

# **Roxburgh Rise Primary School**



## **Policies 2023/24**

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	<ul style="list-style-type: none"> <li>• School Council Approval Required</li> <li>• School Council Consultation Required</li> <li>• School Council Consultation Recommended</li> <li>• School Council Noted Only</li> <li>• NA (Not Required)</li> </ul>	
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# ADMINISTRATION OF MEDICATION POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**ADMINISTRATION OF MEDICATION**  
**Sheryl Belle**  
**April 2021 Sonia Crockford**  
**Not required**

## PURPOSE

To explain to parents/carers, students and staff the processes Roxburgh Rise Primary School (RRPS) will follow to safely manage the provision of medication to students while at school or school activities, including camps and excursions.

## SCOPE

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

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

## POLICY

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

### Authority to administer

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

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

Parents/carers can contact the First Aid Officer or office staff for a Medication Authority Form.

## Administering medication

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

- the student's name
- the dosage required
- the time the medication needs to be administered.

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

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

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

### *Self-administration*

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

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

## Storing medication

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

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

For most students, RRPS will store student medication in sick bay.

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

- that the student's medication should be stored securely in the student's classroom if quick access might be required

- to allow the student to carry their own medication with them, preferably in the original packaging if:
  - the medication does not have special storage requirements, such as refrigeration
  - doing so does not create potentially unsafe access to the medication by other students.

## Warning

RRPS will not:

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

## Medication error

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

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

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

## FURTHER INFORMATION AND RESOURCES

[Insert links to related local policies, including *First Aid*, *Health Care Needs*, [Medication Authority Form](#), [Medication Administration Log](#)

## REVIEW CYCLE

This policy was last updated on 30 April 2021 and is scheduled for review in April 2024.

# ANAPHYLAXIS POLICY

**POLICY STATEMENT:**

**ANAPHYLAXIS**

**PREPARED BY:**

**DET**

**REVIEWED:**

**Nadine Mills/ Susan Bannister April 2023**

**Not Applicable**

**APPROVED BY COUNCIL**



**Help for non-English speakers**

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## PURPOSE

To explain to Roxburgh Rise Primary School (RRPS) parents, carers, staff and students the processes and procedures in place to support students diagnosed as being at risk of suffering from anaphylaxis. This policy also ensures that RRPS is compliant with Ministerial Order 706 and the Department's guidelines for anaphylaxis management.

## SCOPE

This policy applies to:

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

## POLICY

### School Statement

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

### Anaphylaxis

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

### Symptoms

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

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

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

- difficult/noisy breathing
- swelling of tongue
- difficulty talking and/or hoarse voice
- wheeze or persistent cough

- persistent dizziness or collapse
- student appears pale or floppy
- abdominal pain and/or vomiting.

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

### *Treatment*

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

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

### **Individual Anaphylaxis Management Plans**

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

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

Parents and carers must:

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

Each student's Individual Anaphylaxis Management Plan must include:

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

### *Review and updates to Individual Anaphylaxis Management Plans*

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

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

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

### Location of plans and adrenaline autoinjectors

A copy of the students ASCIA Action Plan for Anaphylaxis will be displayed in the sick bay, staff room, canteen and the students' classroom. The student's adrenaline autoinjector will be correctly labelled with the students name and stored in the sick bay with a copy of the ASCIA Action Plan.

A copy of each student's Individual Anaphylaxis Management Plan will be stored in the sick bay with the students medical information.

### Risk Minimisation Strategies

At RRPS, we have in place strategies to reduce the possibility of a student suffering from an anaphylactic reaction during school activities such as:

- 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
- camps and excursions, or at special events conducted, organised or attended by the school (eg. class parties, elective subjects and work experience, cultural days, fetes, concerts, events at other schools, competitions or incursions).

To reduce the risk, RRPS have put in place the following strategies

- A timetabled staff briefing each semester and facilitated by the school Anaphylaxis Officer, to inform all staff of students with severe allergies / anaphylaxis, student action plans and administration of medications / Epipens
- Timetabled information sessions / discussions facilitated by the school First Aid Officer with all classes about severe allergies / anaphylaxis and the importance of eating their own food and not sharing
- All classes to eat lunch in their own classroom, with a focus on supervision
- staff and students are regularly reminded to wash their hands after eating;
- students are discouraged from sharing food.
- Advise all parents that class parties are not permitted, due to the high level of children with severe allergies / anaphylaxis
- Food for a child with a severe allergy / anaphylaxis should only be supplied by that child's parent
- Lunch orders for children with severe allergies / anaphylaxis are under the discretion of the child's parent
- A list of children with severe allergies / anaphylaxis and their photos is to be displayed in the canteen (see above). Canteen staff to be educated on severe allergy /anaphylaxis and emergency care



- Be aware that craft items can be at-risk-items, e.g. milk containers, peanut butter jars
- Avoid the use of party balloons
- Avoid contact with swimming caps
- Only use latex free gloves
- Only use latex free band aids
- garbage bins at school are to remain covered with lids to reduce the risk of attracting insects
- gloves or tongs must be worn/used when picking up papers or rubbish in the playground;
- school canteen staff are trained in appropriate food handling to reduce the risk of cross-contamination
- year groups will be informed of allergens that must be avoided in advance of class parties, events or birthdays
- Planning for off-site activities will include risk minimisation strategies for students at risk of anaphylaxis including supervision requirements, appropriate number of trained staff, emergency response procedures and other risk controls appropriate to the activity and students attending.

### Adrenaline autoinjectors for general use

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

Adrenaline autoinjectors for general use will be stored at sick bay and labelled “general use”.

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

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

### Emergency Response

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

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

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

Step	Action
1.	<ul style="list-style-type: none"> <li>• Lay the person flat</li> <li>• Do not allow them to stand or walk</li> <li>• If breathing is difficult, allow them to sit</li> <li>• Be calm and reassuring</li> <li>• Do not leave them alone</li> </ul>

Step	Action
	<ul style="list-style-type: none"> <li>• Seek assistance using the RED ALERT PHOTO card in the yard duty folder to locate the student's adrenaline autoinjector or the school's general use autoinjector, and the student's Individual Anaphylaxis Management Plan, stored at sick bay.</li> <li>• A staff member will collect the autoinjector and notify office staff of the emergency situation instructing 000 to be called.</li> <li>• If the student's plan is not immediately available, or they appear to be experiencing a first time reaction, follow steps 2 to 5</li> </ul>
2.	<p>Administer an EpiPen or EpiPen Jr (if the student is under 20kg)</p> <ul style="list-style-type: none"> <li>• Remove from plastic container</li> <li>• Form a fist around the EpiPen and pull off the blue safety release (cap)</li> <li>• Place orange end against the student's outer mid-thigh (with or without clothing)</li> <li>• Push down hard until a click is heard or felt and hold in place for 3 seconds</li> <li>• Remove EpiPen</li> <li>• Note the time the EpiPen is administered</li> <li>• Retain the used EpiPen to be handed to ambulance paramedics along with the time of administration</li> </ul> <p><b>OR</b></p> <p>Administer an Anapen® 500, Anapen® 300, or Anapen® Jr.</p> <ul style="list-style-type: none"> <li>• Pull off the black needle shield</li> <li>• Pull off grey safety cap (from the red button)</li> <li>• Place needle end firmly against the student's outer mid-thigh at 90 degrees (with or without clothing)</li> <li>• Press red button so it clicks and hold for 10 seconds</li> <li>• Remove Anapen®</li> <li>• Note the time the Anapen is administered</li> </ul> <p>Retain the used Anapen to be handed to ambulance paramedics along with the time of administration</p>
3.	Office staff will call an ambulance (000) and then notify parents and/or emergency contacts advising them of the situation
4.	If there is no improvement or severe symptoms progress (as described in the ASCIA Action Plan for Anaphylaxis), further adrenaline doses may be administered every five minutes, if other adrenaline autoinjectors are available.

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

[Note: If in doubt, it is better to use an adrenaline autoinjector than not use it, even if in hindsight the reaction is not anaphylaxis. Under-treatment of anaphylaxis is more harmful and potentially life threatening than over-treatment of a mild to moderate allergic reaction. Refer to page 41 of the [Anaphylaxis Guidelines](#)].

### Communication Plan

This policy will be available on RRPS's website so that parents and other members of the school community can easily access information about RRPS's anaphylaxis management procedures. The parents and carers of students who are enrolled at RRPS and are identified as being at risk of anaphylaxis will also be provided with a copy of this policy.

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

The principal is also responsible for ensuring relevant staff are trained and briefed in anaphylaxis management, consistent with the Department's *Anaphylaxis Guidelines*.

### Staff training

The principal will ensure that all school staff are appropriately trained in anaphylaxis management.

The principal will appoint 2 staff members to act as School Anaphylaxis Supervisors to oversee the competency training of the staff.

Anaphylaxis Supervisors are required to have completed:

- an approved face-to-face anaphylaxis management training course in the last three years
- an approved Course in Verifying the Correct Use of Adrenaline Autoinjector Devices

All Staff are required to undertake the following training and must have completed:

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

RRPS uses the following training course: ASCIA eTraining course.

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

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

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

A record of all staff anaphylaxis management training courses and the dates of the twice yearly briefing sessions will be maintained as evidence of compliance with the training requirements of Ministerial Order 706 – Anaphylaxis Management in Victorian Schools. The record includes the names of staff who have undertaken the training course and the date the training is due for renewal, as well as the names of the staff who attended the twice yearly briefing.

The principal will ensure that while students at risk of anaphylaxis are under the care or supervision of the school outside of normal class activities, including in the school yard, at camps and excursions,

or at special event days, there is a sufficient number of school staff present who have been trained in anaphylaxis management.

## FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide:
  - [Anaphylaxis](#)
  - [Anaphylaxis management in schools](#)
- Allergy & Anaphylaxis Australia: [Risk minimisation strategies](#)
- ASCIA Guidelines: [Schooling and childcare](#)
- Royal Children's Hospital: [Allergy and immunology](#)

## REVIEW CYCLE AND EVALUATION

This policy was last updated in April 2023 and is scheduled for review in April 2024

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

# ASTHMA POLICY

**POLICY STATEMENT:** ASTHMA  
**PREPARED BY:** DET  
**REVIEWED:** March 2023 Nadine Mills

**APPROVED BY COUNCIL** Not Applicable



## Help for non-English speakers

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## PURPOSE

To ensure that Roxburgh Rise Primary School (RRPS) appropriately supports students diagnosed with asthma.

## OBJECTIVE

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

## SCOPE

This policy applies to:

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

## POLICY

### Asthma

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

### *Symptoms*

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

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

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

## Triggers

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

- exercise
- smoke (cigarette smoke, wood smoke from open fires, burn-offs or bushfires)
- house dust mites
- pollens
- chemicals such as household cleaning products
- food chemicals/additives
- laughter or emotions, such as stress
- colds/flu
- weather changes such as thunderstorms and cold, dry air
- moulds
- animals such as cats and dogs
- deodorants (including perfumes, after-shaves, hair spray and aerosol deodorant sprays)
- certain medications (including aspirin and anti-inflammatories)

## Asthma management

If a student diagnosed with asthma enrolls at RRPS:

1. Parents/carers must provide the school with an Asthma Action Plan which has been completed by the student's medical practitioner. The plan must outline:
  - the prescribed medication taken by the student and when it is to be administered, for example as a pre-medication to exercise or on a regular basis
  - emergency contact details
  - the contact details of the student's medical practitioner
  - the student's known triggers
  - the emergency procedures to be taken in the event of an asthma flare-up or attack.
2. Parents/carers should also provide a photo of the student to be included as part of the student's Asthma Action Plan.
3. RRPS will keep all Asthma Action Plans:
  - Original documents will be stored in the students medical files located in sick bay. A copy of the plan will be given to the classroom teacher. A copy of the Action Plan will also be kept with the students medication
4. School staff may also work with parents/carers to develop a Student Health Support Plan which will include details on:
  - how the school will provide support for the student
  - identify specific strategies
  - allocate staff to assist the student

Any Student Health Support Plan will be developed in accordance with RRPS's Healthcare Needs Policy.

5. If a student diagnosed with asthma is going to attend a school camp or excursion, RRPS parents/carers are required to provide any updated medical information.
6. If a student's asthma condition or treatment requirements change, parent/carers must notify the school and provide an updated Asthma Action Plan.
7. School staff will work with parents/carers to review Asthma Action Plans (and Student Health Support Plans) at the beginning of the school year.

## Student asthma kit

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

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

Student asthma kits will be stored in sick bay. Students may keep a spare reliever in their classroom/school bag if required. Parents will need to notify the teacher and first aid officer if this is the case. .

### Asthma emergency response plan

If a student is:

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

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

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

Staff will call Triple Zero “000” immediately if:

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

### Training for staff

RRPS will arrange the following asthma management training for staff:

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

RRPS will also conduct an annual briefing for staff on:

- the procedures outlined in this policy
- the causes, symptoms and treatment of asthma
- identities of the students diagnosed with asthma
- how to use a puffer and spacer
- the location of:
  - the Asthma Emergency Kits
  - asthma medication which has been provided by parents for student use.

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

### Asthma Emergency Kit



RRPS will provide and maintain at least four Asthma Emergency Kits. Three kits, will be kept on school premises at sick bay and one kit in the gym. These kits are available for yard duty or camps and excursions. The Asthma Emergency Kit will contain:

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

The first aid officer will monitor and maintain the Asthma Emergency Kits. They will:

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

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

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

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

### Management of confidential medical information

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

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

### Communication plan

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

### Epidemic Thunderstorm Asthma

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

### [FURTHER INFORMATION AND RESOURCES](#)

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

## REVIEW CYCLE AND EVALUATION

This policy was last updated in March 2023 and is scheduled for review in March 2024

# ATTENDANCE

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**Attendance**  
**Sheryl Belle**  
**June 2021**  
**Consultation Recommended**

## PURPOSE

The purpose of this policy is to

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

## SCOPE

This policy applies to all students at Roxburgh Rise Primary School (RRPS).

This policy should be read in conjunction with the Department of Education and Training's [School Attendance Guidelines](#). It does not replace or change the obligations of RRPS, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

## DEFINITION

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

## POLICY

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

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

Students are expected to attend RRPS during normal school hours every day of each term unless:

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

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

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

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

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

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

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

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

### Supporting and promoting attendance

RRPS's *Student Wellbeing and Engagement Policy* supports student attendance.

Our school also promotes student attendance by providing, engaging programs and individual support for families.

### Recording attendance

RRPS must record student attendance twice per day. This is necessary to:

- meet legislative requirements
- discharge RRPS's duty of care for all students

Attendance will be recorded by classroom teacher at start of the school day and after lunch using CASES21 or compatible software.

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

### Recording absences

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

Parents should notify RRPS of absences by entering the approval onto the school's communication app or contacting the school office.

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

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

RRPS will keep a record of the reason given for each absence. The principal will determine if the explanation provided is a **reasonable excuse** for the purposes of the parent meeting their responsibilities under the *Education Training Reform Act 2006* and the School Attendance Guidelines.

If RRPS considers that the parent has provided a **reasonable excuse** for their child's absence the absence will be marked as '**excused absence**'.

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

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

- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student
- school refusal, if a plan is in place with the parent to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance
- family holidays where the parent notifies the school in advance

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

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

### Managing non-attendance and supporting student engagement

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

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

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

### Referral to School Attendance Officer

If RRPS decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the North Western Victoria Regional Office for further action.

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

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

### MORE INFORMATION AND RESOURCES

- [School Attendance Guidelines](#)
- School Policy and Advisory Guide: [Attendance](#)
- [School intranet](#)

## REVIEW CYCLE AND EVALUATION

This policy was last updated on 9<sup>th</sup> August 2021 and is scheduled for review on the 9<sup>th</sup> of August 2024

# BULLYING PREVENTION POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**BULLYING PREVENTION**  
**DET**  
**Nadine Mills May 2023**  
**Consultation required**



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## PURPOSE

Roxburgh Rise Primary School (RRPS) is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

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

When responding to bullying behaviour, RRPS aims to:

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

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

## SCOPE

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

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

## POLICY

### Definitions

#### **Bullying**

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

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

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

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

Bullying has three main features:

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

There are four main types of bullying behaviour:

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

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

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



## Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow our Student Wellbeing and Engagement Policy, RRPS Child Safety Code of Conduct and this Bullying Prevention Policy where the behaviour constitutes bullying.

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

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

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

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

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

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

## BULLYING PREVENTION

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

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

- We identify and implement evidence-based programs and initiatives from the Schools Mental Health Menu that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school.
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.

- We participate in the Safe Schools program to help us foster a safe environment that is supportive and inclusive of LGBTIQ+ students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- We promote upstander behaviour as a way of empowering our students to positively and safely take appropriate action when they see or hear of a peer being bullied.
- The Peer Mediation program encourage positive relationships between students in different year levels. We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence.

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

## INCIDENT RESPONSE

### Reporting concerns to RRPS

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

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

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

We encourage students to speak to their classroom teacher. However, students are welcome to discuss their concerns with any trusted member of staff including specialist teachers, principals, the Allied Health Team and integration aides.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at RRPS should contact an Assistant Principal or the Student Wellbeing Officer, by phone on 9305 4334 or by email directed to [roxburgh.rise.ps@education.vic.gov.au](mailto:roxburgh.rise.ps@education.vic.gov.au).

### Investigations

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

1. record the details of the allegations in Compass; and
2. inform the relevant Leading Teacher/Learning Specialists.

The Leading Teacher/Learning Specialist is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the Leading Teacher/Learning Specialist may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parents/carers of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the Leading Teacher/Learning Specialist in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

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

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

### Responses to bullying behaviours

When the Leading Teacher/Learning Specialist has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the classroom teachers, Student Wellbeing Officer, Assistant Principal or Principal.

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

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

School staff may implement all, or some of the following responses to bullying behaviours:

- Offer wellbeing support, including referral to the Student Wellbeing Officer or an external provider to:
  - the target student or students
  - the students engaging in the bullying behaviour
  - affected students, including witnesses and/or friends of the target student
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing

about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.

- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a process using the Support Group Method, involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan restricting contact between target and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connecting students with an older student mentor (eg. Buddy Program, Peer Mediator) and provide multi-age support using the House system.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement cohort, year group or whole school targeted strategies to reinforce positive behaviours, for example year level meetings, or participation in specialist programs.
- Implement proportionate disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

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

Leading Teachers/Learning Specialists, Assistant Principals and the Student Wellbeing Officer are responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

## COMMUNICATION

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

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

## FURTHER INFORMATION AND RESOURCES

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

Statement of Values and School Philosophy

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

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

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

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

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

## EVALUATION

This policy will be reviewed every 2 years, or earlier as required, following analysis of school data on reported incidents of, and responses to bullying to ensure that the policy remains up to date, practical and effective.

Data to inform this review will be collected through:

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

Proposed amendments to this policy will be discussed with student representative groups, parent groups and school staff.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	May 2023: Principal Class, Leading Teacher, Student Wellbeing Officer
Approved by	Principal & School Council 15 May 2023
Next scheduled review date	May 2025

# CAMPS AND EXCURSIONS

**POLICY STATEMENT:**

**CAMPS AND EXCURSIONS**

**PREPARED BY:**

**Sheryl Belle**

**REVIEWED:**

**May 2021**

**APPROVED BY COUNCIL**

**Community Consultation Recommended**

## PURPOSE

To explain to our school community the processes and procedures Roxburgh Rise Primary School (RRPS) will use when planning and conducting camps, excursions and adventure activities for students.

## SCOPE

This policy applies to all camps and excursions organised by RRPS. This policy also applies to adventure activities organised by RRPS, regardless of whether or not they take place on or off school grounds, and to school sleep-overs

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

## DEFINITIONS

### **Excursions:**

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

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

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

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

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

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

## POLICY

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

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

council approval, our school will also follow the Department's School Policy and Advisory Guide: [Safety Guidelines for Education Outdoors](#).

### Planning process for camps and excursions

All camps and excursions will comply with Department planning requirements.

Part of this planning process includes conducting risk assessments, to ensure that reasonable steps are taken to minimise the risks associated with each proposed camp or excursion. RRPS's risk assessment will include consideration of arrangements for supervision of students and consideration of the risk of bushfire activity in the excursion location. In the event of a Code Red Day being announced, excursions or camp activities in effected locations will be cancelled or rescheduled. Planning will also cover arrangements for cancelling, recalling or altering the camp or excursion for any other reason.

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

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

### Supervision

RRPS follows the Department's guidelines in relation to supervision of students during excursions and camps.

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

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

### Parent volunteers

Parents may be invited to assist with camps and excursions. School staff will notify parents/carers of any costs associated with attending. School staff are in charge of camps and excursions and parent/carer volunteers are expected to follow teachers' instructions. When deciding which parents/carers will attend, the Organising Teacher will take into account: any valuable skills the parents/carers have to offer (e.g. bus licence, first aid etc.) and the special needs of particular students. Parents will be required to have a current Working with Children Check as outlined in the Volunteers Policy.

### Volunteer and external provider checks

RRPS requires all parent or carer camp or excursion volunteers and all external providers working directly with our students to have a current Working with Children Check card.

### Parent/carer consent

For all camps and excursions, other than local excursions, RRPS will provide parents/carers with a specific consent form outlining the details of the proposed activity. RRPS uses Compass to inform parents about camps and excursions and to seek their consent **OR** informs parents about school camps and excursions by placing a note in student bags and asking parents/carers to return the part of the note that asks for parents/carers signature confirming they consent to their child's participation. Parents/carers are encouraged to contact the school to discuss any questions or concerns that they or their child may have with a proposed camp or excursion.

For local excursions, RRPS will provide parents and carers with a Local Excursions consent form for each individual local excursion. RRPS will also provide advance notice to parents/carers of an upcoming local excursion through Compass Notifications. For local excursions that occur on a recurring basis (for example weekly outings to the local oval for sports lessons), RRPS will notify parents once only prior to the commencement of the recurring event.

### Cost of camps and excursions, refunds and support

The cost of all camps and excursions are to be paid by parents/carers unless alternative arrangements have been agreed to by the Principal prior to the excursion. All families will be given sufficient time to make payments for all activities. Consent forms will have clearly stated payment amounts and payment finalisation dates.

Students who have not finalised payment by the required date will not be allowed to attend unless the Principal determines exceptional circumstances apply.

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

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

### Student health

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

It is the responsibility of parents and carers to ensure their child/children are in good health when attending excursions and camps. If a student becomes ill during a camp and is not able to continue at



camp it is the parent/carer's responsibility to collect them and cover any associated costs. If the Principal approves a student joining a camp late, transport to the camp is the parent/carer's responsibility.

### Behaviour expectations

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

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

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

Disciplinary measures apply to students on camps and excursions consistent with our school's *Student Wellbeing and Engagement Policy, Student Code of Conduct and Bullying Prevention Policy*.

