

# NEWTOWN PRIMARY SCHOOL



*School Policies,  
Procedures and  
Agreements*

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**ACCIDENTS AND INCIDENTS REPORTING POLICY –  
Newtown Primary School**

|  |   |
|--|---|
| <b>PURPOSE:</b>  | Newtown Primary School complies with the legal requirements and best practice regarding the reporting of incidents and accidents involving students, teachers and community members.  |
| <b>AIMS:</b>   | At all times the Newtown Primary School will adhere to the DEECD guidelines for Reporting Incidents and Accidents.<br>Refer to : <a href="http://www.education.vic.gov.au/school/principals/spag/governance/Pages/recording.aspx">DEECD Accident Recording and Reporting</a><br><a href="http://www.education.vic.gov.au/school/principals/spag/governance/Pages/recording.aspx">http://www.education.vic.gov.au/school/principals/spag/governance/Pages/recording.aspx</a>   |
| <b>IMPLEMENTATION</b>  | <p><b>When an accident / incident occurs the following is to be undertaken by staff on hand:</b></p> <ul style="list-style-type: none"> <li>• First aid action is to be taken as required.</li> <li>• Send a reliable student if necessary to the office to seek trained first aid assistance and administration assistance.</li> <li>• Seek assistance from nearby staff if necessary.</li> <li>• <u>Any serious accident or incident is to be reported immediately to school administration.</u></li> <li>• <u>All accidents and Incidents are to be reported as soon as possible to the office and required documentation completed.</u></li> </ul> <p>All Accidents and Incidents (Students, Staff and Community members) involving injury are also to be entered online in the injury management system on CASES/CASES21 (Appendix 1) or on eduSafe.</p> <p>Incidents to staff may also be notifiable under workSafe.</p> <p>All incidents involving staff must be reported to administration.</p> <p>Serious incidents must be reported to Security Services <b>(03) 9589 6266.</b></p> <p>Parents/Guardians will be informed of accidents or incidents by phone.</p> |
| <b>Evaluation:</b>   | <i><b>This policy will be reviewed as part of the school's four year review cycle.</b></i>  |
| <i><b>This policy was ratified by school council on: 20 June, 2017</b></i> |   |

**ACKNOWLEDGING STUDENT PERFORMANCE AND BEHAVIOUR POLICY -  
Newtown Primary School**

|                        |  |
|------------------------|--|
| <b>RATIONALE:</b>      | <ul style="list-style-type: none"> <li>• Acknowledging student behaviour and performance is fundamental to the scaffolding process that teachers use in supporting individual students with their personal growth and learning needs.</li> <li>• The scaffolding process can be significantly supported by the use of extrinsic and intrinsic rewards.</li> <li>• Newtown Primary School recognises the need for all students to be able to develop their own inner control (intrinsically) as well as to be offered encouragement and support through the provision of extrinsic rewards.</li> <li>• Teachers need to be mindful of the many different ways (intrinsically and extrinsically) that rewarding can occur with a clear balance between the two.</li> </ul> |
| <b>AIMS:</b>           | <ul style="list-style-type: none"> <li>• To encourage students to develop their own internal strategies to support personal growth and development.</li> <li>• To provide extrinsic recognition to support student growth and personal development.</li> <li>• To be inclusive in approach.</li> </ul>   |
| <b>IMPLEMENTATION:</b> | <ul style="list-style-type: none"> <li>• The Acknowledging Students' Performance and Behaviour Policy will be available to all families on enrolling at the school.</li> <li>• The classroom teachers will continue to learn, adopt and to develop strategies to support continuous improvement in this area.</li> <li>• The recognition of behaviour and performance will be the decision of the classroom teacher.</li> <li>• Each class will recognise a 'Student of the Week' at whole school assemblies.</li> </ul>   |
| <b>EVALUATION:</b>     | This policy will be reviewed as part of the school's three yearly review cycle.  |

*This policy was ratified by school council on: August 16, 2016.*

## ANAPHYLAXIS POLICY – Newtown Primary School

|  |   |
|--|---|
| <p><b>BACKGROUND:</b></p>                                | <p>Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow’s milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.</p> <p>The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers. Partnerships between schools and parents are important in ensuring that certain foods or items are kept away from the student while at the school.</p> <p>Adrenaline given through an EpiPen® autoinjector to the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.</p>  |
| <p><b>AIMS:</b></p>                                      | <p>Our school is committed to:</p> <ul style="list-style-type: none"> <li>• Providing, as far as practicable, a safe, healthy and supportive environment in which the student at risk of anaphylaxis can participate equally in all aspects of the student’s schooling</li> <li>• Raising awareness about allergies and anaphylaxis in the school community</li> <li>• Actively involving the parents of the student at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for the student</li> <li>• Ensuring that staff members have adequate knowledge of allergies, anaphylaxis and emergency procedures.</li> </ul> <p><b>Newtown Primary School will fully comply with Ministerial Order 706 and the associated Guidelines published and amended by the Department from time to time.</b></p> <p><b>The key reference</b> and support for the school regarding anaphylaxis is the <a href="#">DET Anaphylaxis Guidelines</a></p> |
| <p><b>IMPLEMENTATION</b><br/><b>Individual plans</b></p> | <ul style="list-style-type: none"> <li>• The principal will ensure that an individual management plan is developed, in consultation with the student’s parents, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis.</li> <li>• The individual anaphylaxis management plan will be in place as soon as practicable after the student enrolls, and where possible before their first day at the school.</li> <li>• The individual anaphylaxis management plan will set out the following:</li> </ul>  |

