted if:

- the donor or reasonable observer would perceive that acceptance would create an obligation to the donor, particularly if the value of the gift is disproportionate to the circumstances in which it is offered.
- the gift is likely to influence an employee or school councillor in the course of their duties or where acceptance could cause a conflict of interest.
- the gift is an offer of money or anything readily convertible into money (e.g. shares), or
- the organisation or individual has a connection with a tender process or a decision over which the Department or the school could be perceived to have influence.
- Gifts received will be entered into the Gift Benefits & Hospitality book kept in the office.
- Employees and school councillors may keep token gifts (under $100) such as a box of chocolates, for the work they have done.
- In limited circumstances, employees and school councillors may be able to keep a gift worth $100 or more, but less than $500, subject to the documented approval of their Deputy Secretary or school council. The Secretary, Deputy Secretary or school principal may also consider offering the employee or school councillor the option of purchasing the gift at market value.
- Gifts worth $500 or more must be surrendered to the State or school under all circumstances.
- Employees and school councillors may purchase a gift worth more than $500 from the State or school, with the Secretary’s or school council’s written approval, provided that no other public entity (e.g. Museums Victoria) has expressed interest in retaining the gift
- Official gifts, namely gifts intended for the Department, school or the Victorian Government rather than the individual recipient(s), remain the property of the Department, school or State.

PROVIDING GIFTS TO STAFF OR VOLUNTEERS
On occasions, the Department or school may wish to recognise significant staff achievements and provide token gifts as part of:

- a reward and recognition event; and
- celebrating length of service milestones and/or retirements.

A token, such as a card and/or flowers, may also be sent to family members to acknowledge an employee’s contribution to the workplace in the event of their death. Doing so can also assist their colleagues with their bereavement.

To uphold the principles of accountability and transparency, all schools are required to seek approval from the school council when issuing gifts to staff (regardless of value) which is funded by public monies.

Gifts given in celebrations of events such as birthdays, marriages or the birth of children should not be funded using public monies.

All purchases need to be made in accordance with the Department's Purchasing Card Policy and Guidelines (corporate).
GUIDELINES
To ensure appropriate requests to parents are made for payment of each child’s education in accordance with Government Policy. There are three types of parent payments:

1. Essential Student Learning items.
2. Optional materials and services.
3. Voluntary financial contributions – Library Trust Fund (Tax Deductible)

PARENT PAYMENT CHARGES
- The essential student learning items include activities or services that are deemed essential to student learning of the standard curriculum. These items are accurately costed and are outlined in the book lists. The school purchases in bulk so that costs are kept to a minimum.
- The optional materials and services include fees for extracurricular programs or activities such as camps, excursions, graduation, instrumental music tuition, sports etc.

PAYMENT ARRANGEMENTS AND METHODS
- In full
- Payments can be made in instalments during the school year.
- Centre Pay payments - these funds will be held in credit in the family account.
- Eftpos facilities available

FAMILY SUPPORT OPTIONS
- Camps, Sports and Excursions Fund (CSEF) for Health Care and Pension card holders.
- States Schools Relief
- Local Community Groups (Lionesses)

CONSIDERATION OF HARDSHIP
- Families are urged to contact the School Principal, Julie Ferguson or the Business Manager, Maxine Hutchings on 53681072 if they are experiencing financial difficulty in making payments or if they wish to raise any issues or have general inquiries.
- For families experiencing hardship a discrete communication will involve information sharing on how to make payments through Centre Pay or pay by instalments. Uniform support will be sought through State Schools Relief. Account updates available on parent request.

IMPLEMENTATION
- In regards to essential items parents and guardians will be provided with a minimum of six weeks’ notice prior to the end of the previous school year to allow families sufficient planning time for booklist (stationery) items.
- Parent Payment Policy is communicated in the Parent Information Book in enrolment packs and published on the schools website in the Policy manual www.ballanps.vic.edu.au
- All parent payments received by the school will be processed in accordance with Departmental requirements.
- The school will not make parent payments a condition of enrolment or advancement to the next year level.
- The school will retain the status and details of any payments or non-payments as confidential.
- If parents choose not to purchase stationery through the school processes it is essential that parents provide their child with equivalent materials. Lists will be available from the Administration office.
- The School Council will be responsible for monitoring the implementation of this policy.
**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
  - 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.

**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

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 guest speakers
    - camps, excursions, incursions, sports
    - entry fees for school run performances