### Electronic Devices

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

### Food

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

### Accident and Ambulance Cover

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

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

## FURTHER INFORMATION AND RESOURCES

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

- School Policy and Advisory Guide:
  - [Excursions and Activities](#)

- [Emergency and Risk Management](#)
- [Safety Guidelines for Education Outdoors](#)
- [Camps, Sports and Excursions Fund.](#)
- [Code Red Days](#)

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

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Parent Payment Policy

## REVIEW CYCLE

This policy was last updated on 9<sup>th</sup> August 2021 and is scheduled for review on the 9<sup>th</sup> of August 2024

# CASH HANDLING POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**CASH HANDLING**  
**DET**  
**(Nadine Mills/Tracey Daye)**  
**Feb 2023**



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## **PURPOSE**

Roxburgh Rise Primary School is committed to ensuring that cash handling practices are consistent and transparent across the school.

Roxburgh Rise Primary School will implement the measures outlined below, in accordance with Department guidelines. This policy intends to safeguard and protect the staff involved in the receipting and collection of monies and minimise the risks associated with cash handling.

## **SCOPE**

This policy applies to all school staff or volunteers involved in handling cash on behalf of Roxburgh Rise Primary School.

## **POLICY**

### **Roles and responsibilities of staff**

At Roxburgh Rise Primary School our Administration staff and Business Manager are responsible for managing cash at our school.

Where possible, segregation of duties will be maintained so that no individual will be responsible for more than one of the following:

- receipting of cash and issuing receipts
- preparing the banking
- taking the monies to the bank
- completion of the bank reconciliation

If this is not possible due to lack of available staff, the Department's "Segregation of Duties – Cash Checklist" will be implemented and signed off for audit purposes.

### **Storage of cash**

Monies are to be kept in either a controlled access safe or cash drawer during the day. If funds are kept on the premises overnight, they must be locked in our school's secured safe.

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

All monies will be forwarded to the office and placed in the office chute by 9.30am each day for processing.

Money collected away from the classroom or general office (e.g. Mother's Day Stall, Father's Day Stall) is to be handed to the office on the day of receipt unless circumstances make this impracticable.

Money received away from the office must be double counted at the point of collection and a control receipt issued before it is provided to the office for banking.

## Records and receipting

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

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

Where monies are received over the counter at the office they will be entered into CASES21 and an official receipt issued immediately to the payer.

A CASES21 bank deposit slip will be printed and reconciled with total receipts for the day and with the total of cash/cheques to be banked.

Funds are collected and to be banked weekly by an external provider, at different times of the day.

No receipt is to be altered. Where a mistake is made approval must be sought before reversing the incorrect receipt. Copies of the incorrect receipt should be retained with details of why it was reversed.

Prior to a receipt batch being updated a receipt can be reprinted if necessary. The word REPRINT appears on the receipt. After the batch has been updated, if a copy of the receipt is requested the Family Statement, Family Matching Transactions Report or the Family Transaction History printed.

## Cheques

No personal cheques are to be cashed.

All cheques received by mail are to be entered in a remittance book, and all cheques, which have not already been crossed "not negotiable", should be crossed as soon as they are received.

## Fundraising

Two parents or staff members will be designated as 'Responsible Persons' for all school fundraising events or other approved events where monies may be collected, for example, the Mother Day, Father's Day stall, Easter and Christmas raffle. The form which will be completed is the Cash Handling Authorised Form Fundraising Collection.

## Reporting concerns

Discrepancies that cannot be accounted for must be reported to the Principal.

All cases of suspected or actual theft of money, fraud, misappropriation or corruption are to be reported to the Executive Director, Audit and Risk Division by email addressed to: [fraud.control@education.vic.gov.au](mailto:fraud.control@education.vic.gov.au)

## FURTHER INFORMATION AND RESOURCES

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

## EVALUATION

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

Proposed amendments to this policy will be discussed with Administration Staff, Finance subcommittee, School Council.

## POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2023
Approved by	School Council 23 Feb 2023
Next scheduled review date	February 2024

# CASH HANDLING POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**CASH HANDLING**  
**C. Bozikas & T. Daye**  
**Feb 2022 (Nadine Mills)**  
**Feb 2022**



## **Help for non-English speakers**

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# CCTV Policy

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**CCTV**  
**Sheryl Belle**  
**June 2021**  
**August 9<sup>th</sup> 2021**

## PURPOSE

This Policy explains the management, operation and use of the closed circuit television (CCTV) system at Roxburgh Rise Primary School (RRPS).

## SCOPE

This policy applies to the installation of CCTV cameras on school grounds and the use and disclosure of any footage produced by those cameras.

This policy is consistent with:

- Victorian government [Schools' Privacy Policy](#) (applies to all Victorian government schools)
- the Department's [Security Risk Management](#) policy
- Victorian privacy law

## POLICY

Schools have an obligation to ensure the school environment is safe and secure, and fulfil duty of care to students, staff and visitors. The CCTV system exists to assist our school to fulfil these obligations and to prevent and manage other inappropriate behaviour on school grounds.

CCTV provides enhanced capability to protect our school's assets against vandalism and theft. CCTV strengthens our school's security by providing an appropriate level of surveillance on school grounds and assists our school to take all reasonable steps to prevent reasonably foreseeable harm on school premises (duty of care). The presence of CCTV cameras deters misconduct and inappropriate behaviour and reassures students, staff and visitors that they are protected when on school grounds.

This policy describes how our CCTV system does this, consistent with Victorian privacy law.

### Use of CCTV

Consistent with our school's obligations set out above, RRPS may use CCTV cameras to:

- prevent and verify incidents involving
  - criminal behaviour – of anyone on school grounds
  - staff misconduct
  - other inappropriate behaviour – including of students, staff, visitors or members of the public. For example, this means the school may use CCTV footage of incidents to help inform decisions about student management
- verify other incidents – involving students, staff and visitors (e.g. incidents in which a person has sustained injury, loss or damage on school premises)

- to provide the principal with visual coverage during emergencies

CCTV cameras are NOT:

- hidden or covert
- located in private areas such as toilets, changing rooms or staff rooms
- used to monitor student or staff work performance

Location of CCTV cameras in our school

In our school, CCTV cameras are located in:

- School carpark
- Administration Entry North Side
- Garage
- Community Centre
- Admin North West
- Admin South West
- Canteen
- Basketball Courts North West
- Basketball Court South West
- Gym Entrance
- Classroom South East (Orchid)
- Orchard

A notice is located near each CCTV camera which alerts people to the presence of the camera and this CCTV Policy.

**Access to CCTV footage**

CCTV footage is only accessed for the purposes set out in this policy (see 'Use of CCTV footage') and only by the following people:

1. the principal or nominee, including people explicitly authorised by the principal
2. central and regional Department staff, when required to assist the school for an above purpose
3. any other people permitted by law.

**Showing footage to staff, students and/or their parents involved in incidents**

When using CCTV for the purposes listed in this policy under the heading 'Use of CCTV' and only when appropriate, the principal may show specific footage of an incident to those directly involved, including relevant staff, students and/or their parents.

This means that any person on school premises may be captured on CCTV footage of an incident that the principal may subsequently show to staff, students and/or their parents.

The school cannot give copies of CCTV footage to staff, students, parents or any other parties. Any requests for a copy of CCTV footage must be made to the Department's Freedom of Information Unit, as set out below.

### Managing and securing the CCTV system

The principal or their nominee is responsible for managing and securing the CCTV system including:

1. operation of the CCTV system and ensuring it complies with this policy
2. considering the appropriate location and use of cameras and method for storing CCTV footage
3. maintaining and upgrading cameras when required.

### Ownership of CCTV footage

The Department of Education and Training (the Department) owns our school's CCTV systems and CCTV footage.

### Disclosure of CCTV footage

Our school may only disclose CCTV footage externally (i.e. external to the Department) as described in this policy or otherwise when permitted by law.

### Storage of Footage

CCTV footage is kept for no more than 31 days. If our school has not used CCTV footage in any of the ways set out above, and there has been no request to view or access footage during this period, the footage is deleted.

Where CCTV footage has been used to verify an incident or where it is required to be retained for legal reasons, our school will manage and securely retain the footage in accordance with records management requirements as issued by the Public Records Office of Victoria.

### Access to information held about you

To access information our school holds about you (on behalf of the Department), including any CCTV footage, please contact:

Freedom of Information Unit  
Department of Education and Training  
GPO Box 4367  
MELBOURNE VIC 3001  
Telephone: 7022 0856  
Email: [foi@education.vic.gov.au](mailto:foi@education.vic.gov.au)

## FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide: [Security Risk Management](#)
- School Policy and Advisory Guide: [Photographing and Filming Students](#)
- [Schools' Privacy Policy](#)



## REVIEW PERIOD

This policy was approved by School Council on 9<sup>th</sup> August last updated on 30 June 2021 and is scheduled for review on June 2024.

# CHILD SAFETY AND WELLBEING POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**CHILD SAFETY AND WELLBEING**  
**DET**  
**1 June 2022 Susan Bannister**  
**Consultation Required**



## Help for non-English speakers

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## Purpose

The Roxburgh Rise Primary School Child Safety and Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

## Scope

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

## Definitions

The following terms in this policy have [specific definitions](#):

- child
- child safety
- child abuse

- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff
- school governing authority
- school boarding premises governing authority
- student
- volunteer

## **Statement of commitment to child safety**

Roxburgh Rise Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

# Roles and responsibilities

## School leadership team

Our school leadership team (comprising the principal, assistant principal, learning specialists and leading teachers) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and assistant principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

## School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

## School council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety

- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe. At our school, school council employment duties are delegated to the principal who is bound by this policy.

### **Specific staff child safety responsibilities**

Roxburgh Rise Primary School has nominated child safety champions to support the principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#).

Our principal and child safety champions are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- Child Safety Champions are responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Principal is responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our Risk Management Committee monitors the Child Safety Risk Register.

## **Child Safety Code of Conduct**

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The Child Safety Code of Conduct also includes processes to report inappropriate behaviour.

## **Managing risks to child safety and wellbeing**

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

## **Establishing a culturally safe environment**

At Roxburgh Rise Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

- Begin school assemblies with a Welcome to Country or an Acknowledgement of Country as a standing agenda item.
- Display the Aboriginal flag in the gym for assemblies and events
- Build school wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes.
- Ask for feedback from Aboriginal students, staff and their families about what the school does well and what can be improved.
- Use Koorie Engagement Support Officers (KESOs) to provide advice to government schools about creating culturally inclusive learning environments.
- Express zero tolerance of racism in our statement of commitment to child safety included in our Child Safety and Wellbeing policy and behaviour management processes.
- Recognise key events and anniversaries, such as Harmony Day, Reconciliation Week and NAIDOC week.

## **Student empowerment**

To support child safety and wellbeing at Roxburgh Rise Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through implementing our whole school approach to Respectful Relationships, our school values and our weekly social/emotional lessons.

We inform students of their rights through our Social and Emotional Learning curriculum, our whole school approach to Respectful Relationships, and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at school reception.

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

## **Family engagement**

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Roxburgh Rise Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- seeking input from families and the community – for example, through newsletters, parent surveys, subcommittees of school council, student, staff, and parent meetings etc.
- all of our child safety policies and procedures will be available for students and parents at school reception
- Newsletters or Compass news items will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school

## **Diversity and equity**

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our Student Wellbeing and Engagement Policy provides more information about the measures we have in place to support diversity and equity.

## Suitable staff and volunteers

At Roxburgh Rise Primary School, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

### Staff recruitment

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management](#).

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
  - proof of the person's identity and any professional or other qualifications
  - the person's history of working with children
  - references that address suitability for the job and working with children.

### Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

### Ongoing supervision and management of staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.



Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done via supervision and performance and development reviews.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

### **Suitability of volunteers**

All volunteers are required to comply with our Volunteers Policy which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

## **Child safety knowledge, skills and awareness**

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

### **School council training and education**

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse

- child safety and wellbeing risks in our school environment
- Roxburgh Rise Primary School child safety and wellbeing policies, procedures, codes and practices

## Complaints and reporting processes

Roxburgh Rise Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found on our school website or a hard copy is available at the office upon request.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our Child Safety Responding and Reporting Obligations Policy and Procedures. Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our Student Wellbeing and Engagement Policy and Bullying Prevention Policy cover complaints and concerns relating to student physical violence or other harmful behaviours.

## Communications

Roxburgh Rise Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters around the school
- updates in our school newsletter on on Compass
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

## Privacy and information sharing

Roxburgh Rise Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

## Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: [Records Management – School Records](#)

## Review of child safety practices

At Roxburgh Rise Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

## Related policies and procedures

This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

## Related Department of Education and Training policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)

- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

### Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

## Policy status and review

The Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the school community.

## Approval

<b>Created date</b>	1 June 2022
<b>Consultation</b>	School Council 16th June 2022
<b>Endorsed by</b>	Chris Bozikas, Principal
<b>Endorsed on</b>	16th June 2022
<b>Next review date</b>	2024

# CHILD SAFETY CODE OF CONDUCT

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY SCHOOL COUNCIL**

**CHILD SAFETY CODE OF CONDUCT**  
**DET**  
**1 June 2022 Susan Bannister**  
**16th June 2022**



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact Multicultural Education Aides.

## **PURPOSE**

Our Child Safety Code of Conduct sets out the expected behaviour of adults with children and young people in our school.

All Roxburgh Rise Primary School staff, volunteers, contractors, service providers, school council members and any other adult involved in child-connected work must follow the Child Safety Code of Conduct.

The Child Safety Code of Conduct applies to all physical and online environments used by students. It also applies during or outside of school hours and in other locations provided by the school for student use (for example, a school camp).

## **ACCEPTABLE BEHAVIOURS**

As Roxburgh Rise Primary School staff, volunteers, contractors, and any other member of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children by:

- upholding our Roxburgh Rise Primary School's commitment to child safety at all times and adhering to our Child Safety and Wellbeing Policy
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students
- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns to Principal Class or Student Wellbeing Officer.

- understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our child safety responding and reporting policy and procedures and the [PROTECT Four Critical Actions](#).
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

## UNACCEPTABLE BEHAVIOURS

As Roxburgh Rise Primary School staff, volunteers, contractors and member of our school community involved in child-connected work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, by offering gifts)
- display behaviours or engage with students in ways that are not justified by the educational or professional context
- ignore an adult's overly familiar or inappropriate behaviour towards a student
- discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance
- treat a child or student unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child or student in a school environment except in accordance with the [Photographing, Filming and Recording Students policy](#) or where required for duty of care purposes
- consume alcohol against school policy or take illicit drugs in the school environment or at school events where students are present
- have contact with any student outside of school hours except when needed to deliver the school curriculum or professional guidance and parental permission has been sought.

## BREACHES TO THE CHILD SAFETY CODE OF CONDUCT

All Roxburgh Rise Primary School staff, volunteers, contractors and any other member of the school community involved in child-connected work who breach this Child Safety Code of Conduct may be subject to disciplinary procedures in accordance with their employment agreement or relevant industrial instrument, professional code or terms of engagement.

In instances where a reportable allegation has been made, the matter will be managed in accordance with the Department of Education and Training Reportable Conduct Scheme Policy and may be subject to referral to Victoria Police.

All breaches and suspected breaches of the Roxburgh Rise Primary School Child Safety Code of Conduct must be reported to the principal.

If the breach or suspected breach relates to the principal, contact an Assistant Principal.

## APPROVAL AND REVIEW

<b>Created date</b>	1 June 2022
<b>Consultation</b>	School Council 16th June 2022
<b>Endorsed by</b>	Chris Bozikas Prinicipal
<b>Endorsed on</b>	16th June 2022
<b>Next review date</b>	2024

# CHILD SAFETY RESPONDING AND REPORTING OBLIGATIONS POLICY AND PROCEDURES

**POLICY STATEMENT:**

**CHILD SAFETY RESPONDING AND REPORTING OBLIGATIONS POLICY AND PROCEDURES**

**PREPARED BY:**

**DET**

**REVIEWED:**

**1 June 2022 Susan Bannister**

**APPROVED BY COUNCIL**

**16th June 2022**



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## **Purpose**

The purpose of this policy is to outline the procedures our school has in place to respond to complaints or concerns relating to child abuse and to ensure that all staff and members of our school community understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities.

## **Scope**

This policy applies to complaints and concerns relating to child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school (physical and online).

## **Definitions**

### **Child abuse**

Child abuse includes:

- physical violence inflicted on a child
- sexual offences committed against a child
- grooming of a child by an adult
- family violence committed against or in the presence of a child
- serious emotional or psychological harm to a child
- serious neglect of a child.

The definition of child abuse is broad and can include student to student incidents and concerns, as well as behaviour committed by an adult.

### **Grooming**

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



## School staff member

For the purpose of this policy a school staff member includes a contractor engaged by the school or school council to perform child-related work.

## Policy

Roxburgh Rise Primary School understands the important role our school plays in protecting children from abuse. We have a range of policies and measures in place to prevent child abuse from occurring at our school or during school activities.

## Information for students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Roxburgh Rise Primary School they should start with their classroom teacher or another trusted adult (eg. assistant principal or integration aide).

## Identifying child abuse

To ensure we can respond in the best interests of students and children when complaints or concerns relating to child abuse are raised, all staff and relevant volunteers must:

- understand how to identify signs of child abuse and behavioural indicators of perpetrators - for detailed information on identifying child abuse and behavioural indicators of perpetrators refer to [Identify child abuse](#).
- understand their various legal obligations in relation to reporting child abuse to relevant authorities - for detailed information on the various legal obligations refer to Appendix A
- follow the below procedures for responding to complaints or concerns relating to child abuse, which ensure our school acts in the best interests of students and children and complies with both our legal and Department policy obligations.

At Roxburgh Rise Primary School we recognise the diversity of the children, young people, and families at our school and take account of their individual needs and backgrounds when considering and responding to child safety incidents or concerns.

## Procedures for responding to an incident, disclosure, allegation or suspicion of child abuse

In responding to a child safety incident, disclosure, allegation or suspicion, Roxburgh Rise Primary School will follow:

- the [Four Critical Actions for Schools](#) for complaints and concerns relating to all forms of child abuse
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending
- our Student Wellbeing and Engagement Policy and Bullying Prevention Policy for complaints and concerns relating to student physical violence or other harmful student behaviours.

## School staff and volunteer responsibilities

### 1. Immediate action

If a school staff member or volunteer witnesses an incident of child abuse, or reasonably believes, suspects or receives a disclosure or allegation that a child has been, or is at risk of being abused, they must:

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid (appropriate to their level of training) and call 000 for urgent medical or police assistance where required to respond to immediate health or safety concerns.
- Notify the Principal, Assistant Principals or Student Wellbeing Officer (“nominated staff member”) as soon as possible, who will ensure our school follows the steps in these procedures.

NOTE for staff and volunteers:

- if you are uncertain if an incident, disclosure, allegation or suspicion gives rise to a concern about child abuse you must always err on the side of caution and report the concern to the Student Wellbeing Officer.
- If the Student Wellbeing Officer is unavailable, the Assistant Principal will take on this role.
- If the concerns relate to the conduct of the staff members nominated above, notify either the principal (or the [relevant regional office](#) where the concerns relate to the principal) who must then take on responsibility for ensuring our school follows these procedures.

Refer to Appendix B for guidance on how to respond to a disclosure of child abuse.

## **2. Reporting to authorities and referring to services**

As soon as immediate health and safety concerns are addressed, and relevant school staff have been informed, the Student Wellbeing Officer or Assistant Principal **must** report all incidents, suspicions and disclosures of child abuse as soon as possible.

The following steps will ensure our school complies with the four critical actions as well as additional actions required under the Child Safe Standards.

The nominated staff member must ensure:

- all relevant information is reported to the Department of Families, Fairness and Housing (DFFH) Child Protection, Victoria Police or relevant services where required
- the incident is reported to the Department’s [eduSafe Plus portal](#) or the Incident Support and Operations Centre (1800 126 126) in accordance with the severity rating outlined in the [Managing and Reporting School Incidents Policy](#)
- all [reportable conduct](#) allegations or incidents are reported by the Principal to the Department’s Employee Conduct Branch (03 7022 0005) – where a reportable conduct allegation is made against the Principal, the Regional Director must be informed who will then make a report to Employee Conduct Branch

NOTE: In circumstances where staff members are legally required to report child abuse to DFFH Child Protection or Victoria Police and they are unable to confirm that the information has been reported by another person at the school or the designated member of school staff does not agree that a report needs to be made, the staff member who has formed the reasonable belief must still contact DFFH Child Protection and Victoria Police to make the report.

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST

or The Orange Door (in circumstances where the family are open to receiving support) DFFH Child Protection or Victoria Police.

### **3. Contacting parents or carers**

The nominated staff member must ensure parents and carers are notified unless advised otherwise by DFFH Child Protection or Victoria Police, or there are other safety and wellbeing concerns in relation to informing parents/carers.

Principals may contact the Department of Education and Training Legal Division for advice on notifying parents and carers, and where relevant, the wider school community.

For further guidance, refer to [PROTECT Contacting parents and carers](#)

### **4. Ongoing protection and support**

The nominated staff member must ensure appropriate steps are taken by the school to protect the child and other children from any continued risk of abuse. These steps must be taken in consultation with any relevant external agency or Department staff such as DFFH Child Protection, Victoria Police, Legal Division or Employee Conduct Branch. Ongoing protection will also include further reports to authorities if new information comes to light or further incidents occur.

Appropriate, culturally sensitive and ongoing support must be offered and provided to all affected students. Ongoing support will be based on any available advice from the Department, parents and carers, health practitioners, and other authorities (such as DFFH or Victoria Police) and may include referral to wellbeing professionals, development of a safety plan, student support group meetings, and, for student to student incidents, behaviour management and support measures.

### **5. Recordkeeping**

The Principal will ensure that:

- detailed notes of the incident, disclosure, allegation or suspicion are taken including, where possible, by the staff member or volunteer who reported the incident, disclosure, or suspicion to them
- detailed notes are taken of any immediate or ongoing action taken by the school to respond to the incident, disclosure, allegation or suspicion
- all notes and other records relating to the incident, disclosure, allegation or suspicion, including the schools immediate and ongoing actions, are stored securely in locked office filing cabinets in the Administration Block and/or the secure administration folder.

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

All community members aged 18 years or over have legal obligations relating to reporting child abuse – refer to Appendix A for detailed information.

Any person can make a report to DFFH Child Protection or Victoria Police if they believe on reasonable grounds that a child is in need of protection. For contact details, refer to the [Four Critical Actions](#).

Members of the community do not have to inform the school if they are making a disclosure to DFFH Child Protection or the Victoria Police. However, where a community member is concerned about the safety of a child or children at the school, the community member should report this concern to the principal so that appropriate steps to support the student can be taken

## Additional requirements for all staff

All staff play an important role in supporting student safety and wellbeing and have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students.

Fulfilling the roles and responsibilities in the above procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse. This means that if, after following the actions outlined in the procedure, a staff member reasonably believes that a child remains at risk of abuse, they must take the following steps:

- if they are concerned that the school has not taken reasonable steps to prevent or reduce the risk, raise these concerns with the principal in the first instance, and escalate to the regional office if they remain unsatisfied.
- report the matter to the relevant authorities where they are unable to confirm that the information has been reported by another staff member

Staff must refer to Appendix A for further information on their obligations relating to reporting to authorities.

## COMMUNICATION

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

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

## Further information and RESOURCES

The following Department of Education and Training policies and guidance are relevant to this policy:

- [Child Safe Standards](#)
- [Protecting Children — Reporting and Other Legal Obligations](#)
- [Managing and Reporting School Incidents](#)
- [Reportable Conduct](#)
- [Restraint and Seclusion](#)
- [Identify child abuse](#)
- [Report child abuse in schools \(including four critical actions\)](#)
- [Identify and respond to student sexual offending](#)

The following school policies are also relevant to this policy:

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy

- Inclusion and Diversity Policy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	1 June 2022
Consultation	School Council 16th June 2022
Approved by	Chris Bozikas, Principal
Next scheduled review date	2024

## APPENDIX A: legal obligations relating to reporting child abuse

The following information outlines the various legal obligations relating to the reporting of child abuse to relevant authorities.

It is important to note that the procedures outlined in the above policy ensure compliance with the below reporting obligations, and also include additional steps to ensure compliance with Department policy and our school's duty of care obligations.

### **Mandatory reporting to Department of Families, Fairness and Housing (DFFH) Child Protection**

The following individuals are mandatory reporters under the *Children, Youth and Families Act 2005* (Vic):

- registered teachers and early childhood teachers (including principals and school staff who have been granted permission to teach by the VIT)
- school counsellors including staff who provide direct support to students for mental, emotional or psychological wellbeing, including (but not limited to) school health and wellbeing staff, primary welfare coordinators, student wellbeing coordinators, mental health practitioners, chaplains, and Student Support Services staff
- nurses
- registered psychologists
- police officers
- registered medical practitioners
- out of home care workers (excluding voluntary foster and kinship carers)
- early childhood workers
- youth justice workers
- people in religious ministry
- midwives

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

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

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

If charged with not making a mandatory report, it may be a defence for the person charged to prove that they honestly and reasonably believed that all of the reasonable grounds for their belief had been the subject of a report to child protection made by another person.

The identity of a person who reports any protective concerns to DFFH Child Protection is protected by law. It is an offence for a person, other than the person who made the report, to disclose the name of the person who made a report or any information that is likely to lead to their identification.

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually. We also require all other staff to undertake this module, even where they are not mandatory reporters.

The policy of the Department of Education and Training (DET) requires **all staff** who form a reasonable belief that a child is in need of protection to discuss their concerns with the school leadership team and to report their concerns to DFFH and in some circumstances to Victoria Police, or to ensure that all the information relevant to the report has been made by another school staff member.

Any person can make a report to DFFH Child Protection (131 278 – 24 hour service) if they believe on reasonable grounds that a child is in need of protection even if they are not a mandatory reporter listed above.

## Reporting student wellbeing concerns to Child FIRST/Orange Door

At Roxburgh Rise Primary School we also encourage staff to make a referral to Child FIRST when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST/Orange Door see the Policy and Advisory Library: [Protecting Children – Reporting and Other Legal Obligations](#).

## Reportable Conduct

The Reportable Conduct Scheme is focussed on worker and volunteer conduct and how organisations investigate and respond to suspected child abuse. The scheme aims to improve organisational responses to suspected child abuse and to facilitate the identification of individuals who pose a risk of harm to children.

There are five types of 'reportable conduct' listed in the *Child Wellbeing and Safety Act 2005*:

- sexual offences against, with or in the presence of, a child
- sexual misconduct (which includes grooming) against, with or in the presence of, a child
- physical violence against, with or in the presence of, a child
- behaviour that causes significant emotional or psychological harm to a child
- significant neglect of a child.

A reportable conduct allegation is made where a person makes an allegation, based on a reasonable belief, that a worker or volunteer has committed reportable conduct or misconduct that **may** involve reportable conduct.

If school staff or volunteers become aware of reportable conduct by any current or former employee, contractor or volunteer, they must notify the school principal immediately. If the allegation relates to the principal, they must notify the Regional Director.

The principal or regional director must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former employees of the school (including Department, allied health, casual and school council employees), contractors and volunteers (including parent volunteers).

- Employee Conduct Branch: 03 7022 0005 or [employee.conduct@education.vic.gov.au](mailto:employee.conduct@education.vic.gov.au)

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

For more information about reportable conduct see the Department's *Policy and Advisory Library: Reportable Conduct* and the Commission for Children and Young People's [website](#).

## Failure to disclose offence

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 in Victoria.

Failure to disclose information to Victoria Police (by calling 000, local police station or the Police Assistance Line 131 444) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

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

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

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.
- "Reasonable excuse" is defined by law and includes:
- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed to Victoria Police and you have no further information to add (for example, through a mandatory report to DFFH Child Protection or a report to Victoria Police from another member of school staff).

## Failure to protect offence

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

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

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

## Further information

For more information about the offences and reporting obligations outlined in this fact sheet refer to: [Protecting Children — Reporting and Other Legal Obligations](#).



## APPENDIX B: managing disclosures of child abuse

### Important information for staff

#### ***When managing a disclosure relating to child abuse you should:***

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

#### ***When managing a disclosure you should AVOID:***

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

# Child Safe Standards Risk Register

<b>School name:</b>	Roxburgh Rise Primary School	<b>Responsible staff member:</b>	Nadine Mills
<b>Date endorsed:</b>	TBC November 2023	<b>Endorsed by:</b>	Robert Szydowski
<b>Next review date:</b>	1 July 2024	<b>File location:</b>	

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
<b>Child Safe Standard 1 – Aboriginal cultural safety</b>						
<p><b>Risk Title:</b> Culturally safe environments</p> <p><b>Description:</b> There is a risk that the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued</p> <p><b>Risk type:</b> Situational, Organisational</p>	<ul style="list-style-type: none"> <li>● Racism, discrimination and bullying not adequately managed and addressed</li> <li>● Ignorance/lack of awareness</li> <li>● Curriculum that doesn't include Aboriginal Australians</li> <li>● An unwelcoming environment for Aboriginal students</li> <li>● Policy development and review is not consultative</li> </ul>	<ul style="list-style-type: none"> <li>● Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm</li> <li>● Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identifies which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm</li> <li>● Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>● Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented</li> <li>● Other documents that address Aboriginal cultural safety: <ul style="list-style-type: none"> <li>○ Student Wellbeing and Engagement Policy</li> <li>○ Bullying Prevention Policy</li> <li>○ Inclusion and Diversity Policy</li> </ul> </li> <li>● Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>● Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 1</a> (Principal)</li> </ul>	
<b>Child Safe Standard 2 – School leadership, governance and culture</b>						
<p><b>Risk Title:</b> Leadership, governance and culture</p> <p><b>Description:</b> There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture</p> <p><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>● Child safety is not prioritised</li> <li>● Decision-making power concentrated in one individual</li> <li>● Unclear accountabilities</li> <li>● Staff and volunteers are unaware of the school's expectations relating to their conduct and role in supporting child safety and wellbeing</li> <li>● Culture of secret keeping</li> <li>● Poor management of conflicts of interest</li> <li>● Lack of leadership on child safety</li> <li>● Poor understanding of the foreseeable risks relating to child abuse</li> <li>● Poor understanding of recordkeeping and information management</li> </ul>	<ul style="list-style-type: none"> <li>● Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because the school does not have a culture of child safety and reporting of child safety incidents or concerns</li> <li>● Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear</li> <li>● Poor practices and understanding of information sharing obligations may result in staff or volunteers not sharing important information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm.</li> <li>● Poor records and record-keeping practice can contribute to delays or failures to</li> </ul>	<ul style="list-style-type: none"> <li>● Our Child Safety and Wellbeing Policy outlines the controls in place to ensure a child safe culture is embedded across the school and is implemented</li> <li>● Our Child Safety Code of Conduct is adopted and actively enforced by school leadership. Inconsistent staff, contractor or volunteer conduct is swiftly addressed.</li> <li>● Our Child Safety and Wellbeing Policy and Code of Conduct are publicly available and promoted in the school community</li> <li>● This risk register is reviewed annually and after any significant child safety incident or concern</li> <li>● Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping</li> <li>● PROTECT posters and the Four Critical Actions are displayed around the school</li> <li>● Records management obligations are met through adherence to the <a href="#">Records Management - School</a></li> </ul>	Yes	<ul style="list-style-type: none"> <li>● Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 2</a> (Principal)</li> </ul>	

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
	<ul style="list-style-type: none"> <li>Poor child safety messaging</li> </ul>	<p>identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our school. It can also compromise the school's ability to monitor for systemic issues that required changes to policy, procedure or practice.</p> <ul style="list-style-type: none"> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<p><a href="#">Records Policy</a> and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership.</p>			
<b>Child Safe Standard 3 – Children are safe, informed and actively participate</b>						
<p><b>Risk Title:</b> Student empowerment</p> <p><b>Description:</b> There is a risk that students will not be empowered about their rights, participate in decisions affecting them or be taken seriously</p> <p><b>Risk type:</b> Vulnerability</p>	<ul style="list-style-type: none"> <li>Students don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to</li> <li>Students don't understand their rights</li> <li>Student input in decision making is not supported or valued</li> <li>Student contributions or concerns are not taken seriously</li> <li>Students are not offered sexual abuse prevention education</li> <li>Students are coerced or silenced by adults at the school</li> <li>Lack of friendship or peer support</li> </ul>	<ul style="list-style-type: none"> <li>Abuse is more likely to happen if students do not feel supported to participate in decisions that affect them and do not feel like they will be listened to.</li> <li>Failure to empower students with information about their rights, child safety risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken</li> <li>If students do not feel confident or empowered to raise a concern, they will be unwilling to report abuse</li> <li>Lack of friendship or peer support may increase vulnerability to abuse</li> <li>Lack of friendship or peer support increases the risk that the student will not feel confident to discuss concerns with their peers, making it more likely that abuse will go unidentified and unspoken</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to support child and student empowerment and is implemented</li> <li>Complaints Policy details how students can raise complaints and concerns and is promoted widely to parents and students</li> <li>Student Wellbeing and Engagement Policy outlines the controls in place to ensure student wellbeing is supported and prioritised</li> <li>Students are provided with age-appropriate sexual abuse prevention programs and relevant related information through <a href="#">Resilience, Rights and Respectful Relationships teaching and learning materials</a></li> <li>Students are educated about their rights through the implementation of the Resilience, Rights and Respectful Relationships curriculum, the RRPS Get Ready to Learn curriculum and the BSEM Social and Emotional Skills lessons.</li> <li>Friendship and peer support are promoted through the school's social and emotional lessons, as well as the school's various clubs (eg. Lunchtime Clubs).</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 3</a> (Principal)</li> </ul>	
<b>Child Safe Standard 4 – Family engagement</b>						
<p><b>Risk Title:</b> Families and community involvement</p> <p><b>Description:</b> There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing</p> <p><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>Unwelcoming staff</li> <li>Lack of appreciation of the value of community consultation and engagement</li> <li>The school does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing</li> <li>Lack of staff training, culture or willingness to engage families and communities</li> </ul>	<ul style="list-style-type: none"> <li>Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse needs of students, resulting in a risk that students do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3)</li> <li>Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns.</li> <li>Families cannot help students identify abuse</li> <li>Families do not support students who want to make a complaint</li> <li>If families lack awareness about child safety including risks of child abuse, children may</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to engage families and is implemented</li> <li>All child safety and wellbeing policies and procedures are publicly available and promoted in the school community</li> <li>Families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through our school website and Newsletters/ Compass Communications and the School Council Education Sub Committee.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 4</a> (Principal)</li> </ul>	

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
		be more vulnerable to being groomed by perpetrators seeking to obtain their trust. <ul style="list-style-type: none"> <li>Physical and psychological harm as a result of child abuse</li> </ul>				
<b>Child Safe Standard 5 – Equity and diverse needs</b>						
<p><b>Risk Title:</b> Diversity and equity</p> <p><b>Description:</b> There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice</p> <p><b>Risk type:</b> Vulnerability</p>	<ul style="list-style-type: none"> <li>Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse)</li> <li>Diverse cohorts not supported adequately</li> <li>Diverse cohorts feel unwelcome</li> <li>Lack of staff training on diversity and supporting and responding to vulnerable students</li> <li>Lack of respectful culture</li> <li>Incidents of discrimination or humiliation are not effectively addressed and managed</li> </ul>	<ul style="list-style-type: none"> <li>Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns.</li> <li>Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern</li> <li>Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place to support equity and diverse needs and is implemented</li> <li>Student Wellbeing and Engagement Policy outlines how the school pays particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students</li> <li>Child safety information, support and complaints processes are culturally safe, accessible and easy to understand</li> <li>Other documents that address diversity and equity, such as:               <ul style="list-style-type: none"> <li>Bullying Prevention Policy</li> <li>Inclusion and Diversity Policy</li> </ul> </li> <li>Regular consultation with Regional Staff re RRRRs</li> <li>Parent Information Sessions held for RRRRs</li> <li>Permission was sort to translate topic 7 &amp; 8 from RRRRs into Arabic so I can be accessed by our Arabic families</li> <li>Implement:               <ul style="list-style-type: none"> <li><a href="#">Resilience, Rights and Respectful Relationships and Building Respectful Relationships teaching and learning materials</a></li> <li><a href="#">Respectful Relationships whole school approach</a></li> </ul> </li> </ul>	Yes	<ul style="list-style-type: none"> <li>Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 5</a> (Principal)</li> </ul>	
<b>Child Safe Standard 6 – Suitable staff and volunteers</b>						
<p><b>Risk Title:</b> Suitable staff (including contractors engaged by the school in child-related work)</p> <p><b>Description:</b> There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>Poor recruitment and pre-employment screening processes</li> <li>Provision of false information during recruitment</li> <li>Poor management of conflicts of interest</li> <li>Insufficient induction on commencement of working at school</li> <li>Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient promotion of the school's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment</li> <li>History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse</li> <li>Conflicts of interests in recruiting staff may increase the risk of other staff not reporting concerns relating to staff conduct, and where concerns are reported or identified, increased risk of them not being responded</li> </ul>	<ul style="list-style-type: none"> <li>Our Child Safety and Wellbeing Policy outlines the controls in place:               <ul style="list-style-type: none"> <li>for child safe recruitment and screening practices for staff.</li> <li>to ensure staff are provided with an appropriate induction in the school's child safety policies and practices.</li> <li>to ensure ongoing supervision and management of staff is focused on child safety and wellbeing</li> </ul> </li> <li>All actions and strategies outlined in our Child Safety and Wellbeing Policy are implemented</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 6</a> (Principal)</li> </ul>	



RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
	<ul style="list-style-type: none"> <li>● Insufficient promotion of the school's commitment to child safety</li> <li>● Lack of child safety culture</li> <li>● Insufficient supervision</li> <li>● Performance management does not focus on or address concerns relating to child safety and wellbeing</li> </ul>	<p>to in an objective manner with the focus on child safety and wellbeing.</p> <ul style="list-style-type: none"> <li>● Insufficient induction results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them.</li> <li>● Insufficient supervision and performance management results in increased risk of child abuse and harm to students</li> <li>● Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm</li> <li>● Physical and psychological harm as a result of child abuse</li> </ul>				
<p><b>Risk Title:</b> Suitable Volunteers</p> <p><b>Description:</b> There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p><b>Risk type:</b> Organisational, Propensity</p>	<ul style="list-style-type: none"> <li>● Screening processes lack sufficient strength to reveal histories and behaviours of concern</li> <li>● Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours</li> <li>● Conflict of interest</li> <li>● Lack of child safety culture</li> <li>● Insufficient induction and training</li> <li>● Insufficient supervision</li> </ul>	<ul style="list-style-type: none"> <li>● Insufficient promotion of the school's commitment to child safety may fail to deter potential predators from volunteering at the school</li> <li>● History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse</li> <li>● Insufficient induction results in the increased risk that volunteers do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm.</li> <li>● Insufficient supervision results in increased risk of child abuse and harm to students</li> <li>● Inadequate steps to address concerning behaviour may result in increased risk of harm (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern)</li> <li>● Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>● Volunteer Policy outlines the controls in place to ensure volunteers are suitable to work with children including screening, induction, and ongoing management and supervision</li> <li>● Volunteers engaged to assist with activities that require additional screening as determined by the principal (eg. volunteers escorting on camps) will be asked to undertake additional screening processes including proof of identity (where this has not already been established), and references addressing suitability for working with children.</li> <li>● Volunteers that are working with children or that may have access to students in unsupervised or high-risk settings will always be supervised by a member of school staff</li> <li>● Volunteer behaviour that is inconsistent with the school's child safety and wellbeing policies and practices will be addressed by school staff swiftly and with a focus on child safety and wellbeing.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>● Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 6</a> (Principal)</li> </ul>	
<b>Child Safe Standard 7 – complaints processes</b>						
<p><b>Risk Title:</b> Complaints processes</p> <p><b>Description:</b> There is a risk that processes for complaints and concerns are not child focused</p> <p><b>Risk type:</b> Organisational, Vulnerability</p>	<ul style="list-style-type: none"> <li>● Students and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood</li> <li>● Processes do not support students, parents and carers to make complaints or raise concerns</li> <li>● Complaints processes or responsible staff do not make</li> </ul>	<ul style="list-style-type: none"> <li>● Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not reporting behaviours of concern or abuse</li> <li>● Students may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report</li> <li>● Failure to have a clear process for responding to complaints and concerns</li> </ul>	<ul style="list-style-type: none"> <li>● Complaints Policy outlines the controls in place to ensure students are provided with accessible, culturally safe and easily understood information on raising a complaint or concern</li> <li>● Child Safety Responding and Reporting Obligations Policy and Procedures outlines the procedures for responding to complaints or concerns relating to child abuse</li> <li>● The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are publicly available on the school website</li> </ul>	Yes	<ul style="list-style-type: none"> <li>● Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 7</a> (Principal)</li> </ul>	

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
	<ul style="list-style-type: none"> <li>students feel safe or supported to report</li> <li>• Student input in decision making is not valued</li> <li>• Student, parent and carer concerns/complaints are not taken seriously</li> <li>• Inadequate response to complaints or concerns relating to child abuse</li> </ul>	<ul style="list-style-type: none"> <li>about child abuse may result in inappropriate or insufficient action being taken resulting in continued or further harm to the child and other children</li> <li>• Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>• The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are implemented by all relevant staff</li> <li>• Our Child Safety and Wellbeing Policy sets out all recordkeeping, privacy and information sharing obligations that must be met when responding to complaints and concerns.</li> <li>• All complaints and concerns are managed in accordance with employment law obligations and our school seeks advice from Employee Conduct Branch and Legal Division when dealing with complaints and concerns relating to child abuse by a member/former member of staff or school council employee or contractor</li> </ul>			
<b>Child Safe Standard 8 – Child safety knowledge, skills and awareness</b>						
<p><b>Risk Title:</b> Knowledge, skills and awareness</p> <p><b>Description:</b> There is a risk that staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training</p> <p><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>• Child safety and wellbeing training not provided to staff and school council annually</li> <li>• Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed</li> <li>• Volunteers are not required to undertake child safety training that is appropriate to the nature of their role</li> <li>• Training does not cover all necessary topics</li> <li>• Training is poorly facilitated</li> </ul> <p>Also refer to Child Safe Standard 6 risks above</p>	<ul style="list-style-type: none"> <li>• Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing to protect children from child abuse, and underreporting of child safety incidents to relevant staff and authorities</li> <li>• Insufficient understanding about the school's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately implemented by staff and volunteers and an increased risk to students of child abuse occurring and of continuing to occur undetected.</li> <li>• Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Our Child Safety and Wellbeing Policy outlines the controls in place to ensure school council and school staff receive appropriate annual guidance and training on child safety and is implemented</li> <li>• Our Volunteers policy provides information on training for volunteers.</li> <li>• Volunteers engaged to assist with activities that require additional child safety training as determined by the principal (eg. volunteers escorting on camps) are provided with child safety training that is appropriate to the activity and the volunteer's role.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 8</a> (Principal)</li> </ul>	
<b>Child Safe Standard 9 – Physical and online environments</b>						
<p><b>Risk Title:</b> School physical environment</p> <p><b>Description:</b> There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's physical environment</p> <p><b>Risk type:</b> Situational</p>	<ul style="list-style-type: none"> <li>• Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed.</li> </ul>	<ul style="list-style-type: none"> <li>• There is an increased risk of child abuse occurring on school grounds or buildings if policies, procedures and practices fail to identify and manage areas of risk in the school's physical environment</li> <li>• Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Yard Duty and Supervision Policy outlines supervision processes and requirements with a focus on child safety</li> <li>• Yard duty staff are trained to actively patrol the school grounds, paying particular attention to secluded areas that have been identified as high risk including behind the grandstand on the oval, the area behind the gym and toilet waiting areas.</li> <li>• Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the physical school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct</li> <li>• students advised that the wetlands and the areas behind the grandstands on the oval are out of bounds as the area cannot be supervised</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 9</a> (Principal)</li> </ul>	

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<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
			<ul style="list-style-type: none"> <li>● garden sheds and store cupboards are locked unless in use, with controlled access to keys</li> <li>● school grounds are well lit for after school activities</li> <li>● students are required to go to the bathroom with another student during class time</li> <li>● toilets and changing rooms are located in a central area of the school and the entrance and exit has good visibility from other areas of the school</li> </ul>			
<p><b>Risk Title:</b> Online environment</p> <p><b>Description:</b> There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's online environment</p> <p><b>Risk type:</b> Situational</p>	<ul style="list-style-type: none"> <li>● Child safety risks in the school's online environment are not identified and appropriately managed.</li> <li>● Students are not provided with education about online risks and appropriate online behaviours.</li> <li>● Online safety measures fail to adapt to emerging technologies and child safety risks</li> </ul>	<ul style="list-style-type: none"> <li>● There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment – particularly risks relating to grooming and further risk of abuse if the grooming goes undetected.</li> <li>● Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>● Digital Learning Policy outlines the controls in place for online conduct and online safety and is implemented</li> <li>● Acceptable Use Agreements are in place and enforced</li> <li>● Child safety and wellbeing policies, procedures and practices are in place to enable staff and volunteers to identify and mitigate risks in the online school environment without compromising a child or student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety and Wellbeing Policy and Child Safety Code of Conduct</li> <li>● Staff undertake a privacy impact assessment for apps and other platforms in use by the school which includes the risk of access to children or personal information by people external to the school.</li> <li>● Cybersafety education provided to students in technology lessons</li> </ul>	Yes	<ul style="list-style-type: none"> <li>● Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 9</a> (Principal)</li> </ul>	
<p><b>Risk Title:</b> Off-site school activities and use of third-party providers</p> <p><b>Description:</b> There is a risk that the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse at school activities off-site and/or school activities involving third party providers.</p> <p><b>Risk type:</b> Situational, Organisational, Propensity, Vulnerability</p>	<ul style="list-style-type: none"> <li>● School staff fail to identify and manage risks of child abuse occurring during off-site school activities</li> <li>● School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school</li> </ul>	<ul style="list-style-type: none"> <li>● There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third party providers.</li> <li>● Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>● Our school complies with relevant policies with respect to the following activities, including policy relating to child safety and wellbeing: <ul style="list-style-type: none"> <li>○ <a href="#">Excursions</a></li> <li>○ <a href="#">NDIS Funded Therapy in Schools</a></li> <li>○ <a href="#">Work Experience</a></li> <li>○ <a href="#">Procurement</a></li> <li>○ <a href="#">Structured Workplace Learning</a></li> <li>○ For others, see the <a href="#">Policy and Advisory Library</a></li> </ul> </li> <li>● For off-site school activities and school activities engaging a third-party provider, we identify and assess the risks of child abuse that are specific to that activity and ensure appropriate controls are in place. This includes activities such as football and basketball clinics.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>● Identify other actions the school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 9</a> (Principal)</li> </ul>	

RISK TITLE AND DESCRIPTION	RISK ASSESSMENT		EXISTING CONTROLS	CONTROLS ASSESSMENT	NEW TREATMENTS AND WHO IS RESPONSIBLE?	BY WHEN?
<i>Provide a risk title and short description.</i>	<i>Describe the causes of the child safety risk.</i>	<i>Describe the consequences for children if the child safety risk happens</i>	<i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i>  <i>Sample content is provided below</i>	<i>Taken together, are the controls adequate to reduce the risk and harms to a tolerable level?</i>	<i>If controls need to be strengthened, describe any new controls you will implement to mitigate the child safety risk and who is responsible for the new treatments?</i>	<i>When will this be done?</i>
<b>Child Safe Standard 10 – Review of child safety practices</b>						
<p><b>Risk Title:</b> Review and improvement</p> <p><b>Description:</b> There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved</p> <p><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>● Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident</li> <li>● Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices</li> <li>● Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices</li> </ul>	<ul style="list-style-type: none"> <li>● Child safety policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns.</li> <li>● Child safety policy, procedures and practices may no longer meet the needs of the local school community compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns.</li> <li>● Child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns.</li> <li>● Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>● A register of the school's policies relating to the child safe standards, including approvers and review cycles is used to support staff to maintain and update our policies</li> <li>● A working group (led by the child safety champion) is established to review child safety policies and procedures</li> <li>● We determine the causes of child safety incidents and monitor for repeat issues or systemic failures, updating any child safety policy, procedure or practice where gaps or improvements are identified</li> <li>● We have a log of complaints and concerns to allow us to monitor areas for improvement in our child safety policies, procedures and practices.</li> <li>● We inform families through our school's newsletter when child safety and wellbeing policies are being reviewed and ensure they are invited to provide feedback</li> </ul>	Yes	<ul style="list-style-type: none"> <li>● Identify other actions the school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 10</a> (Principal)</li> </ul>	
<b>Child Safe Standard 11 – Implementation of child safety practices</b>						
<p><b>Risk Title:</b> Policies and procedures</p> <p><b>Description:</b> There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers.</p> <p><b>Risk type:</b> Organisational</p>	<ul style="list-style-type: none"> <li>● The policies and procedures do not address all actions and measures required under the Child Safe Standards</li> <li>● The policies and procedures are not informed by best practice models and family and community engagement</li> <li>● Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders</li> <li>● Policies and procedures are difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>● If child safety policy and procedures fail to address all aspects of the Child Safe Standards it will result in gaps in protection of children and increased risk relating to child abuse</li> <li>● If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of child abuse</li> <li>● If child safety policies and procedures are not informed by best practice or family and community engagement it may result in compromised ability to protect children from child abuse.</li> <li>● Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse</li> <li>● Physical and psychological harm as a result of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>● Our suite of child safety and wellbeing policies and procedures address all aspects of the Child Safe Standards</li> <li>● Our staff and relevant volunteers are inducted and trained on our child safety and wellbeing policies, procedures and practices and are supported to implement them</li> <li>● Our school leaders champion and model our child safety policies, procedures and practices and address any performance concerns relating to staff conduct or implementation</li> <li>● Our Child Safety Champion regularly reviews <a href="#">PROTECT guidance</a> and other relevant policies to ensure our own local child safety policies, procedures and practices are informed by best practice and updated where required.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>● Identify other actions your school may take using the guidance available at <a href="#">PROTECT Child Safe Standard 11</a> (Principal)</li> </ul>	



# COMPLAINTS POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED**  
**APPROVED BY COUNCIL**

**COMPLAINTS**  
**DET**  
**June 2022 (Nadine Mills)**  
**Consultation is Recommended**



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## PURPOSE

The purpose of this policy is to:

- provide an outline of the complaints process at Roxburgh Rise Primary School (RRPS) so that students, parents and members of the community are informed of how they can raise complaints or concerns about issues arising at our school
- ensure that all complaints regarding RRPS are managed in a timely, effective, fair and respectful manner.

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

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

## SCOPE

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

## POLICY

RRPS welcomes feedback, both positive and negative, and is committed to continuous improvement. We value open communication with our families and are committed to understanding complaints and addressing them appropriately. We recognise that the complaints process provides an important opportunity for reflection and learning.

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

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

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

### Complaints and concerns process for students

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

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

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

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

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

### Complaints and concerns process for parents, carers and community members

#### Preparation for raising a concern or complaint

RRPS encourages parents, carers or members of the community who may wish to submit a complaint to:

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

## Support person

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

## Raising a Concern

RRPS is always happy to discuss with parents/carers and community members any concerns that they may have. Concerns in the first instance should be directed to the classroom teacher or teacher concerned. Where possible, school staff will work with you to ensure that your concerns are appropriately addressed.

## Making a Complaint

Where concerns cannot be resolved in this way, parents or community members may wish to make a formal complaint to the Learning Specialist responsible for that team member. If there is still an issue or the issue at hand is still not resolved, then the complaint can be directed to the Principal Class.

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

- 1. Complaint received:** Please either email, telephone or arrange a meeting through the front office with the teacher, learning specialist or someone of the Principal class, to outline your complaint so that we can fully understand what the issues are. We can discuss your complaint in a way that is convenient for you, whether in writing, in person or over the phone.
- 2. Information gathering:** Depending on the issues raised in the complaint, the relevant staff member may need to gather further information to properly understand the situation. This process may also involve speaking to others to obtain details about the situation or the concerns raised.
- 3. Response:** Where possible, a resolution meeting will be arranged with the relevant staff member to discuss the complaint with the objective of reaching a resolution satisfactory to all parties. If after the resolution meeting we are unable to resolve the complaint together, we will work with you to produce a written summary of the complaint in the event you would like to take further action about it. In some circumstances, the Principal may determine that a resolution meeting would not be appropriate. In this situation, a response to the complaint will be provided in writing.
- 4. Timelines:** RRPS will acknowledge receipt of your complaint as soon as possible (usually within two school days) and will seek to resolve complaints in a timely manner. Depending on the complexity of the complaint, RRPS may need some time to gather enough information to fully

understand the circumstances of your complaint. We will endeavour to complete any necessary information gathering and hold a resolution meeting where appropriate within 10 working days of the complaint being raised. In situations where further time is required, RRPS will consult with you and discuss any interim solutions to the dispute that can be put in place.

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

## Resolution

Where appropriate, RRPS may seek to resolve a complaint by:

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

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

## Escalation

If you are not satisfied that your complaint has been resolved by the school, or if your complaint is about the Principal and you do not want to raise it directly with them, then the complaint should be referred to the North Western Victoria Regional office by contacting [nwvr@edumail.vic.gov.au](mailto:nwvr@edumail.vic.gov.au) or 1300 338 691

RRPS may also refer a complaint to North Western Victoria Regional office if we believe that we have done all we can to address the complaint.

For more information about the Department's *Parent Complaints* policy, including the role of the Regional Office, please see: [Parent complaints policy](#).

## Record keeping and other requirements

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

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

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

## COMMUNICATION

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

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

## FURTHER INFORMATION AND RESOURCES

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

- [Complaints - Parents](#)

The Department's parents' website:

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

Philosophy, Vision, Mission & Values Document

Inclusion & Diversity Policy

## REVIEW PERIOD

This policy was last updated on 3<sup>rd</sup> June 2022 and is scheduled for review on the 3<sup>rd</sup> of June 2024

Consultative at School Council 16 June 2022

# CURRICULUM FRAMEWORK

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**CURRICULUM**  
**Sheryl Belle**  
**June 2021 (Nadine Mills)**  
**Not required**

## PURPOSE

Roxburgh Rise Primary School (RRPS) will provide a coherent program of learning which involves students in experiencing a range of studies and activities in English, Mathematics, Science, Humanities, Health and Physical Education, Technology, The Arts and Languages other than English (LOTE), to ensure that learning occurs in a continuum from birth to adulthood and throughout life.

## SCOPE

This policy applies to all teaching staff at RRPS.

## DEFINITIONS

**Curriculum** covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the ways in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

**Assessment** is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

**Reporting** communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs
- School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress
- System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

## POLICY

RRPS encourages all students to strive for excellence in all of their endeavours. Learning is a lifelong process of which school is a part. Individual responsibility for learning will be emphasised in programs. Our responsibility is to equip them for change requires them to be confident and assured independent learners throughout their lives. They also need a clear set of values on which to base their learning.

The school implements the Victorian Curriculum which provides all students with a sequential curriculum framework that guides their learning. It also provides measures of learning achievement that allow students, teachers and parents the opportunity to assess student performance against standardised learning outcomes.

School Council has an active Education Subcommittee which governs the development and implementation of the Victorian Curriculum across the school.

Learning experiences at RRPS are inclusive of all students and offer opportunity for individual success regardless of ability, gender, religion, race or culture. Programs are based on the principles of equal opportunity and social justice. Point of need teaching is directed by performance data and year level moderation. Emphasis is on focused, precision teaching and assessment, based on current student needs, over a sustained period of time.

The content of programs will encompass the concept of cultural, individual and religious diversity and is driven by trends highlighted from NAPLAN results and other school based data sets (Teacher judgement, Teacher generated Assessments/Criteria PAT test data, Fountas & Pinnell Benchmarks, Essential Math Assessments, MOI, Common Assessment Tasks & Moderation etc.). The expectations of the wider community are considered in designing curriculum programs.

Planning documentation is consistent across grade level teams and that teams plan together. The expectation is that planning documentation shows a differentiated approach to cater for individual needs with clear learning intentions and success criteria. To ensure key skills and content are being covered across years F – 6, Scope and Sequence plans linking to the Victorian Curriculum are developed by the curriculum teams.

Individual Education Plans are developed for target group students e.g. PSD students, Out of Home Care students, Aboriginal students, students with a diagnosed disability. Differentiation is documented in individuals' Work Programs in order to address the needs of students performing well above or well below the expected level.

The use of Information and Communications Technology (ICT) is integrated across the curriculum to support the improvement of teaching and learning outcomes.

Teaching and learning programs are resourced through Program Budgets.

### **Strategic Planning and Reporting to the Community**

The school's Strategic Plan sets out the school's direction, goals, targets and key strategies for improvement. The school's Annual Implementation Plan outlines incremental stages of the Strategic Plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report provides the community with information about the school's performance in implementing improvement strategies and how resources are used.

The leadership team is responsible to lead the development and implementation of a strategic plan for the integration of Victorian Curriculum initiatives.

### **Whole School Data**

Data informs curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan. Data is also used to determine student support options including those at risk, developing an Individual Learning Improvement Plans, provision of extra teaching support and/or referral for further assessments.

The leadership team analyse whole school data, cohort and/or individual data, and identify potential teaching and learning areas that require further focus. Student Performance Analyser is used as a means to analyse and evaluate data including Tier 1 (e.g. NAPLAN), Tier 2 (e.g. PAT), and Tier 3 (e.g.

Formative Assessments like Teacher Generated Tasks) level assessments. All data is triangulated and aligned with the Victorian Curriculum to ensure accuracy in teacher judgements

A variety of approaches are used to analyse data at an individual, group, cohort and/or school level. The leadership team works with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning. Teams of teachers work in Professional Learning Communities and use the FISO Improvement Cycle in order to track, plan and monitor students growth and achievement.

Data is reported in different ways according to the audience.

- **For students:** Feedback is given about current learning and areas for future learning. This will be done through student/teacher conferences and setting learning goals. The more immediate the feedback, the greater the impact.
- **For staff:** Both informal and formal data is used to inform planning and teaching on both a short and long term basis. Trend data also provides relevant information about the school's continuous improvement journey.
- **For parents:** Student reports, parent/teacher meetings and student led conferences will provide an opportunity for teachers to provide feedback regarding student achievement.
- **For community:** Student learning outcomes data is reported in the Annual Report to the School Community provided to DET, and also is available on the State Register maintained by the Victorian Registration and Qualifications Authority.

## Reporting and Assessment

The leadership team is responsible for overseeing reporting and assessment.

Assessment and reporting of student progress allows for a range of achievement. Student achievement is measured and reported to students, parents, Department of Education and the wider community against Victorian Curriculum Achievement Standards.

All staff are expected to adhere to the school wide assessment schedule, which is revised by the leadership team annually. Expectations are that assessment is formative and summative while being delivered in an ongoing fashion.

Written semester reports are completed twice per year end of term 2 and end of term 4. The purpose of reporting is to communicate to students and parents/carers the growth of student attainment and will provide recommendations which will assist the students' future learning.

School reports are intended for students and their parents/guardians, and includes involving parents and families in the learning process by providing them with feedback about their child's learning progress and strategies they may use to assist their child improve. Effective feedback assists the learner to reflect on their learning and their learning strategies so they can make adjustments to make better progress in their learning.

Other groups or individuals who require statements about a student's learning experiences will be provided with a school reference at the student's request.

The school will provided all required performance data to the Department of Education and the community by means of an Annual Report, as well as an Executive Summary of the performance data.



## **Excellence in Teaching and Learning**

The school expects, values and supports the highest standards of its staff and students. The programs and teaching methods aim to have students understand what and how they learn.

The Whole School Instructional model is used to support effective teaching and learning. The Model is used school wide to help increase student engagement and improve outcomes across curriculum areas.

Curriculum teams endeavour to provide programs that allow for a range of responses by individual students and which, as far as possible, allow for varying rates of progress. In order to achieve this, a significant aspect of the professional development plan will be devoted to improving the skills of teachers in achieving excellence of teaching and learning in mixed ability classrooms.

## **Professional Learning**

Whole school professional development opportunities are provided, as well as personal professional development plans developed that cater for the curriculum needs of each staff member and are developed in line with the school goals and priorities.

RRPS utilises DET policy and guidelines, online resources, internal and external expertise, mentoring, coaching, peer observation and one to one meetings to support staff to continually improve their method and practice of teaching.

All staff have a professional development plan that effectively meets the needs of the school curriculum teams and individual teachers. Excellence in teaching and learning will arise largely from school-based initiatives using the expertise and experience of classroom teachers.

Professional learning will arise largely but not exclusively from school based initiatives using the expertise and experience of classroom teachers. Implementation of curriculum will be a key performance indicator of each staff member's annual performance review.

Giving and receiving productive feedback is a key component of teaching practice improvement. All staff participate in the staff performance and development process in which goals are aligned with the school's Annual Implementation Plan and the Australian Institute of Teaching and School Leadership (AITSL) Standards.

## **Program Evaluation**

All curriculum programs are required to conduct an annual evaluation, the terms of which will be established by the Leadership Team. Expectations are that any changes to our curriculum structures for the following year are completed by the end of Term 3 in the preceding year.

Any changes to our structures must be approved by the leadership team. It will be expected that consultation will also have included students and RRPS families. Curriculum audits and review will inform future curriculum planning and implementation. The school's leadership team will oversee teacher practice and work to create a culture of learning, collaboration and continuous improvement.

## **REVIEW CYCLE AND EVALUATION**

This policy was last updated on 9<sup>th</sup> August 2021 and is scheduled for review in August 2022.

# DIGITAL LEARNING (INTERNET, SOCIAL MEDIA AND DIGITAL DEVICES)

**POLICY STATEMENT:**

**PREPARED BY:**

**REVIEWED:**

**CONSULTED:**

**DIGITAL LEARNING**

**DET**

**May 2023 (Nadine Mills)**

**24th July 2023**



## Help for non-English speakers

If you need help to understand the information in this policy please contact our Multicultural Aides.

## PURPOSE

To ensure that all students and members of our school community understand:

- (a) our commitment to providing students with the opportunity to benefit from digital technologies to support and enhance learning and development at school including our 1-to-1 personal device program.
- (b) expected student behaviour when using digital technologies including the internet, social media, and digital devices (including computers, laptops, tablets)
- (c) the school's commitment to promoting safe, responsible and discerning use of digital technologies, and educating students on appropriate responses to any dangers or threats
- (d) our school's policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet
- (e) the various Department policies on digital learning, including social media, that our school follows and implements when using digital technology
- (f) our school prioritises the safety of students whilst they are using digital technologies

## SCOPE

This policy applies to all students at Roxburgh Rise Primary School (RRPS).

Staff use of technology is also governed by the following Department policies:

- [Acceptable Use Policy for ICT Resources](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Digital Learning in Schools](#) and
- [Social Media Use to Support Student Learning](#).

Staff also follow our School's Acceptable Use Policy

## DEFINITIONS

For the purpose of this policy, "digital technologies" are defined as being any networks, systems, software or hardware including electronic devices and applications which allow a user to access, receive, view, record, store, communicate, copy or send any information such as text, images, audio, or video.

## POLICY

### Vision for digital technology at our school

The use of digital technologies is a mandated component of the Victorian Curriculum F-10.

Safe and appropriate use of digital technologies, including the internet, apps, computers and tablets, can provide students with rich opportunities to support learning and development in a range of ways.

Through increased access to digital technologies, students can benefit from learning that is interactive, collaborative, personalised, engaging and transformative. Digital technologies enable our students to interact with and create high quality content, resources and tools. It also enables personalised learning tailored to students' particular needs and interests and transforms assessment, reporting and feedback, driving new forms of collaboration and communication.

RRPS believes that the use of digital technologies at school allows the development of valuable skills and knowledge and prepares students to thrive in our globalised and inter-connected world. Our school's vision is to empower students to use digital technologies safely and appropriately to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.

## Personal Devices

RRPS operates a Bring Your Own Device (BYOD) program. Classes at our school are delivered with the use of iPads/tablets/notebook computers.

Parents/carers are invited to purchase or lease a device for their child to bring to school.

Students are invited to bring their own device to school each day to be used during class time for different learning activities. When bringing their own device to school, students should ensure that it:

- Is fully charged each morning
- Is brought to school in a protective case

Please note that our school does not have insurance to cover accidental damage to students' devices, and parents/carers are encouraged to consider obtaining their own insurance for their child's device.

Students, parents and carers who would like more information or assistance regarding our BYOD program are encouraged to contact the principal.

## Safe and appropriate use of digital technologies

- use online sites and digital tools that support students' learning, and focus our use of digital technologies on being learning-centred
- use digital technologies in the classroom for specific purpose with targeted educational or developmental aims
- supervise and support students using digital technologies for their schoolwork
- effectively and responsively address any issues or incidents that have the potential to impact on the wellbeing of our students
- have programs in place to educate our students to be safe, responsible and discerning users of digital technologies
- educate our students about digital issues such as privacy, intellectual property and copyright, and the importance of maintaining their own privacy and security online
- actively educate and remind students of our *Student Engagement* policy that outlines our School's values and expected student behaviour, including online behaviours
- have an Acceptable Use Agreement outlining the expectations of students when using digital technologies for their schoolwork
- use clear protocols and procedures to protect students working in online spaces, which includes reviewing the safety and appropriateness of online tools and communities and removing offensive content at the earliest opportunity
- educate our students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and other digital technologies
- provide a filtered internet service at school to block access to inappropriate content
- refer suspected illegal online acts to the relevant law enforcement authority for investigation

- support parents and carers to understand the safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates in our newsletter, information sheets, website/school portal and information sessions.

Distribution of school owned devices to students and personal student use of digital technologies at school will only be permitted where students and their parents/carers have completed a signed Acceptable Use Agreement.

It is the responsibility of all students to protect their own password and not divulge it to another person. If a student or staff member knows or suspects an account has been used by another person, the account holder must notify [insert relevant role/s, i.e. classroom teacher, the administration], immediately.

All messages created, sent or retrieved on the school's network are the property of the school. The school reserves the right to access and monitor all messages and files on the computer system, as necessary and appropriate. Communications including text and images may be required to be disclosed to law enforcement and other third parties without the consent of the sender.

Information on supervision arrangements for students engaging in digital learning activities is available in our Yard Duty and Supervision Policy.

### Social media use – SHOWBIE

Our school follows the Department's policy on [Social Media Use to Support Learning](#) to ensure social media is used safely and appropriately in student learning and to ensure appropriate parent notification occurs or, where required, consent is sought. Where the student activity is visible to the public, it requires consent.

Our school uses Showbie for students to showcase their work, where parents and peers can provide appropriate feedback and comments on the work undertaken in or relating to their learning. Parents are welcome to contact the Principal if they have any questions or concerns about students using this platform.

In accordance with the Department's policy on social media, staff will not 'friend' or 'follow' a student on a personal social media account or accept a 'friend' request from a student using a personal social media account unless it is objectively appropriate, for example where the student is also a family member of the staff.

If a staff member of our school becomes aware that a student at the school is 'following' them on a personal social media account, Department policy requires the staff member to ask the student to 'unfollow' them, and to notify the school and/or parent or carer if the student does not do so.

### Student behavioural expectations

When using digital technologies, students are expected to behave in a way that is consistent with RRPS's *Statement of Values, Student Wellbeing and Engagement* policy, and *Bullying Prevention* policy.

When a student acts in breach of the behaviour standards of our school community (including cyberbullying, using digital technologies to harass, threaten or intimidate, or viewing/posting/sharing of inappropriate or unlawful content), RRPS will institute a staged response, consistent with our policies, the age and developmental stage of the students involved and the Department's *Student Engagement and Inclusion Guidelines*.

Breaches of this policy by students can result in a number of consequences which will depend on the severity of the breach and the context of the situation. This includes:

- removal of device privileges
- removal of network access privileges
- removal of email privileges
- removal of internet access privileges

- removal of printing privileges
- other consequences as outlined in the school's *Student Wellbeing and Engagement* and *Bullying Prevention* policies.

## COMMUNICATION

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

- Available on the School's Website
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Included in our staff handbook/manual
- Made available in hard copy from the school office upon request

## REVIEW CYCLE

### POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	24th July 2023
Approved by	Principal
Next scheduled review date	July 2025

# Roxburgh Rise Primary School



## Student Digital Technologies Acceptable Use Contract Grade Foundation and Grade 1

### When I use digital technologies I:

<p>Protect personal information by being aware that my full name, photo, birthday, address, and phone number is personal information and not to be shared online.</p> <p>This means that I will:</p> <ul style="list-style-type: none"> <li>• not share my photo online</li> <li>• only use my first name or nickname if I send a message</li> <li>• not tell anyone my address or birth date</li> <li>• ask if I can take someone else's photo</li> </ul>	<p>Look after myself and others.</p> <p>This means that I will:</p> <ul style="list-style-type: none"> <li>• not share my friends photo online</li> <li>• tell my teacher if someone is unkind to me</li> <li>• only use the device as I have been told by my teacher</li> <li>• only tell my teacher or parents my password</li> <li>• tell my teacher or parent if I feel unsafe online</li> </ul>
<p>Communicate respectfully by thinking and checking that what I write or post is polite and respectful.</p> <p>This means that I will:</p> <ul style="list-style-type: none"> <li>• write nice things to other people</li> <li>• not make someone feel sad</li> <li>• tell an adult if I see anything that upsets me</li> </ul>	<p>Care for all items I use.</p> <p>This means that I:</p> <ul style="list-style-type: none"> <li>• use all items carefully</li> <li>• carry all items with two hands</li> <li>• only use items on a table or on my lap, do not leave them on the floor</li> </ul>



.....PLEASE CUT AND RETURN SLIP BELOW.....

### Student Statement of Behaviour

I understand and agree to comply with the terms of acceptable use and expected standards of behaviour set out within this agreement.

I understand that there are actions and consequences established within the school and that any breach of these conditions will result in internet and mobile technology access privileges being suspended or revoked.

### Parent/Guardian Agreement

I agree to:

- My child using the internet and devices at school.
- My child's first name and initial published in the school Newsletter or on educational websites.
- A photo or video of my child being published on RRPS' website or on password protected education websites.
- My child's work being published in the Newsletter or on password protected education websites.
- The school signing my child up to educational websites, e.g. Showbie.
- Contact the school if there is anything here that I do not understand. If there is a situation which concerns me, I will contact either the school or Net Alert Australia's Internet Safety advisory body on 1800 880 176.

This Acceptable Use Policy also applies to students during school excursions, camps and extra-curricula activities.

I understand the school will provide adequate supervision and that steps have been taken to minimise risk of exposure to unsuitable material. If you have any questions, or concerns about this, please don't hesitate to contact our Assistant Principals or your child's class teacher on 9305 4334.

Student name:	Student signature:
Class:	Date:

Parent name:	
Signature:	Date:

# Roxburgh Rise Primary School

## Student Digital Technologies

## Acceptable Use Contract

### Grade 2 - 6



Roxburgh Rise Primary School uses the internet as a teaching and learning tool. We see the internet as a valuable resource but acknowledge it must be used responsibly. Each student has been asked to agree to use the internet responsibly at school. The internet provides students with unprecedented opportunities to obtain information, engage in discussion, and liaise with individuals, organisations and groups worldwide so as to increase skills, knowledge and abilities. Parents should be aware that the nature of the internet means that full protection from inappropriate content can never be guaranteed.

### Student Contract

**When I use technology, both at school and at home I have responsibilities and rules to follow. I will agree to:**

- Be responsible whenever and wherever I use technology and support others by being respectful in how I talk to and work with them and never write or participate in online bullying (this includes forwarding messages and supporting others in hurtful online behaviour).
- Report to an adult if I feel unsafe or uncomfortable online or see a friend being unsafe or being made to feel uncomfortable by others.

**When I use the internet at school I have responsibilities and rules to follow. I agree to:**

- Keep myself and my friends safe, by not giving out personal details, including full names, telephone numbers, addresses and images.
- Not give out my password, to anyone other than my parents or teacher.
- Only work on the web for purposes specified by my teacher at school.
- Be respectful in how I talk and work with others online and never write or participate in online bullying.
- Use the equipment properly and not interfere with the work of another student.
- Not bring or download unauthorised programs, including games, to the school or run them on school devices.
- Not use a VPN while at school as this does not protect me from inappropriate sites being accessed.
- Not go looking for rude or offensive sites.
- Compose messages using only language I understand is acceptable in my school.
- Not respond to any messages that are unpleasant or that make me feel uncomfortable in any way. It is not my fault if I get a message like that.
- Do not respond to messages sent to me by a person I do not know.
- Do not use the internet to frighten or annoy or bully other people.
- Not login or use any form of social media while at school.
- Not use any form of social media accounts to bully or make others feel uncomfortable online.
- 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 my friends and I 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 not be able to access the internet at school if I do not act responsibly.

**When I use my mobile phone, I agree to:**

- Take full responsibility for it, and keep it stored safely under my teacher’s supervision during school time and only make or answer calls before or after school (See mobile phone school policy).
- Be responsible in my use and not use the device to find, create or send information that might be inappropriate or hurtful.
- Protect the privacy of others and never post private information about another person using sms messages.
- Only take photos and record sound or video when it is part of a class or lesson.
- Seek permission from individuals involved prior to taking photos, recording sound or videoing them (including teachers).
- Seek written permission from individuals involved prior to publishing or sending photos, recorded sound or video to anyone else or to any online space.
- Be respectful in how I talk to and work with others online and never write or participate in online bullying.
- Seek teacher permission before uploading any content to websites, blogs or other shared online spaces.

This Acceptable Use Policy also applies to students during school excursions, camps and extra-curricular activities.

I acknowledge and agree to follow these rules. I understand that my access to the Internet and mobile technology at school will be renegotiated or consequences will occur if I do not act responsibly.

**When I don't follow the above agreement, I could face any of the following consequences:**

- Have my personal or school device taken off me at the discretion of the Principal.
- Stay in at recess or lunchtime and complete a face up to it worksheet.
- Walk with a yard duty teacher at recess or lunch.
- Have a meeting with my parents/carers and appropriate teacher to discuss behaviour.



.....PLEASE CUT AND RETURN SLIP BELOW.....

**Student Statement of Behaviour**

I understand and agree to comply with the terms of acceptable use and expected standards of behaviour set out within this agreement.

I understand that there are actions and consequences established within the school and that any breach of these conditions will result in internet and mobile technology access privileges being suspended or revoked.

**Parent/Guardian Agreement**

I agree to:

- My child using the internet and devices at school.
- My child's first name and initial published in the Newsletter or on educational websites.
- A photo or video of my child being published on RRPS’ website or on password protected education websites.
- My child's work being published on Newsletter or on password protected education websites.
- The school signing my child up to educational websites, e.g. Showbie.
- All messages created, sent or retrieved on the school’s network are the property of the school.
- Contact the school if there is anything here that I do not understand. If there is a situation which concerns me, I will contact either the school or Net Alert Australia's Internet Safety advisory body on 1800 880 176.

This Acceptable Use Policy also applies to students during school excursions, camps and extra-curricula activities.

I understand the school will provide adequate supervision and that steps have been taken to minimise risk of exposure to unsuitable material. If you have any questions, or concerns about this, please don't hesitate to contact our Assistant Principals or your child's class teacher on 9305 4334.

Student name:	Student signature:
Class:	Date:

Parent name:	
Signature:	Date:

# STUDENT DRESS CODE

**POLICY STATEMENT:**

**Student Dress Code**

**PREPARED BY:**

**DET**

**REVIEWED:**

**Nadine Mills  
June 2022**

**APPROVED BY COUNCIL**

**Required**



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

School Councils must develop and review their student dress code in accordance with the Department's Student Dress Code policy guidance on the Department's Policy and Advisory Library, available at the following link: <https://www2.education.vic.gov.au/pal/student-dress-code/policy>

This will include ensuring your student dress code meets human rights and anti-discrimination requirements, includes exemption processes and addresses health and safety considerations. School Councils will also need to ensure they have properly consulted with the school community in developing/reviewing this student dress code. Guidance on consultation processes is available on the Policy and Advisory Library here: <https://www2.education.vic.gov.au/pal/student-dress-code/guidance/developing-and-reviewing-dress-codes>

## PURPOSE

The purpose of the Student Dress Code is to outline Roxburgh Rise's requirements for student dress and appearance and to provide information about uniform purchase and support, dress code implementation and exemption processes.

This dress code has been developed by Roxburgh Rise's School Council in close consultation with our school community to ensure that it respects the rights of individual students whilst reflecting the values and interests of our community.

The Student Dress Code aims to:

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

The School Council has developed a dress code that we believe provides a range of choices for students and is cost effective for families.

## SCOPE

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

## UNIFORM AND APPEARANCE

The range and choice of specified garments, their cost and availability will reflect the capacity of our families to provide them. The uniform will ensure students' comfort and safety whilst engaging in school activities.

### General Appearance

Acceptable school uniform will consist of an appropriate combination of the following:

- Navy blue **plain** track pants including straight leg or cuffed.
- **Plain** navy blue shorts or skorts.
- Royal blue windcheater & rugby top incorporating the school logo, with yellow stripe in collar
- Navy blue bomber / baseball jacket incorporating the school logo, with yellow stripe in collar
- Royal blue long or short sleeve polo shirt incorporating the school logo, with yellow stripe in collar.
- Royal blue, white, navy blue or yellow skivvy to be worn under polo top, windcheater or school dress (optional).
- Runners / black school shoes
- Roxburgh Rise Blue checked Gingham dress (purchased from PSW) with optional navy blue leggings, stockings or tights.
- Hijabs are to be plain and in navy blue, royal blue or white. It is recommended that hair ties also be restricted to these colours in order to match the school colours.
- It is recommended that raincoats and overcoats be in navy or royal blue.
- Grade 6 students will be given the opportunity to purchase special graduation windcheaters in school colours, to be ordered with payment at the end of year 5 for collection in year 6.

For health and safety reasons, earrings (other than studs or sleepers), thongs, open toe shoes or sandals and singlets, are not allowed. Necklaces are to be worn under clothing and children may be requested to remove them whilst playing sports.

Some team game uniforms will be supplied by the school for interschool sport.

NB. Soccer, Football, Netball. Students are encouraged to wear runners during sports and P.E. Football or soccer boots are only to be worn during interschool sport games.

All uniform clothing worn by children should be **clearly named**.

### Sun safety

School uniform hats must be worn outside from mid-August to 30 April and on any other day prescribed by the school. School uniform hats may also be worn outside of this time period, by parent or student choice.

- Navy Blue hats that provide sun protection, ie. Legionnaire or bucket hat

## PURCHASE OF UNIFORMS

Provision of school uniform supplies has been outsourced to PSW, which has a Uniform Shop at Unit 2/283, Rex Road, Campbellfield. This shop is open six days and provides a full range of Roxburgh Rise Primary School uniform supplies. Every 3 years School Council will re-tender to select suppliers to promote competition from other suppliers.

- A school uniform pricelist will be sent home upon enrolment and at request
- A manageable supply of school hats and library book bags will be available for purchase from the school office.
- Parents can also send in Uniform Orders via a standard order pro forma or order via the Internet on the PSW website.

### **Support for families experiencing difficulty**

Please contact the Principal or to discuss support that we may be able to provide to families experiencing difficulty meeting uniform costs, including information about eligibility for uniform support through State Schools' Relief. Further information about State Schools' Relief is also available on their website: <https://www.ssr.net.au/>

## IMPLEMENTATION

Roxburgh Rise Primary will ensure that this Student Dress Code is communicated to all families and students through our website and available in hard copy at the front office. We will assist students who may be experiencing difficulties complying with this policy where possible.

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

## EXEMPTIONS TO STUDENT DRESS CODE

We recognise that there may be situations where the application of this dress code may affect students unequally.

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

- an aspect of this code prevents the student from complying with a requirement of their religious, ethnic or cultural beliefs or background
- the student has a particular disability or health condition that requires a departure from the dress code
- the student or their parents/carers can demonstrate economic hardship that prevents them from complying with the dress code.

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

- consider the grounds for the exemption request

- explain the process to the student and/or their parents/carers
- encourage the student and/or their parents/carers to support their application with evidence.

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

## CONCERNS ABOUT THIS STUDENT DRESS CODE

Roxburgh Rise Primary welcomes feedback from the school community in relation to this Student Dress Code. If you have a concern or complaint about the Student Dress Code, further information about raising a concern or complaint is available in our school's *Parent Complaint Policy*, available on our website or in hard copy at the office.

## COMMUNICATION

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

- Available publicly on our school's website
- Reminders in our school newsletter
- Included in staff handbook/manual
- Included in transition and enrolment packs
- Hard copy available from school administration upon request

## FURTHER INFORMATION AND RESOURCES

- Roxburgh Rise Primary Parent Complaint Policy
- Roxburgh Rise Primary Student Wellbeing and Engagement Policy
- Department of Education and Training [Student Dress Code](#)
- Department of Education and Training [Student Engagement policies and guidelines](#).

## REVIEW CYCLE AND EVALUATION

Policy last reviewed	2022
School Council Approval	16th June 2022
Approved by	Chris Bozikas, Principal
Next scheduled review date	2025

# DUTY OF CARE POLICY

**POLICY STATEMENT:****PREPARED BY:****REVIEWED:****APPROVED BY COUNCIL****DUTY OF CARE****Sheryl Belle****May 2021 (Nadine Mills)****Not required**

## PURPOSE

The purpose of this policy is to explain to our school community the non-delegable duty of care obligations that all staff at Roxburgh Rise Primary School (RRPS) owe to our students and members of the school community who visit and use the school premises.

## POLICY

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

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

- Yard duty and Supervision
- Bullying Prevention
- Camps and Excursions
- First Aid
- Personal Property
- Child Safe Standards
- Emergency Management
- Volunteers
- Visitors
- Occupational Health and Safety

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

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

### External Providers

Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our *Visitors Policy* and *Camps and Excursions Policy* include information on the safety and care of our students when engaged with external providers. Our School will follow all applicable Department of Education and Training policy and guidelines in relation to off-site learning and will ensure that the safety and welfare of the

students engaging in these activities is paramount. The Department's guidelines in relation to Workplace Learning are available at the following link:

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

## FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide: [Duty of Care](#)
- School Policy and Advisory Guide: [Workplace Learning](#)
- Those listed in the Policy

## REVIEW CYCLE

This policy was last updated on 31 May 2021 (Approved by Council) and is scheduled for review in May 2024.



# ELECTRONIC FUNDS MANAGEMENT

## 2.2. POLICY STATEMENT:

**PREPARED BY:**

**REVIEWED:**

**APPROVED BY COUNCIL**

## ELECTRONIC FUNDS MANAGEMENT

**DET**

**February 2023 Nadine Mills/Tracey Daye**

**February 2023**



### Help for non-English speakers

If you need help to understand the information in this policy please contact Randa Kerbatieh Multicultural Aide.

## PURPOSE

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

## SCOPE

This policy applies to:

- all staff/responsible persons involved in management of funds transacted electronically
- all transactions carried out by Roxburgh Rise Primary School via the methods set out in this policy

## POLICY

Roxburgh Rise Primary School has developed this policy consistently with the [Schools Electronic Funds Management Guidelines](#) and [Section 4 Internal Controls](#) of the Finance Manual for Victorian Government schools.

## Implementation

- Roxburgh Rise Primary School council requires that all actions related to internet banking are consistent with The Department's [Schools Electronic Funds Management Guidelines](#).
- Roxburgh Rise Primary School council approves the use of Commbiz as the approved software for all internet banking activities as individual authority and security tokens are required.
- All payments through internet banking software must be consistent with Department requirements and must be authorised by the Principal and one other member of school council nominated by the school council.
- Roxburgh Rise Primary School will undertake maintenance and upgrading of hardware and software as required.
- Roxburgh Rise Primary School will ensure proper retention/disposal of all transaction records relating to accounts such as purchase orders, tax invoices/statements, vouchers, payroll listings and relevant CASES21 reports.

## EFTPOS

- The Principal of Roxburgh Rise Primary School, will ensure all staff operating the merchant facility are aware of security requirements. At our school, this includes: the Terminal will be turned off and secured in the main office area over night and on weekends/holidays.
- School council minutes must record which staff are authorised to process transactions.
- No “Cash Out” will be permitted on any school EFTPOS facility.
- Roxburgh Rise Primary School will process EFTPOS transactions via telephone or post.
- Roxburgh Rise Primary School will not refund through EFTPOS terminal.

## Direct Debit

- All direct debit agreements must be approved and signed by school council prior to implementation.
- The school council requires all suppliers to provide tax invoices/statements to the school prior to direct debiting any funds from the school’s account
- A direct debit facility allows an external source (Vic Super, Equigroup, Commonwealth Bank Westpac Bank. To a pre-arranged amount of funds from the school’s official account on a pre-arranged date. Any such payments will be authorised as appropriate and required.
- Roxburgh Rise Primary School will ensure adequate funds are available in the Official Account for the “sweep” of funds to the supplier.

## Direct Deposit

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

## BPay

Roxburgh Rise Primary school council will approve in writing the school council’s decision for the utilisation of BPAY.

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

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

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

## FURTHER INFORMATION AND RESOURCES

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

## POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2023
Approved by	School Council 23 February 2023
Next scheduled review date	February 2024

# FIRST AID POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**FIRSTAID**  
**Sheryl Belle**  
**April 2021 (Sonia Crockford)**  
**Not required**



## Help for non-English speakers

If you need help to understand the information in this policy please contact Randa Kerbatieh Multicultural Aide.

## PURPOSE

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

## SCOPE

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

- *Anaphylaxis Policy*
- *Asthma Policy*

## POLICY

From time to time Roxburgh Rise Primary School (RRPS) staff might need to administer first aid to students at school or school activities.

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

### Staffing

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

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

### First aid kits

RRPS will maintain:

- A major first aid kit which will be stored in the General Office with the evacuation kit.
- 10 portable first aid kits which may be used for excursions and camps. The portable first aid kits will be stored in sick bay
- Yard duty folders will contain a basic supply of first aid materials for minor injuries. Yard duty folders are located outside the staffroom.

Sonia Crockford, the First Aid Officer will be responsible for maintaining all first aid kits.

## Care for ill students

Students who are unwell should not attend school.

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

## First aid management

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

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

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

## FURTHER INFORMATION AND RESOURCES

*Health Care Needs, Administration of Medication, Anaphylaxis, Asthma Policies*

## REVIEW CYCLE

This policy was last updated on May 2021 and is scheduled for review in May 2024.

# HEALTH CARE NEEDS POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**HEALTH CARE NEEDS**  
**Sheryl Belle**  
**April 2021 (Sonia Crockford)**  
**Not required**

## PURPOSE

To ensure that Roxburgh Rise Primary School provides appropriate support to students with health care needs.

## OBJECTIVE

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

## SCOPE

This policy applies to:

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

## POLICY

This policy should be read with RRPS's *First Aid, Administration of Medication, Anaphylaxis and Asthma* policies

### Student health support planning

In order to provide appropriate support to students at RRPS who may need medical care or assistance, a Student Health Support Plan will be prepared by the First Aid Officer, Principal or Student Wellbeing Adviser in consultation with the student, their parents, carers and treating medical practitioners.

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

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

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

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

Note: Template health planning forms are available here:

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

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

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

Student Health Support Plans will be reviewed:

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

### Management of confidential medical information

Confidential medical information provided to RRPS to support a student will be:

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

### FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide:
  - [Health Care Needs](#)
  - [Health Support Planning Forms](#)
  - [Complex Medical Needs](#)

### REVIEW CYCLE

- This policy was last updated on April 2021 is scheduled for review in April 2024.

# HOMWORK POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**HOMWORK**  
**Sheryl Belle**  
**May 2021 (Nadine Mills)**  
**9<sup>th</sup> August 2021**

## PURPOSE

The purpose of this policy is to outline to students, parents/carers and staff Roxburgh Rise Primary School's (RRPS) expectations for homework and at-home learning.

## SCOPE

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

## POLICY

RRPS acknowledges that homework should be tailored and adapted to suit the personal and developmental needs of students.

Teachers at RRPS are encouraged to exercise their discretion in assigning tasks that are appropriate for their students and most likely to be meaningful. This may comprise of reading, practice exercises or extension assignments.

### Prep to Year 4

In the early years, the objective of homework should be to practise and consolidate the concepts that have been introduced during class time. It is also intended to introduce the concepts of self-discipline and responsibility and prepare them for the upper grades.

Assigned homework tasks will build on concepts explored in the classroom and encourage students to use their initiative by gathering additional information or materials.

Homework will mainly consist of daily reading to, with, or by parents/carer or older siblings.

Students are generally not expected to complete more than 30 minutes of homework per day and no homework tasks will be assigned over the weekends or during the holidays.

### Year 5 to Year 6

In the upper year levels, the objective of homework is to build on the concepts of self-discipline, responsibility and initiative to prepare students for secondary school.

Assigned homework tasks will include daily independent reading and may include extension assignments, class work, essays and research.

Students are generally not expected to spend more than 45 minutes per day on homework and no homework tasks will be assigned over the weekends or during the holidays.

### Shared expectations and responsibilities



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

RRPS will support students by:

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

Teachers at RRPS will:

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

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

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

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

- developing a positive and productive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- reading to them, talking with them and involving them in learning opportunities during everyday household routines and physical activity
- talking to teachers about any concerns they have about the homework
- attending the school events, productions or displays their child is involved in
- ensuring upper primary students keep a homework diary
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences

- linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community
- ensuring there is a quiet study area for students to complete their homework tasks.

### Support for students, parents and carers

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

### FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide:
  - [Homework Guidelines](#)
  - [Homework Expectations](#)

### REVIEW CYCLE

This policy was last updated on 9<sup>th</sup> August 2021 and is scheduled for review on the 9<sup>th</sup> of August 2024

# INCLUSION AND DIVERSITY POLICY

(includes Equal Opportunity and Sexual Harassment)

**POLICY STATEMENT:**

**PREPARED BY:**

**REVIEWED:**

**APPROVED BY COUNCIL**

**INCLUSION AND DIVERSITY**

**Sheryl Belle**

**May 2021 (Susan Banniester)**

**Not required**



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact Randa Kerbatieh Multicultural Aide.

## PURPOSE

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

## POLICY

### Definitions

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

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

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

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

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

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

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

## **Inclusion and diversity**

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

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

RRPS will:

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

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

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

## **Reasonable adjustments for students with disabilities**

RRPS also understands that it has a legal obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist students with disabilities to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. For more information about support available for students with disabilities, and communicating with us in relation to a student's disability, please refer to our school's *Student Wellbeing and Engagement* policy or contact the school's Program for Students with Disabilities Coordinator for further information.

## RELATED POLICIES AND RESOURCES

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

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

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

## REVIEW PERIOD

This policy was last updated May 2021 and is scheduled for review in May 2024.

# MOBILE PHONES – STUDENT USE

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**MOBILE PHONES – STUDENT USE**  
**Sheryl Belle**  
**June 2021 (Nadine Mills)**  
**9<sup>th</sup> August 2021**

## PURPOSE

To explain to our school community the Department's and Roxburgh Rise Primary School's (RRPS) policy requirements and expectations relating to students using mobile phones during school hours.

## SCOPE

This policy applies to:

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

## DEFINITIONS

**A mobile phone** is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network. "For the purpose of this policy, "mobile phone" refers to mobile phones and any device that may connect to or have a similar functionality to a mobile phone such as smart watches."

## POLICY

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

At RRPS:

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

### Personal mobile phone use

In accordance with the Department's [Mobile Phones Policy](#) issued by the Minister for Education, personal mobile phones must not be used at RRPS during school hours, including lunchtime and recess, unless an exception has been granted.

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

### Secure storage

Mobile phones owned by students at RRPS are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that RRPS does not have accident

insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items. Refer to the Department’s [Personal Goods policy.](#)

Where students bring a mobile phone to school, RRPS will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At RRPS students are required to store their phones in the teacher’s lockable desk shelf.

## Enforcement

Students who use their personal mobile phones inappropriately at RRPS may be issued with consequences consistent with our school’s existing student engagement policies *Student Wellbeing and Engagement* and/or *Child Safety Code of Conduct* or *Bullying Prevention* policies.]

At RRPS inappropriate use of mobile phones is **any use during school hours**, unless an exception has been granted, and particularly use of a mobile phone:

- in any way that disrupts the learning of others
- to send inappropriate, harassing or threatening messages or phone calls
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gyms
- during exams and assessments

## Exceptions

Exceptions to the policy:

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

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

### 1. Learning-related exceptions

Specific exception	Documentation
For specific learning activities (class-based exception)	Unit of work, learning sequence
For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty	Individual Learning Plan, Individual Education Plan

### 2. Health and wellbeing-related exceptions

Specific exception	Documentation
Students with a health condition	Student Health Support Plan

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

## **Camps, excursions and extracurricular activities**

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

### **Exclusions**

This policy does not apply to

- Out-of-School-Hours Care (OSHC)
- Out-of-school-hours events
- Wearable devices (that do not have mobile phone functionality)
- iPads and all other personal devices

## **RELATED POLICIES AND RESOURCES**

- RPS Personal Property Policy
- [Mobile Phones – Department Policy](#)
- [Personal Goods – Department policy](#)

## **REVIEW PERIOD**

This policy was last updated on 9<sup>th</sup> August 2021 and is scheduled for review on the 9<sup>th</sup> of August 2024



# PARENT PAYMENTS POLICY

## ONE PAGE OVERVIEW



### FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the requirements of the Curriculum. This includes the Victorian Curriculum F-10, the Victorian Certificate of Education (VCE) including the VCE Vocational Major and the Victorian Pathways Certificate.
- Schools may invite parents to make a financial contribution to support the school.



### PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

#### Curriculum Contributions

Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.

#### Other Contributions

Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.

#### Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



### FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



### SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

# PERSONAL PROPERTY POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**PERSONAL PROPERTY**  
**Sheryl Belle**  
**May 2021 (Nadine Mills)**  
**Not required**

## PURPOSE

To explain Roxburgh Rise Primary School's (RRPS) policy in relation to personal property and to ensure that special or valuable items of personal property are not brought to school.

## SCOPE

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

## POLICY

RRPS understands that staff and/or students may sometimes like to bring items of personal property to school.

The Department of Education and Training does not have insurance for personal property of staff, students and visitors. RRPS does not take responsibility for items of personal property that are lost, stolen or damaged at school or during school activities. Damage to personal property brought to school is the responsibility of the owner of that property.

RRPS encourages staff and students not to bring items of value to school, or to obtain appropriate insurance for such items.

If students bring items of value to school, they will be confiscated and stored securely at the School Office until the end of the day, when the items may be collected by the student and/or parent.

## RELATED POLICIES AND RESOURCES

- RPS Mobile Phone- Student Use Policy
- [Mobile Phones – Department Policy](#)
- [Personal Goods – Department policy](#)

## REVIEW CYCLE

This policy was last updated on 31 May 2021 and is scheduled for review in May 2024.

# PHILOSOPHY VISION, MISSION AND VALUES

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**PHILOSOPHY VISION, MISSION AND VALUES**  
**Nadine Mills**  
**March 2021 (Nadine Mills)**  
**9<sup>th</sup> August 2021**

## PURPOSE

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

## POLICY

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

The programs and teaching at Roxburgh Rise Primary support and promote the principles and practice of Australian democracy, including a commitment to:

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

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website and staff handbook.

## SCHOOL CONTEXT

Roxburgh Rise Primary School opened in January 2005 and is situated in Roxburgh Park, a residential suburb in the City of Hume, approximately 20km north of Melbourne CBD. The school is in the North Western Victoria Region and is a member of the Hume Schools' Network. The school has grown to an enrolment of 800+ students, the majority from non-English speaking backgrounds. The school currently employs 80 staff.

Roxburgh Rise Primary is a modern well equipped school with sixteen permanent multi-purpose teaching and learning areas, as well as twenty portable classrooms, eight of which are enclosed within a newly constructed Learning Gallery. Other impressive facilities include a music room, library, art and craft room, canteen, full sized gymnasium, community learning centre and comprehensive administration area. The school has been constructed with attractive, landscaped passive and playing areas, as well as modern sporting facilities.

Through its values of Respect, Inclusiveness, Support and Excellence, Roxburgh Rise Primary School is committed to providing students with opportunities to become successful lifelong-learners. We aim to provide a high quality, comprehensive curriculum that improves student learning in a safe, caring and challenging environment.

Our specialist programs include: Physical & Sport Education, Music, Visual Arts, Performing Arts, Science, Italian and EAL support. Extra-curricular activities such as choir, instrumental groups, gardening club, student lunchtime clubs, sporting activities and wellbeing programs enrich an already

engaging curriculum. ICT is integrated into the curriculum through our Digital Device program in the classrooms. Education Support Staff, including a Speech Pathologist, Student Wellbeing Officer/Psychologist, First Aid Officer and Integration and Multicultural Aides work with dedicated teaching staff to provide a happy and engaging learning environment that enables students to develop their social competencies, resilience and self-esteem. Student wellbeing is further enhanced through the implementation of the **Kids Matter** initiative which is a whole school approach to mental health and wellbeing.

Roxburgh Rise Primary School values the importance of family engagement and encourages the involvement of parents in their child’s learning. A Community Hub provides adult classes and facilitates playgroups enhancing our family and community partnerships. At Roxburgh Rise PS, we believe ‘every face has a place and every voice is valued’.

## VISION

To provide all students with opportunities to become successful life-long learners.

## MISSION

To provide a comprehensive curriculum that improves student learning in a safe, caring and challenging environment.

## VALUES

At Roxburgh Rise Primary School we value: Respect, Inclusiveness, Support, Excellence (R,I,S,E)

Value	What does it mean	What does it look like
Respect	We behave in ways that show care and consideration for others and our community.	<p><b>We demonstrate this by:</b></p> <ul style="list-style-type: none"> <li>• Treating everyone how we want to be treated</li> <li>• Adhering to the school expectations (link to school policy for uniform, attendance, etc.)</li> <li>• Listening to other people and valuing what they say</li> <li>• Being kind, caring, and friendly to each other</li> <li>• Looking after our equipment and resources</li> <li>• Always doing the right thing</li> <li>• Caring for our school</li> <li>• Setting a good example for others</li> </ul>
Inclusiveness	We accept and embrace everyone’s similarities and differences.	<p><b>We demonstrate this by:</b></p> <ul style="list-style-type: none"> <li>• Saying hello to everyone</li> <li>• Treating everyone equally</li> <li>• Letting everybody have a go</li> <li>• Making people feel like they belong</li> <li>• Learning about each other</li> <li>• Working together as a team</li> <li>• Trying new things</li> </ul>
Support	We are there for one another	<p><b>We demonstrate this by:</b></p> <ul style="list-style-type: none"> <li>• Helping each other</li> <li>• Sharing our things</li> </ul>

- Listening to everyone in our community
- Sharing our knowledge/resources/ideas/time
- Supporting each other in all we do
- Encouraging one another to do our best
- Asking 'how can I help you?'
- Asking for help when something is too hard

**We demonstrate this by:**

- Being proud and passionate about our learning
- Doing our BEST at all times
- Persisting in all we do
- Setting achievable goals for ourselves
- Recognising our strengths and areas for growth
- Being active learners and strive to improve our knowledge and skills
- Reflecting on and understanding how we learn best

Excellence We strive to do our personal best.

## BEHAVIOURAL EXPECTATIONS

Roxburgh Rise Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly

- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

## UNREASONABLE BEHAVIOURS

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

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

Unreasonable behaviour includes:

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

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

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

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

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

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

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

## FURTHER INFORMATION AND RESOURCES

*Student Wellbeing and Engagement Policy*

*Volunteers Policy*

*Visitors Policy*

## REVIEW CYCLE

This policy was last updated on 9<sup>th</sup> August 2021 and is scheduled for review on the 9<sup>th</sup> of August 2024

# PHOTOGRAPHING, FILMING & RECORDING STUDENTS

<b>POLICY STATEMENT:</b>	<b>PHOTOGRAPHING, FILMING AND RECORDING STUDENTS</b>
<b>PREPARED BY:</b>	<b>R. Szydowski</b>
<b>REVIEWED:</b>	<b>Feb, 2021 (Nadine Mills)</b>
<b>APPROVED BY COUNCIL:</b>	<b>N/A</b>

## PURPOSE

To explain to parents/carers how Roxburgh Rise Primary School will collect, use and disclose photographs, video and recordings of students, how parent/carer consent can be provided and how it can be withdrawn.

## SCOPE

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

## POLICY

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

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

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

Roxburgh Rise Primary School will use student images reasonably, appropriately and sensitively, consistent with our obligations under the Child Safe Standards and our school’s Child Safety Policy. If at any time a parent/carer or student has a concern about the use of any images they should contact the General Office or the student’s classroom teacher.

In addition to the processes outlined below, parents/carers can contact the office in writing by visiting or sending an email to: [roxburgh.rise.ps@edumail.vic.gov.au](mailto:roxburgh.rise.ps@edumail.vic.gov.au) at any time to withdraw their consent for any future collection, use or disclosure of images of their child. However:

- if the images have already been published and are in the public domain, it may not be possible for consent to be withdrawn.
- There may be occasions when the school will record whole of school or large group events [and make those recordings available to the school community through DVD sales etc], such as, the school concert, art show, sports events etc] and if your child participates, they may appear in these recordings which will be available to the whole school community.
- The school can still collect, use and disclose images in circumstances where consent is not required (see below for more information).



## Official school photographs

Each year, Roxburgh Rise Primary School will arrange for a professional photographer to take official school photographs of students. This will generally involve both class photos and individual photos being taken.

Official school photographs may be:

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

Roxburgh Rise Primary School will notify parents/carers in advance of the official school photographs being taken to give them an opportunity to decide whether their child will be included in the official school photographs.

Parents/carers who choose to opt-out of having their child participate in official school photographs must contact the General Office before the date photos are scheduled to be taken to advise that their child will not participate. There is no obligation on any parent or carer to purchase any photographs taken.

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

From time to time Roxburgh Rise Primary School may photograph, film or record students to use within the school community, including:

- in the school's communication, learning and teaching tools (for example, emails, classroom blogs or apps that can only be accessed by students, parents or school staff with passwords eg Compass, Class Dojo etc)
- for display in school classrooms, on noticeboards etc
- in the school's newsletter
- to support student's health and wellbeing (eg photographs of pencil grip to assist in OT assessments)

An Annual Consent Form and Collection Notice will be distributed to parents/carers on enrolment and also at the beginning of each school year.

Consent is obtained during the enrolment process via the enrolment form. Each year the school Community is notified of how RRPS uses personal information (including images) through the annual Privacy Collection Notice

## Images to be used or disclosed outside the school community

### External use or disclosure by the school

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

- on the school's website including in the school newsletter which is publicly available on the website

The Annual Consent Form and Collection Notice also covers these types of uses and will be distributed to parents/carers on enrolment and also at the beginning of each school year. We will notify you individually if we are considering using any images of your child for specific advertising or promotional purposes.

### Media

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

When our school receives such requests Roxburgh Rise Primary School will:

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

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

### **Other external collection, use or disclosure**

If there is a situation which will involve the collection, use or disclosure of images of students by or to third parties which is not otherwise covered by this policy, Roxburgh Rise Primary School will:

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

### **School performances, sporting events and other school approved activities**

Roxburgh Rise Primary School permits parents/carers, students and invited guests to photograph, film or record school performances, sporting events and other school-approved activities.

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

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

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

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

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

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

### **Staff use of personal devices**

School staff may use their own personal devices to capture images of students for reasonable and legitimate educational purposes. If this occurs, staff are expected to upload the images to the school database and delete the images from their device within two weeks of the images being captured.

### **FURTHER INFORMATION AND RESOURCES**

- RRPS Privacy Policy

- School Policy and Advisory Guide: [Photographing and Filming Students](#)

## **REVIEW CYCLE AND EVALUATION**

This policy was last updated on 14<sup>th</sup> of February 2021 and is scheduled for review in February 2024.

# SCHOOLS' PRIVACY POLICY

The Department of Education and Training (the Department) values your privacy and is committed to protecting information that schools collect.

All staff including contractors, service providers and volunteers of the Department, and all Victorian government schools (**schools**), must comply with Victorian privacy law and this policy.

In Victorian government schools, the management of 'personal information' and 'health information' is governed by the *Privacy and Data Protection Act 2014* (Vic) and *Health Records Act 2001* (Vic) (collectively, **Victorian privacy law**). In addition, the Department and Victorian government schools must comply with the *Victorian Data Sharing Act 2017*.

This policy explains how Victorian government schools collect and manage personal and health information, consistent with Victorian privacy law and other associated legislation.

## DEFINITIONS

**Personal information** is recorded information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information. The information or opinion can be recorded in any form. A person's name, address, phone number and date of birth (age) are all examples of personal information.

**Sensitive information** is a type of personal information with stronger legal protections due to the risk of discrimination. It includes information or opinion about an identifiable person's racial or ethnic origin, political opinions or affiliations, religious beliefs or affiliations, philosophical beliefs, sexual orientation or practices, criminal record, or membership of a trade union.

Personal and sensitive information is regulated in Victoria under the *Privacy and Data Protection Act 2014* (Vic).

**Health information** is information or opinion about an identifiable person's physical, mental or psychological health or disability. Health information is a type of personal information which, because of its sensitivity, also has different and stronger legal protections.

Health information is regulated in Victoria under the *Health Records Act 2001* (Vic).

*Note:* De-identified information about individuals can become personal information if it is re-identified or if it is at high risk of being re-identified, for example, if it is released to the public or is a small sample size.

## WHAT INFORMATION DO WE COLLECT?

Schools collect the following types of information.

- Information about students and their families provided by students, their families and others – for example, contact and enrolment details, health information, and parenting and access arrangements.
- Information about job applicants, staff, volunteers and visitors provided by job applicants, staff members, volunteers, visitors and others – for example, qualifications, working with children checks, teacher registration and banking details.
- Information about the activities of students, staff and families if they are on school grounds (for example captured through CCTV) or using school or departmental systems (such as school networks or school-acquired software).

## HOW DO WE COLLECT THIS INFORMATION?

Schools collect information in a number of ways, including:

- in person and over the phone: from students and their families, staff, volunteers, visitors, job applicants and others
- from electronic and paper documentation: such as job applications, emails, invoices, letters, and forms (such as enrolment, excursion, medical, specialist or consent forms)
- through school websites and school-controlled social media
- through online tools: such as apps and other software used by schools
- through any CCTV cameras located at schools
- through photographs, film and other recordings
- through polls, surveys and questionnaires

- and, in some cases, through authorised information sharing arrangements with other services.

### Collection notices

Schools provide families with a privacy collection notice (also known as a collection statement or privacy notice) on enrolment and on an annual basis to communicate:

- the reason for collecting information about families and students
- how the information is used and disclosed
- how to access, update and correct the information.

Schools may also send out ad hoc collection notices during the year, for example if they are adopting new technologies or processes.

### Consent processes

Consent is when someone voluntarily agrees for their information to be collected, used and/or shared within or outside the school or the Department.

Consent, when required, is sought in different ways and can be verbal, online or in writing, depending on the circumstances. There are many consent processes that may be applied during the school year.

Some consents are annual, for example the yearly photography consent process, while some will be for a specific purpose such as to collect information for a school event or use of a new software application.

When seeking consent for photographing students, schools apply the [Photographing, Filming and Recording Students Policy](#).

Health services conducted in schools use specific consent forms, which include consent for use and disclosure of health information. For example, schools use the [Student Support Services consent form](#) to access these services for students.

### Unsolicited information about people

Schools may receive information about you that they have taken no active steps to collect. If permitted or required by law, schools may keep records of this information. If not, they will destroy or de-identify the information when practicable, lawful and reasonable to do so.

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## WHY DO WE COLLECT THIS INFORMATION?

### Primary purposes of collecting information about students and their families

Schools collect information about students and their families when necessary to:

- educate students
- support students' social and emotional wellbeing, and health
- fulfil legal requirements, including to:
  - take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors (duty of care)
  - make reasonable adjustments for students with disabilities (anti-discrimination law)
  - ensure, as far as is reasonably practicable, the health and safety of people in school workplaces (occupational health and safety law)
- enable schools to:
  - communicate with parents about students' schooling matters and celebrate the efforts and achievements of students
  - maintain the good order and management of schools
- enable the Department to:
  - ensure the effective management, resourcing and administration of schools
  - fulfil statutory functions and duties
  - plan, fund, monitor, regulate and evaluate the Department's policies, services and functions
  - comply with reporting requirements
  - investigate incidents in schools and/or respond to any legal claims against the Department, including any of its schools.

## Primary purposes of collecting information about others

Schools collect information about staff, volunteers and job applicants:

- to assess applicants' suitability for employment or volunteering
- to administer employment or volunteer placement
- for insurance purposes, including public liability and WorkCover
- to fulfil various legal obligations, including employment and contractual obligations, occupational health and safety law and to investigate incidents
- to respond to legal claims against schools/the Department.

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## WHEN DO WE USE OR DISCLOSE INFORMATION?

Using and/or disclosing information refers to how it is utilised for a specific purpose, and how it is shared and/or made available to other individuals or organisations.

Schools use or disclose information consistent with Victorian privacy law and other associated legislation, including as follows:

- for a **primary purpose** – as defined above
- for a related **secondary purpose** that is reasonably to be expected – for example, to enable the school council to fulfil its objectives, functions and powers
- with **notice and/or consent** – for example, consent provided for the use and disclosure of enrolment details (the information collected will not be disclosed beyond the Department without consent, unless such disclosure is lawful)
- when the Department reasonably believes it is **necessary to lessen or prevent a serious threat** to:
  - a person's life, health, safety or welfare
  - the public's health, safety or welfare
- when **required or authorised by law** – including as a result of our anti-discrimination law, occupational health and safety law, child wellbeing and safety law, family violence law,

or reporting obligations to agencies such as the Department of Health and the Department of Families, Fairness and Housing and complying with tribunal or court orders, subpoenas, summonses or search warrants, and in some circumstances to meet our duty of care

- when required under the **Child and Family Violence Information Sharing Schemes**, with other Victorian schools and Victorian services to promote the wellbeing or safety of children, or to assess or manage family violence risk
- to investigate or report suspected **unlawful activity**, or when reasonably necessary for a specified **law enforcement** purpose, including the prevention or investigation of a criminal offence or seriously improper conduct, by or on behalf of a law enforcement agency
- as de-identified information, for **research or school statistics** purposes, or to inform departmental policy and strategy
- to establish or respond to a **legal claim**.

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## UNIQUE IDENTIFIERS

The Department assigns a unique identifier to every Victorian government school student in its student records system to enable schools to carry out their functions effectively. In addition, the Department uses a unique [Victorian Student Number](#) (VSN) assigned to each student by the Victorian Curriculum and Assessment Authority (VCAA) when they enrol in a Victorian government school, independent or Catholic school. The use of the VSN is regulated and can only be used as stipulated by legislation.

The Department also assigns international students a unique international student identifier number.

Other unique identifiers may be applied by schools.

Students undertaking vocational or university education can also register for a Federal Government issued and managed unique identifier, [Unique Student Identifier](#) (USI). The USI is used to create an online record of a student's recognised Australian training and qualifications. Students are required to have a USI before they can receive their qualification or statement of attainment.

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## STUDENT TRANSFERS

### Between Victorian government schools

When a student has been accepted at, and is transferring to, another Victorian government school, the current school transfers information about the student to that school. This may include copies of the student's school records, including any health information. Parental consent is not required for this.

This enables the new school to continue to provide for the education of the student, to support the student's social and emotional wellbeing and health, and to fulfil legal requirements.

### To and from Victorian non-government schools including Catholic schools

When a student has been accepted at, and is transferring to or from a non-government school in Victoria, the current school provides a transfer note from the student records system to the new school, with parental consent.

Additionally, the current school may share information with the new school to promote the wellbeing or safety of the student or to assess or manage family violence risk pursuant to the Information Sharing Schemes.

### To and from interstate schools

When a student has been accepted at and is transferring to or from a school outside Victoria, the current school provides a transfer note to the new school, with parental consent.

Further direction on information transfers between schools is available in the guidance under [Enrolment – Student transfers between schools](#).

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## NAPLAN RESULTS

NAPLAN is the national assessment for students in years 3, 5, 7 and 9, in reading, writing, language and numeracy.

Schools use NAPLAN data to evaluate their educational programs by analysing results for students who attended their school.

Victorian government schools can access student NAPLAN results from the student records system. When a student transfers to or from an independent, Catholic or interstate school, with parental consent, the school where the assessment was undertaken can provide a student's NAPLAN results to the new school.

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## RESPONDING TO COMPLAINTS

On occasion, Victorian government schools and the Department's central and regional offices receive complaints from parents and others. Schools and/or the Department's central or regional offices will use and disclose information as considered appropriate to respond to these complaints (including responding to complaints made to external organisations or agencies). More information about the process can be found in the [Complaints – Parents policy](#).

Complaints relating to the Department's International Student Program are managed according to the [ISP Complaints and Appeals Policy](#).

Complaints specifically about the Department's or a school's handling of personal information are managed according to the [privacy complaints process](#).

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## ACCESSING INFORMATION

All individuals, or their authorised representative(s), have a right to access, update and correct information that a school holds about them, providing access to information or records doesn't increase a risk to the safety of a child or children.

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## ACCESS TO STUDENT INFORMATION

Schools only provide school reports and ordinary school communications to students, parents, carers or others who have a legal right to that information. Requests for access to other student information or by others must be made by lodging a [Freedom of Information](#) (FOI) application through the Department's Freedom of Information Unit.

In some circumstances, an authorised representative may not be entitled to information about the student. These circumstances include when granting access would not be in the student's best interests or would breach our duty of care to the student, would be contrary to a mature minor student's wishes or would unreasonably impact on the privacy of another person.

Additionally, the Child and Family Violence Information Sharing Schemes allow prescribed organisations to share confidential information with each other to promote the wellbeing or safety of children, or to assess or manage family violence risk. Victorian schools and a range of other Victorian services fall under these schemes. For more information, refer to: [Information sharing and MARAM reforms](#)



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## ACCESS TO STAFF INFORMATION

School staff may first seek access to their personnel file by contacting the principal. Guidance on access to staff health information is available at: [Access to health information – Employees](#). If direct access is not granted, the staff member may request access through the Department's Freedom of Information Unit. Refer to [Freedom of information requests](#) for further information.

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## STORING AND SECURING INFORMATION

Victorian government schools take reasonable steps to protect information from misuse and loss, and from unauthorised access, modification and disclosure. They store all paper and electronic records securely, consistent with the Department's records management policy and information security standards. All school records are formally disposed of, or transferred to the State Archives (Public Record Office Victoria), as required by the relevant Public Record Office Victoria record Retention and Disposal Authorities. Refer to the [Records Management policy for Schools](#) for further information.

Victorian government schools are provided with tools and information to help them assess software and contracted service providers for privacy and information handling risk. Privacy Impact Assessments (PIAs) help schools to assess third party software used in a school that handles personal, sensitive or health information. Conducting PIAs helps schools to identify privacy and security risks, evaluate compliance with Victorian privacy laws and document actions required to manage any identified risks.

The European Union's (EU's) General Data Protection Regulation (GDPR) applies to international students from the EU. For queries, contact [international@education.vic.gov.au](mailto:international@education.vic.gov.au)

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## UPDATING YOUR INFORMATION

It is important that the information we hold about students, families and staff is accurate, complete and up to date. Please contact your school's general office when information you have provided to them has changed.

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## FOI AND PRIVACY

To make a FOI application contact:

### Freedom of Information Unit

Department of Education and Training  
2 Treasury Place, East Melbourne VIC 3002  
(03) 7022 0078

[foi@education.vic.gov.au](mailto:foi@education.vic.gov.au)

For more information about FOI, see <https://www.education.vic.gov.au/about/working/Pages/foi.aspx>.

If you have a query or complaint about privacy, please contact:

### Knowledge, Privacy and Records Branch

Department of Education and Training  
2 Treasury Place, East Melbourne VIC 3002  
(03) 8688 7967

[privacy@education.vic.gov.au](mailto:privacy@education.vic.gov.au)



# PURCHASING CARD POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**PURCHASING CARD POLICY**  
**DET**  
**February 2023 Nadine Mills/Tracey Daye**  
**February 2023**



## Help for non-English speakers

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## PURPOSE

To provide guidelines and processes to support Roxburgh Rise Primary School (RRPS), school council when establishing a Purchasing Card Program, whilst ensuring the school's procedures and internal controls are compliant with DET Policy and Guidelines.

## SCOPE

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

## POLICY

The current government contract is for a VISA Corporate Card issued by the Westpac Bank. RRPS will ensure the following are present:

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

### School council

The Principal and Business Manager are required to complete the Schools Purchasing Card online module available on LearnEd prior to establishing a facility at their school. New cardholders should also complete the module, additional information can be requested by emailing [schoolspurchasingcard@education.vic.gov.au](mailto:schoolspurchasingcard@education.vic.gov.au).

Roxburgh Rise Primary School Council will approve the implementation of a Purchasing Card Program, with appropriate card limits. These approvals will be formally minuted.

Roxburgh Rise Primary School's Principal and Roxburgh Rise School Council is responsible for monitoring of spending to ensure that the purchasing cards are being used in accordance with the Expenditure Management guidelines set out in Section 11 of the Finance Manual for Victorian Government Schools.

### Authorisation officer

Roxburgh Rise Primary School's Business Manager will be the authorisation officer.

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

- ensuring cardholders complete the School Purchasing Card online module
- briefing cardholders and ensuring they complete an *Undertaking by Cardholder* form

- approving expenditure
- monitoring transactions, statements and reports

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

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

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

### Card holder

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

Cardholders should complete the School Purchasing Card online module.

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

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

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

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

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

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

### FURTHER INFORMATION AND RESOURCES

On the Department's Policy and Advisory Library: [PAL Finance Manual – Financial Management in Schools](#)

- [Section 11 – Expenditure Management](#), Purchasing Card 11.7 School Purchasing Card resources, located on the Resources tab under the Banking sub-heading
- PAL [Procurement – Schools Policy](#)

### POLICY REVIEW AND APPROVAL

Policy last reviewed	23 February 2023
Approved by	School Council
Next scheduled review date	February 2024

# STUDENT WELLBEING AND ENGAGEMENT POLICY

**POLICY STATEMENT:  
PREPARED BY:  
REVIEWED:  
APPROVED BY COUNCIL:**

**STUDENT WELLBEING AND ENGAGEMENT  
DET  
1 June 2022 Susan Bannister  
Consultation Required**



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## **PURPOSE**

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

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

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

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

## **SCOPE**

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

## **CONTENTS**

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

## **POLICY**

## **1. School profile**

RRPS opened January 2005 and is situated in Roxburgh Park, a residential suburb in the City of Hume, approximately 20km north of Melbourne CBD. RRPS is a modern, well equipped school with sixteen permanent multi-purpose teaching and learning areas, as well as ten relocatable classrooms. Other facilities include a music room, library, art and craft room, canteen, full sized gymnasium, ICT centre and comprehensive administration area. The school has been constructed with attractive landscaped passive and playing areas, as well as modern sporting facilities.

The school officially opened with an enrolment of 114 students and by February of 2016, enrolment had grown to over 700, with students enrolling across all year levels. Enrolment numbers have remained steady over the past four years. Of the students currently at the school around 40% come from English speaking homes with 26 other language backgrounds represented. The predominant language groups are English, Assyrian, Arabic and Turkish. The Student Family Occupation density is approximately 0.70, which places the school toward the high end of socio-economic disadvantage, at about the 15<sup>th</sup> percentile of the State.

The school is student and curriculum focused. It strives for and encourages maximum achievement in all areas of teaching and learning and student wellbeing. Enrichment programs include camping, swimming, transition, excursions and interschool support. An art fair and school concert are significant whole-school events held every two years. Intervention programs such as Discovery Learning, Talk and Play, Perceptual Motor Program and Reading and Literacy Intervention aim to improve student educational outcomes. Speech pathologists and an occupational therapist provide both group and individual therapy and assessment. A registered psychologist fulfils the role of Student Wellbeing Officer and provides cognitive, social and emotional interventions. Disabled students are supported through the Program for Students with Disabilities. Integration aides and multicultural aides provide specialised and targeted support.

Through its mission and vision statements, RRPS is committed to providing all students with opportunities to become successful life-long learners and to provide a comprehensive curriculum that improves student learning in a safe, caring and challenging environment. It pursues this objective through presenting carefully planned and targeted programs that are designed to meet the needs of all students. A whole school social and emotional program, The Berry Street Education Model teaches students about skills for self-regulation and getting ready to learn. Students are encouraged to develop leadership skills through taking on roles with responsibility such as School Captains, Junior School Councillors, Peer Mediators and Buddies.

Parents are encouraged to communicate regularly with the school about their child's education and wellbeing and to visit the school both informally and formally. Parents play an essential role in ensuring their child attends school and shows positive behaviours whilst at school. The school relies heavily on parents to support the staff in establishing positive attitudes to learning and developing independence and responsibility in their students. Students who are living under difficult circumstances are supported with the assistance of the student wellbeing officer. Parents of these students are also offered support both emotionally and financially by being directed to the most suitable agency that can accommodate their needs.

## **2. School values, philosophy and vision**

RRPS's vision and Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Our school's vision is to provide all students with opportunities to become successful life-long learners. We believe that everyone has the ability to learn and reach excellence in a respectful, inclusive and supportive environment.

Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, inclusiveness, support and excellence at every opportunity.

Our Statement of Values is available online at: <http://www.roxburghrise-ps.vic.edu.au/our-school/vision-and-values/>

### **3. Wellbeing and engagement strategies**

RRPS has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

#### Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at RRPS use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at RRPS adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Learning Specialists, Assistant Principal and Principal whenever they have any questions or concerns.

- create opportunities for cross—age connections amongst students through school concerts, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Officer, School First Aid Officer, Learning Specialists, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students including the Berry Street Education Model.
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment

### Targeted

- each year group has a Learning Specialist, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as an additional point of contact for students who may need additional support
- all students identifying as Koorie or Torres Strait Islander will have an Individual Education Plan
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with a Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and Individual Education Plans
- all students in Out of Home Care will be appointed a Learning Mentor (at RRPS this role is undertaken by the classroom teacher), have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- our English as an Additional Language students are supported through our EAL program, and all culturally and linguistically diverse students are supported to feel safe and included in our school community
- we support learning and wellbeing outcomes from refugee backgrounds
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

### Individual

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)

- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

RRPS implements a range of strategies that support and promote individual engagement. These can include:

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

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

#### **4. Identifying students in need of support**

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

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families

- self-referrals or referrals from peers

## **5. Student rights and responsibilities**

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

Students have the right to:

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

Students have the responsibility to:

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

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



## **6. Student behavioural expectations and management**

Behavioural expectations of students, are grounded in our school's Statement of Values.

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

When a student acts in breach of the behaviour standards of our school community, RRPS will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to a Learning Specialist, Leading Teacher, Assistant Principal or Principal.
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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

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

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Roxburgh Rise Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## **7. Engaging with families**

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

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

- ensuring that all parents have access to our school policies and procedures, available at the school office
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- providing opportunities for parents and carers to attend Parent-Teacher Conferences
- including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

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

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Roxburgh Rise Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

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

## Further information and resources

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

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

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

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

## POLICY REVIEW AND APPROVAL

Policy last reviewed	1 June 2022
Consultation	Consultation with School Council 16th June 2022
Approved by	Chris Bozikas, Principal
Next scheduled review date	1 June 2024

# VISITORS POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**Visitors Policy**  
**DET**  
**Nadine Mills June 2022**  
**Consultation Recommended**



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## PURPOSE

To provide a safe and secure learning and teaching environment for students and staff by establishing processes to monitor and manage visitors to Roxburgh Rise Primary School.

## SCOPE

This policy applies to any visitors who may attend school grounds when the school is open for instruction and the front office is staffed between the hours of 8:30am to 4:30pm. Outside of these times, our front office is not staffed and this policy does not apply. The only visitors who are permitted on school grounds are parents/carers or their delegates who are dropping off or picking up students from Outside School Hours Care, school events such as parent teacher interviews, concerts, sport or other school activities, and community and other groups who have entered into contracts or agreements with the school to use school premises outside of school hours.

## DEFINITIONS

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

## POLICY

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

Roxburgh Rise Primary is not a public place. The principal has the authority to permit or deny entry to school grounds, and encourages all visitors to familiarise themselves with our school's *Statement of Philosophy, Mission, Vision and Values, Child Safety and Wellbeing Policy and Child Safety Code of Conduct*.

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

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

### Sign in procedure

All visitors to Roxburgh Rise Primary are required to report to the school office on arrival (see exceptions below in relation to parents/carers). Visitors must

- Record their name, signature, date and time of visit and purpose of visit using the Compass Kiosk.
- Provide proof of identification to office staff upon request
- Produce their valid Working with Children Clearance where required by this policy (see below)
- Wear a visitor’s sticker/lanyard at all times
- Follow instruction from school staff and abide by all relevant policies relating to appropriate conduct on school grounds including : Child Safety Code of Conduct, Sexual Harassment Policy, Workplace Bullying Policy, Statement of Philosophy. Mission, Vision and Values
- Return to the office upon departure, sign out and remove visitor’s sticker/lanyard

Roxburgh Rise Primary will ensure that our school’s Child Safety Code of Conduct is available and visible to visitors when they sign in.

### Working with Children Clearance and other suitability checks

For Working with Children Clearance (WWC Clearance) and other suitability check requirements relating to parents/carers and other volunteers working with students please see our Volunteers Policy.

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

In some circumstances, visitors to Roxburgh Rise Primary who are **not** engaged in child-related work will also be required to produce a valid WWC Check depending on the particular circumstances of their visit. For example, Roxburgh Rise Primary will require a valid WWC Check for:

- **visitors who will be working regularly with children** during the time they are visiting, even though direct contact with children is not a central part of their normal duties

- **visitors (e.g. contractors)**, who will regularly be performing work at the school and in circumstances where they will be performing their work in an area where they will be unsupervised and around children.

Further background checks, including references, may also be requested at the discretion of the principal.

Visitors who will be working in areas away from students (e.g. a visiting auditor who will be located in the front office with administration staff) or who will be supervised and accompanied by a staff member during their visit (e.g. a Member of Parliament, a journalist, a prospective parent on a school tour) will not be required to have a WWC Check.

Sworn Victoria Police officers or sworn Australian Federal Police officers are exempt from requiring a WWC Check, but may be asked to verify that they are sworn officers by providing proof of identification.

### Invited speakers and presenters

On occasion, Roxburgh Rise Primary may invite external speakers or providers to deliver incursions, presentations, workshops and special programs for our students. Consistent with Department of Education and Training requirements, Roxburgh Rise Primary will:

- ensure that the content of presentations and programs by external providers contributes to the educational development of our students and is consistent with curriculum objectives
- ensure that any proposed visit, programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular and is consistent with the values of public education, Department policies and the *Education and Training Reform Act 2006* (Vic). In particular, programs delivered by visitors are to be delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to:
  - elected government
  - the rule of law
  - equal rights for all before the law
  - freedom of religion, speech and association
  - the values of openness and tolerance
  - respect the range of views held by students and their families.

### Parent visitors

We understand that there may occasionally be a reason why a parent or carer may want to speak to or see their child at school, during school hours.

If there is a particular pressing or unavoidable issue that cannot wait until the end of the school day, we ask that parents or carers call the school office to make the request to speak to or see their child during school hours.

We also ask that parents avoid arranging to visit their children at school wherever possible, as this can cause inappropriate disruptions to the school day.

All parents or carers who visit our school during school hours, other than for the purposes of school pick ups and drop offs or for specific school events (eg parent teacher interviews, concerts, assemblies etc), are required to sign in as a visitor at the school office.

Parents or carers who are prohibited from entering the school under a court order or direction of the Principal are not permitted to visit the school. Our school maintains and provides office staff with a list of restricted parents/carers which may include identifying photographs and any other information as required.

## Other visitors

All business operators, tradespeople and other visitors attending the school to conduct work must report to the school office upon arrival for instruction and follow the sign in procedure outlined above.

## COMMUNICATION

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

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

## RELATED POLICIES AND RESOURCES

- RRPS Statement of Philosophy Mission, Vision and Values
- Volunteers Policy
- Statement of Commitment to Child Safety/Child Safety policy
- Child Safety Code of Conduct

Department policies:

- Child Safe Standards
- Visitors in Schools
- Contractor OHS Management

## REVIEW PERIOD

This policy was last updated on June 2022 was consulted at School Council on 16th June and is scheduled for review on the June 2024

# VOLUNTEERS POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**VOLUNTEERS**  
**DET**  
**June 2022 Nadine Mills**  
**Consultation Recommended**



## **Help for non-English speakers**

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## PURPOSE

To outline the processes that Roxburgh Rise Primary School (RRPS) will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

## SCOPE

This policy applies to the recruitment, screening, supervision and management of all people who volunteer at our school.

## DEFINITIONS

*Child-connected work:* work authorised by the school governing authority/provider of a school boarding services and performed by an adult in a school or school boarding premises environment while children are present or reasonably expected to be present.

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

*Closely related family member:* parent, carer, parent/carer's spouse or domestic partner, stepparent, parent/carer's mother or father in-law, grandparent, uncle or aunt, brother or sister, including step or half siblings.

*Volunteer worker:* A volunteer school worker is a person who voluntarily engages in school work or approved community work without payment or reward.

*School work:* School work means:

- Carrying out the functions of a school council
- Any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
- Any activity carried out for the welfare of the school at the request of the principal or school council
- Providing assistance in the work of any school or kindergarten



- Attending meetings in relation to government schools convened by any organisation which receives government financial support

This is a broad definition and means that volunteers who participate in school community activities, such as fundraising and assisting with excursions, are legally protected (ie indemnified) from action by others in the event of an injury or accident whilst they are performing volunteer school work in good faith.

## POLICY

RRPS is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. It also recognises the valuable contribution that volunteers provide to our school community and the work that we do.

The procedures set out below are designed to ensure that RRPS's volunteers are suitable to work with children and are well-placed to make a positive contribution to our school community.

### Becoming a volunteer

Members of our school community who would like to volunteer are encouraged to speak to their child's classroom teacher, the Assistant Principal or the office staff for further information. Training may be required before commencement of any volunteer work.

### Suitability checks including Working with Children Clearance

#### ***Working with students***

RRPS values the many volunteers that assist in our classrooms, excursions, school concerts, other events and programs. To ensure that we are meeting our legal obligations under the *Child-related work: As defined by the Worker Screening Act 2020 (Vic)*, and the Child Safe Standards, RRPS is required to undertake suitability checks which may include a Working with Children Clearance, proof of identity, work history involving children and/or reference checks.

Considering our legal obligations, and our commitment to ensuring that RRPS is a child safe environment, we will require volunteers to obtain a WWC Check and produce their valid card to the office, in which a photocopy of the card will occur and stored on file for verification in the following circumstances:

- **Volunteers who are not parent/family members** of any student at the school are required to have a WWC Check if they are engaged in child-related work regardless of whether they are being supervised.
- **Parent/family volunteers** who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is **not** participating, or does not ordinarily participate in, the activity.
- **Parent/family volunteers** who assist with excursions (including swimming), camps and similar events, regardless of whether their own child is participating or not.

- **Parent/family volunteers** who regularly assist in school activities, regardless of whether their own child is participating or not
- **Parent/community School Council members** sitting on School Council with student School Council members, regardless of whether their own child is a student member or not

In addition, depending on the nature of the volunteer work, our school may ask the volunteer to provide other suitability checks at its discretion (for example, references, work history involving children and/or qualifications). Proof of identity may also be required in some circumstances.

### ***Non child-related work***

On some occasions, parents and other members of the school community may volunteer to do work that is not child-related. For example: school council, participating in sub-committees of school council, Art's Show coordination, during which children will not be, or would not reasonably be expected to be, present.

At RRPS volunteers for this type of work will still be required to provide a valid WWC.

### **Training and induction**

Under the Child Safe Standards volunteers must have an appropriate induction and training in child safety and wellbeing.

To support us to maintain a child safe environment, before engaging in any work where children are present or reasonable likely to be present, volunteers must familiarise themselves with the policies, procedures and code of conduct referred to in our Child Safety Induction Pack and ensure the actions and requirements in these documents are followed when volunteering for our school.

Depending on the nature and responsibilities of their role, RRPS may also require volunteers to complete additional child safety training.

### **Management and supervision**

Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety and Wellbeing Policy and our Statement of Philosophy, Vision, Mission & Values.

Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's policies relating to Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying.

The principal (or their nominee) will determine the level of school staff supervision required for volunteers, depending on the type of work being performed, and with a focus on ensuring the safety and wellbeing of students.

The principal has the discretion to make a decision about the ongoing suitability of a volunteer worker and may determine at any time whether or not a person is suitable to volunteer at RRPS.

may determine at any time whether or not a person is suitable to volunteer at Example School.

### Privacy and information-sharing

Volunteers must ensure that any student information they become aware of because of their volunteer work is managed sensitively and in accordance with the Schools' Privacy Policy and the Department's policy on Privacy and Information Sharing.

Under these policies, student information can and should be shared with relevant school staff to:

- support the student's education, wellbeing and health;
- reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors;
- make reasonable adjustments to accommodate the student's disability; or
- provide a safe and secure workplace.

Volunteers must immediately report any child safety concerns that they become aware of to a member of staff to ensure appropriate action. There are some circumstances where volunteers may also be obliged to disclose information to authorities outside of the school such as to Victoria Police. For further information on child safety responding and reporting obligations refer to: Child Safety Responding and Reporting Obligations Policy and Procedures.

### Records management

While it is unlikely volunteers will be responsible for any school records during their volunteer work, any school records that volunteers are responsible for must be provided to the Principal/Business Manager to ensure they are managed in accordance with the Department's policy: Records Management – Schools.

### Compensation

#### *Personal injury*

Volunteer workers are covered by the Department of Education and Training's Workers Compensation Policy if they suffer personal injury in the course of engaging in school work.

#### *Property damage*

If a volunteer worker suffers damage to their property in the course of carrying out school work, the Minister (or delegate) may authorise such compensation as they consider reasonable in the circumstances. Claims of this nature should be directed to the principal who will direct them to the Department's Legal Division.

#### *Public liability insurance*

The Department of Education and Training's public liability insurance policy applies when a volunteer worker engaged in school work is legally liable for:

- a claim for bodily injury to a third party
- damage to or the destruction of a third party's property.

## COMMUNICATION

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

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

## RELATED POLICIES AND RESOURCES

Please refer to:

- RRPS Statement of Philosophy, Vision, Mission & Values
- Child Safety Standards
- Equal Opportunity and Anti-Discrimination
- Sexual Harassment
- Volunteers in Schools
- Volunteer OHS Management
- Working with Children and Other Suitability Checks for School Volunteers and Visitors
- Workplace Bullying

## REVIEW CYCLE

This policy was last updated June 2022, consulted at School Council on June 16th 2022 and is scheduled for review in June 2024

# YARD DUTY AND SUPERVISION POLICY

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL**

**YARD DUTY AND SUPERVISION**  
**DET**  
**May 2023 Nadine Mills**  
**Not Applicable**



## Help for non-English speakers

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

## PURPOSE

To ensure school staff understand their supervision and yard duty responsibilities.

## SCOPE

This policy applies to all teaching and non-teaching staff at Roxburgh Rise Primary School (RRPS), including education support staff, casual relief teachers and visiting teachers.

## POLICY

Appropriate supervision is an important strategy to monitor student behaviour and enables staff to identify and respond to possible risks at school as they arise. It also plays a vital role in helping schools to discharge their duty of care to students.

The Principal is responsible for ensuring that there is a well organised and responsive system of supervision and yard duty in place during school hours, before and after school, and on school excursions and camps and other school activities.

School staff are responsible for following reasonable and lawful instructions from the Principal, including instructions to provide supervision to students at specific dates, time and places. **Supervision should be undertaken in a way that identifies and mitigates risks to child safety.**

### Before and after school

RRPS's grounds are supervised by school staff for before school from 8.45am until 9.00am and after school from 3.30pm until 3.45pm. Outside of these hours, school staff will not be available to supervise students. The school will regularly inform parents/carers of the precise times during which the school's grounds will be monitored (e.g. in the school newsletter each term).

Parents and carers should not allow their children to attend RRPS outside of these hours. Families are encouraged to contact Camp Australia on 1300 105 343 or refer to [www.campastralia.com.au](http://www.campastralia.com.au) for more information about the before and after school care facilities available to our school community.

If a student arrives at school before supervision commences at the beginning of the day, the principal or nominee staff member will, as soon as practicable, follow up with the parent/carers to:

- advise of the supervision arrangements before school

- request that the parent/ carer make alternate arrangements.

If a student is not collected before supervision finishes at the end of the day, the principal or nominee staff member will consider whether it is appropriate to:

- attempt to contact the parents/carers
- attempt to contact the emergency contacts
- place the student in an out of school hours care program (if available)
- contact Victoria Police and/or the Department of Health and Human Services (Child Protection) to arrange for the supervision, care and protection of the student.

School staff who are rostered on for before or after school supervision must follow the processes outlined below.

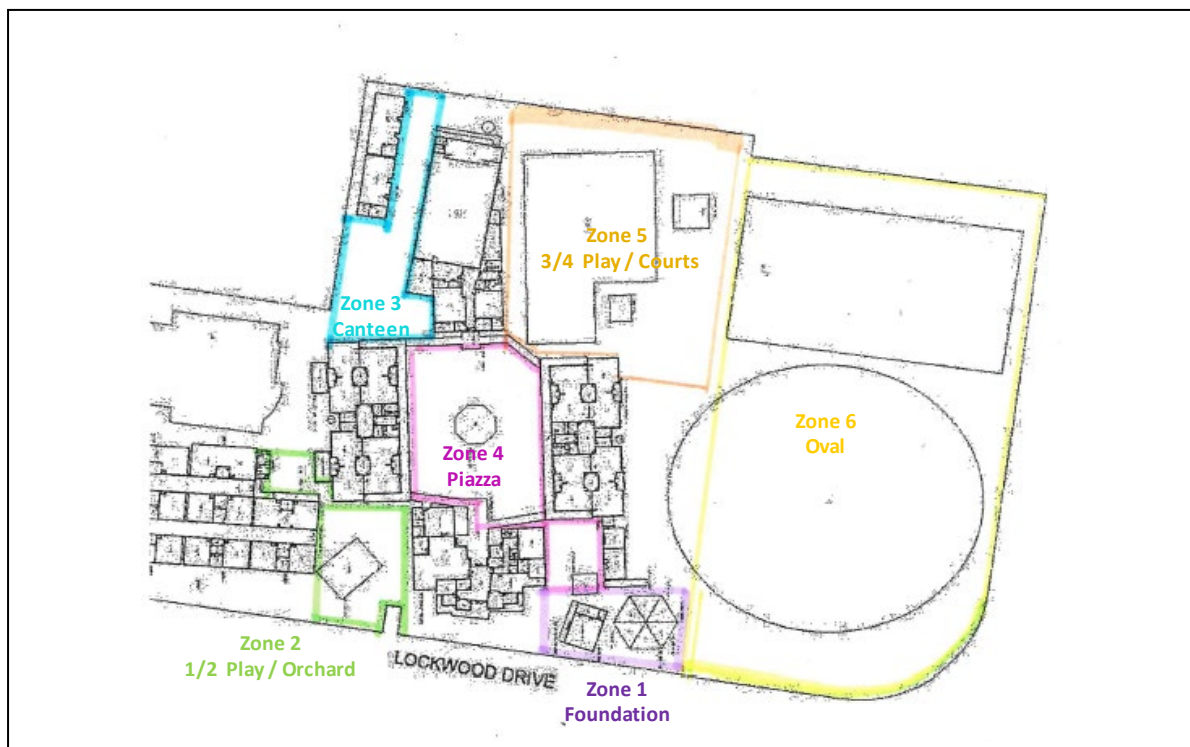
### Yard duty

All staff at RRPS are expected to assist with yard duty supervision and will be included in the weekly roster.

The principal or CRT/timetable coordinator is responsible for preparing and communicating the yard duty roster on a regular basis. At RRPS, school staff will be designated a specific yard duty area to supervise.

The designated yard duty areas for our school as at Term 2, 2023)

<b>Zone</b>	<b>Area</b>
Zone 1	Foundation Playground
Zone 2	Grade 1/2 Playground / Orchard
Zone 3	Canteen
Zone 4	Piazza
Zone 5	Grade 3/4 Playground / Courts
Zone 6	Oval



School staff must:

- wear a provided safety/hi-vis vest whilst on yard duty. Safety/hi-vis vests will be stored entry to staff room.
- carry the yard duty first aid bag at all times during supervision. The yard duty first aid bag will be stored near the entry to the staffroom
- Be familiar with the yard duty information pack containing student health and safety information stored in the yard duty first aid bag
- Yard duty equipment must be returned after the period of supervision or handed to the relieving staff member.

### Yard duty responsibilities

Staff who are rostered for yard duty must remain in the designated area **until they are replaced by a relieving teacher.**

During yard duty, supervising staff must:

- wear a provided safety/Hi Vis vest while on Yard Duty
- Carry a yard duty bag
- methodically move around the designated zone ensuring active supervision of all students
- where safe to do so, approach any unknown visitor who is observed on school grounds without a clear legitimate purpose, and ensure they have a visitor pass and have signed in (excluding drop off and collection periods)
- be alert and vigilant
- intervene immediately if potentially dangerous or inappropriate behaviour is observed in the yard
- enforce behavioural standards and implement appropriate consequences for breaches of safety rules, in accordance with any relevant disciplinary measures set out in the *RRPS Student Engagement and Wellbeing policy* and the *RRPS Behaviour Support Process*
- ensure that students who require first aid assistance receive it as soon as practicable
- log any incidents or near misses as appropriate on Compass and OR Edusafe

If being relieved of their yard duty shift by another staff member (for example, where the shift is 'split' into 2 consecutive time periods), ensure that a brief but adequate verbal 'handover' is given to the next staff member in relation to any issues which may have arisen during the first shift and hand the Yard Duty equipment to the relieving staff member to return this to after the supervision period.

If the supervising staff member is unable to conduct yard duty at the designated time, they should contact the office with as much notice as possible prior to the relevant yard duty shift to ensure that alternative arrangements are made.

If the supervising staff member needs to leave yard duty during the allocated time, they should contact the office but should not leave the designated area until the relieving staff member has arrived in the designated area.

If a relieving or next staff member does not arrive for yard duty, the staff member currently on duty should notify the office and not leave the designated area until a replacement staff member has arrived.

Students will be encouraged to speak to the supervising yard duty staff member if they require assistance during recess or lunchtime.

## Classroom

The classroom teacher is responsible for the supervision of all students in their care during class.

If a teacher needs to leave the classroom unattended at any time during a lesson, they should first contact the front office for assistance. The teacher should then wait until another staff member has arrived at the classroom to supervise the class prior to leaving.

## School activities, camps and excursions

The principal and leadership team are responsible for ensuring that students are appropriately supervised during all school activities, camps and excursions, including when external providers are engaged to conduct part or all of the activities. Appropriate supervision will be planned for special school activities, camps and excursions on an individual basis, depending on the activities to be undertaken and the level of potential risk involved, and will follow the supervision requirements in the Department of Education and Training Excursions Policy.

## Digital devices and virtual classroom

RRPS follows the Department's [Cybersafety and Responsible Use of Technologies Policy](#) with respect to supervision of students using digital devices.

RRPS will also ensure appropriate supervision of students participating in remote and flexible learning environments while on school site. In these cases, students will be supervised in designated areas determined by the number of students onsite e.g. Library or classroom.

While parents are responsible for the appropriate supervision of students accessing virtual classrooms from home:

- student attendance will be monitored daily by the classroom teacher
- any wellbeing or safety concerns for the student will be managed in accordance with our usual processes – refer to our Student Wellbeing and Engagement Policy and our Child Safety Responding and Reporting Policy and Procedures for further information.



Students requiring additional supervision support

Sometimes students will require additional supervision, such as students with disability or other additional needs. In these cases, the Principal or delegate will ensure arrangements are made to roster additional staff as required. This may include on yard duty, in the classroom or during school activities.

Supervision of student in emergency operating environments

In emergency circumstances our school will follow our Emergency Management Plan, including with respect to supervision.

In the event of any mandatory period of remote or flexible learning our School will follow the operations guidance issued by the Department.

## COMMUNICATION

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

- Available on the school website
- Included in staff induction processes
- Discussed at staff briefings or meetings, as required
- Included in our staff handbook
- Made available in hard copy from the administration office upon request

## FURTHER INFORMATION AND RESOURCES

- the Department's Policy and Advisory Library (PAL):
  - [Child Safe Standards](#)
  - [Cybersafety and Responsible Use of Technologies](#)
  - [Duty of Care](#)
  - [Excursions](#)
  - [Supervision of Students](#)
  - [Visitors in Schools](#)

## REVIEW CYCLE

### POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Approved by	Principal
Next scheduled review date	May 2025

This policy will also be updated if significant changes are made to school grounds that require a revision of RRPS's Yard Duty and Supervision Policy.

# ENGLISH AS AN ADDITIONAL LANGUAGE AND DIALECTS

**POLICY STATEMENT:**

**ENGLISH AS AN ADDITIONAL LANGUAGE AND DIALECTS**

**PREPARED BY:**

**C. Bozikas P. Kai, G. Ozbilgin Aydin, R. Dabboucy, R. Kerbatieh**

**REVIEWED:**

**April 2021 Rose Caruso, Leanne Hainslin, Peter Hodson**

**APPROVED BY COUNCIL:**

## **RATIONALE:**

All students have the right to be taught to communicate effectively in Standard Australian English, to understand how the English language works, to think in and learn through English and to be given access to the cultural understandings it carries. In addition, it provides students with opportunities for social interaction with their peers, teachers and the wider community through the use of English language. EAL Learners are not only learning Standard Australian English but are expected to learn in and through English across the curriculum. We recognise the importance of plurilingualism, acknowledging, celebrating and building upon their own cultural heritage to support their English language acquisition.

## **AIM:**

To develop the English language skills, knowledge and concepts of students who are learning English as an Additional Language (embracing plurilingualism), to enable students to make a successful transition to further education and fully participate in the wider community. Students will be empowered through their developing skills in Standard Australian English (the language used in the key institutions of Australia).

## **GUIDELINES:**

1. An EAL student is defined as one who has come from a Language Background Other Than English, and requires additional support in learning English as an additional language. This can include migrants, refugees or international students. Funding is allocated to schools to provide EAL programs for students who:
  - come from a language background other than English
  - speak a language other than English at home as their main language
  - have been enrolled in an Australian school for less than five years
  - attract Student Resource Package (SRP) funding
  - were born in Australia of migrant parents who enter school with little or no English
  - have had all or some of their schooling in Australia, and whose home background includes at least one language other than English
2. Roxburgh Rise Primary School (RRPS) is a culturally diverse learning community that values the languages and cultures of its members. The majority of our students have a Language Background Other Than English (LBOTE). The languages spoken by our students include

Arabic, Assyrian, Turkish and Urdu. Many students already have proficiency in multiple languages.

3. All educators at RRPS are responsible for meeting the language learning needs of the EAL students in their classes.
4. Teachers facilitate culturally inclusive classroom environments, teach English language programs and provide assessment opportunities to enable students to access their learning needs.
5. EAL specialists will provide staff with ongoing professional development throughout the year in either Whole School Forums, Workshop Models or modelling within classrooms. The EAL specialists will attend relevant professional development as it arises and inform interested staff about upcoming professional development opportunities.
6. Multicultural Education Aides (MEAs) and Educational Support Staff (ESs) work with new arrival/first phase EAL students in small groups where possible, to assist students to complete tasks assigned by the teacher. In addition, new arrival students will receive explicit instructions on the oral language required to function effectively within the school environment.
7. School administration staff, the school's Wellbeing Officers, Allied Health personnel and teaching staff are responsive to diversity among students, and endeavour to communicate effectively and appropriately with EAL students and their families.
8. The School will follow an agreed enrolment process:
  - a. Parents complete RRPS Student Enrolment Information form (with school administration staff, interpreter).
  - b. A member of the EAL team will then conduct a pre-admission interview with prospective students and their guardians/parents at which time a detailed EAL profile will be completed.
  - c. Copies of the EAL profiles will be distributed to relevant EAL specialists, the classroom teacher and admin staff as soon as possible.
  - d. Student information will be forwarded to language school personnel who will conduct appropriate interviews and assessments in order to determine a students' suitability for enrolment at language school (Attendance at the language school will be subject to available vacancies. Children may need to be placed on a waiting list)
  - e. EAL Leader to enter EAL student information onto SPA.
9. Teachers will use the student profile to familiarise themselves with the child's social, cultural and linguistic background in order to create an English Language Program (ELP) in consultation with EAL specialists. Initial emphasis should focus on oral language.
10. When looking at English language proficiency, it is crucial to determine how children are able to use English. The demands of social interaction are much less than those of the academic English used in the classroom. The demands of speaking and listening are different from those for reading and writing." (taken from *New Arrivals Excellence Programme Guidance Primary and Secondary- National Strategies 2007*). All teachers at RRPS need to ensure that they provide opportunities for students to develop both social and academic language necessary to function in the classroom and school.

11. In consultation with the EAL specialist, classroom teachers will conduct initial assessments of listening, speaking, reading, writing and mathematical skills, to determine the student's level of English as well as the student's levels of achievement across the curriculum. These assessments can include:
  - informal assessment (eg. chatting with student about weekend, drawing, story)
  - observing the student in different settings (eg. classroom, specialist, playground)
  - formal assessment (eg. letter name/sound recognition, Oxford Words, Fountas & Pinnel running records, English Online Interview, Maths Online Interview etc.)
  - previous school records (if they have had prior schooling)
  - assessing knowledge and understanding in mathematics, science etc. through the child's first language
12. Students will be assessed throughout the year according to the RRPS assessment schedule.
13. The EAL Curriculum will be used for monitoring student progress throughout the year and to inform teachers of the individual needs of the EAL student for future planning. New arrival/first phase ELPs to be reviewed at the end of each term.
14. All EAL students will receive an EAL report each semester, using the current EAL curriculum. This curriculum is the fairest way of assessing the EAL student. Progress across the stages is not time or age defined. The EAL curriculum provides a detailed explanation of the process of English language acquisition and enables the teacher to more effectively monitor and plan for the student's learning needs. The EAL student is eligible to be assessed using the EAL curriculum for up to 7 years. Classroom teachers will enter EAL data onto the school's central database.
15. Before an EAL student is transferred to a Victorian Curriculum English report, student progress must be tracked against the Victorian Curriculum for at least 6 months prior to transfer. N.B transfers may only be completed mid- year. The "Checklist for transferring students from EAL curriculum to Victorian Curriculum," must be completed in consultation with the EAL specialists and Learning specialists.
16. EAL specialists will offer support to all staff regarding teaching strategies, assessment, resources, reporting, welfare and any other EAL matters as they arise.
17. The Student Wellbeing Officers will offer support to staff, students and their families regarding issues involved with transition into school life (RRPS, language school, secondary school), settlement and any other matters as they arise. Some students may require additional support in developing appropriate social skills.
18. The school will provide translating and interpreting services (MEAs, interpreters) for parent-teacher-student conferences, interviews, newsletters, notes and other information channels.

## EVALUATION:

This policy will be reviewed as part of the school's internal policy review system through feedback from staff members. It will also be reviewed as part of the school's three-year review cycle.

# ENGLISH

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL:**

**ENGLISH**  
**C. Bozikas**  
**June 2021 (Melanie Gratton)**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. At Roxburgh Rise PS we provide a program aligned with the Victorian Curriculum.

## AIM

The English curriculum aims to ensure that students:

- learn to listen to read, view, speak, write create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

## GUIDELINES

- 1. Effective speaking and listening instruction at Roxburgh Rise PS:**
  - involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice.
  - involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.
  - Focuses on the use of oral language within social communications.
  - Ensures the opportunity for collaboration and group work.
  - Is incorporated and planned for across all curriculum areas.
- 1. Effective reading instruction at Roxburgh Rise PS:**
  - Encompasses a range of teaching practices that provide varying levels of support at different points of need – these practices include language experience, modelled reading (including thinking aloud), shared reading, guided reading and independent reading.
  - Uses these teaching practices to provide explicit instruction in comprehension.
  - Provides opportunities to maximise engaged reading and deep thinking about texts through practices such as literature circles and reciprocal teaching, or through providing prompts to promote extended talk about texts.
- 3. Effective writing instruction at Roxburgh Rise PS:**
  - Involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts.
  - Involves explicit instruction in using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects.

- Ensures the development of knowledge about strategies for writing and the conventions of Standard Australian English. Explicit instruction in grammar, punctuation, spelling and handwriting is incorporated across all learning experiences.
  - Includes provision for daily writing opportunities, including creating multimodal texts.
4. **Effective instruction across all modes of English at Roxburgh Rise PS:**
    - Includes explicit instruction about foundational early literacy skills, such as phonics, as well as knowledge about language and all textual codes for example, visual literacy.
    - Uses a range of genres and modes of texts
    - Features models of rich, authentic texts
    - Takes place in during Cross Curricular Units of work, where English skills are highlighted and taught in context in order to ensure purpose and application.
    - Takes place in Literature based Units and the Open Writing Cycle.
    - Has focus on Discovery Learning and authentic use of digital technologies.
    - Allows for substantial time in the classroom.
    - Includes whole group, small group and individual instruction.
  5. Assessment of students' progress will be continuous as per agreed Assessment Schedule and be reported on in Semester 1 and Semester 2 in the form of academic reports.
  6. Support and/or extension programs will be offered wherever possible and will reflect the explicit needs of the cohort as determined by assessment data.

## EVALUATION

This policy will be reviewed as part of the school's internal policy review system through feedback from staff members. It will also be reviewed as part of the school's three-year review cycle.

# Languages Other Than English (Italian)

**POLICY STATEMENT:**

**LOTE Italian**

**PREPARED BY:**

**REVIEWED:**

**February 2021 (Jess Gallitto)**

**APPROVED BY COUNCIL**

**Not required**

## PURPOSE

To expose children in Foundation to Grade 6 to a language other than English (Italian). To develop an appreciation, understanding and respect for another culture and its values.

## GUIDELINES

1. The LOTE program will be delivered to the students in line with Vic Curriculum guidelines.
2. Students will have the opportunity to interact with a range of Italian speakers and in Italian cultural activities. E.g. via incursions
3. Italian lessons will be integrated into classroom themes where possible and supported by the use Digital technologies.
4. Materials necessary to operate the LOTE program will be funded through the LOTE budget as approved by School Council.
5. The LOTE coordinator will oversee the implementation of the program, which includes resource development within budget requirements.
6. The LOTE program will endeavor to increase awareness of the multilingual and multicultural nature of our society and provide students with the opportunity to learn an additional language, as a foundation for learning a language in secondary school.
7. Studies of other cultures will be introduced to increase awareness and appreciation of our multi-cultural society e.g. through the study of traditions and festivals.

## FURTHER INFORMATION AND RESOURCES

## REVIEW CYCLE

- This policy was last updated in February 2021 and is scheduled for review in February 2024

# MATHEMATICS

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL:**

**MATHEMATICS**  
**C. Bozikas**  
**June 2021 Hana Orrico**

‘In the Victorian Curriculum F–10, the knowledge and skills that underpin numeracy are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry and Statistics and Probability and reinforced and further exemplified in and across other curriculum areas. Through this process, students recognise that mathematics is widely used both in and outside school and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations’. (*Victorian Curriculum 2021*)

Learning Mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal and work life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Our curriculum aims to instill in students an appreciation and power of mathematical reasoning. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency logical reasoning, analytical thought and problem-solving skills, with and without the use of digital technologies. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Mathematics curriculum at Roxburgh Rise Primary School has a defined Scope of sequence that is underpinned by the achievement standards and content descriptors outlined in the Victorian Curriculum.

At Roxburgh Rise PS we aim for all students to apply their mathematical understanding creatively and efficiently. Through our Mathematics curriculum, teachers help students to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

## Aim:

The Mathematics curriculum aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability as outlined in the Victorian Curriculum*.
- develop knowledge and skills in using mathematics for employment, further study and interest
- recognize connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study
- use technology appropriately and effectively to support the learning of mathematics, and in carrying out mathematical activities in context.



## Guidelines:

Mathematics is organized around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are understanding, fluency, problem solving and reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated in to the content descriptions of the three content strands described above.

Our teaching model reflects best practice and is based upon research and the advice of expert consultants.

- Provide minimum of 5 hours numeracy per week.
- Provide support to all students by differentiating the curriculum to meet their learning needs including intervention and extension programs where possible.
- Work in teams to create a term and weekly planner for the numeracy learning in their classroom reflecting the scope and sequence documents developed in the school
- Monitor students using formal and informal assessments according to the current assessment schedule
- Mathematical activities that reflect the units of work being studied at school, and are appropriate to each child's ability, will form a regular component of each student's homework regime.
- Teachers will collect and use data to inform their teaching
- Follow the instructional model adopted by our school
- A budget that provides for the needs of the Mathematics program will be developed by the Maths Curriculum Leader and approved by Principal class and school council

## Assessments:

Common Assessment Tasks, MOI, Essential Assessment, PAT Math's and Anecdotal records make up the large percentage of Maths Assessment.

## Evaluation:

This policy will be reviewed as part of the school's internal policy review system through feedback from staff members. It will also be reviewed as part of the school's three-year review cycle.

## Appendices:

Maths Scope and Sequence

Sample of Unit Planner

Sample of Weekly Planner

Sample of Common Assessment Task

Sample of Assessment Checklists