- a. Information about the diagnosis, including the type of allergy or allergies the student has (based on a diagnosis from a medical practitioner).
- b. Strategies to minimise the risk of exposure to allergens while the student is under the care or supervision of school staff, for in-school and out of school settings including camps and excursions. *Note: Appendix 2 of the Anaphylaxis Guidelines contains advice about a range of prevention strategies that can be put in place.*
- c. The name of the person/s responsible for implementing the strategies.
- d. Information on where the student's medication will be stored.
- e. The student's emergency contact details.
- f. An emergency procedures plan (ASCIA Action Plan-), provided by the parent, that:
  - i. sets out the emergency procedures to be taken in the event of an allergic reaction;
  - ii. is signed by a medical practitioner who was treating the child on the date the practitioner signs the emergency procedures plan; and
  - iii. includes an up to date photograph of the student.

Note: The red and blue 'ASCIA Action Plan' is the most common form of emergency procedures plan that is provided by medical practitioners to parents when a child is diagnosed as being at risk of anaphylaxis.

Download from [DET Health Support Planning Forms](#).

The school staff will then implement, monitor and review the student's individual management plan in consultation with the student's parents/ carers:

- annually, and as applicable,
- if the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes,
- as soon as practicable after the student has an anaphylactic reaction at School; and
- when the student is to participate in an off-site activity, such as camps and excursions, or at special events conducted, organised or attended by the School (eg. class parties, elective subjects, cultural days, fetes, incursions).

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|  | <p>It is the responsibility of the parent to:</p> <ul style="list-style-type: none"> <li>• provide the emergency procedures plan (ASCIA Action Plan).</li> <li>• inform the school if their child’s medical condition changes, and if relevant, provide an updated emergency procedures plan (ASCIA Action Plan).</li> <li>• provide an up to date photo for the ASCIA Action Plan when that Plan is provided to the School and when it is reviewed; and</li> <li>• provide the School with an Adrenaline Auto-injector that is current and not expired for their child.</li> </ul> <p><b>Note: A template of an individual anaphylaxis management plan can be found on Page 26 DET Anaphylaxis Guidelines</b></p> <p><b>PREVENTION STRATEGIES</b></p> <p>Risk Minimisation and Prevention Strategies that our School will put in place for all relevant in-school and out-of-school settings which include (but are not limited to) the following are:</p> <ul style="list-style-type: none"> <li>• during classroom activities (including class rotations, specialist and elective classes);</li> <li>• between classes and other breaks;</li> <li>• in canteens;</li> <li>• during recess and lunchtimes;</li> <li>• before and after school (including bus travellers); and</li> <li>• special events including incursions, sports, cultural days, fetes or class parties, excursions and camps.</li> </ul> <p><b>Appendix One- Risk Minimisation Strategies</b></p> |
| <p><b>IMPLEMENTATION</b><br/><b>Communication plan</b></p> | <p>The principal will be responsible for ensuring that a communication plan is developed to provide information to all staff, students and parents about anaphylaxis and the school’s anaphylaxis management policy.</p> <p>The communication plan will include information about what steps will be taken to respond to an anaphylactic reaction by a student in a classroom, in the school yard, on school excursions, on school camps and special event days.</p> <p>Volunteers and casual relief staff of students at risk of anaphylaxis will be informed of students at risk of anaphylaxis and their role in responding to an anaphylactic reaction by a student in their care by the first aid officer. Copies of Individual Plans will be kept in CRT folders along with maps identifying locations where their medication is kept.</p>   |

**In classrooms and school-** For special activities staff will consult parents in- advance to develop an alternative food menu or request parents send a meal for the student. Parents of other students will be informed in advance about foods that may cause allergic reactions in students at risk of anaphylaxis and request that they avoid providing students with treats whilst at school or at special school events. The location of individual anaphylaxis management plans and ASCIA plans will be communicated to all staff at the beginning of each semester and included in the Newtown Essential staff folder.

**Where a student communicates an allergy (previously unidentified) to a staff member this must be communicated to the Principal who will contact the family and set up an Anaphylaxis process and interim plan.**

**On Excursions-** The Principal will complete a risk assessment prior to the excursion, following the Annual Risk management Checklist. First aid/ anaphylaxis trained staff and first kits will accompany all students on excursions. Individual plans and adrenaline auto-injectors for identified students will accompany the student.

First aid kits will be set up by the trained first aid team prior to leaving on the excursion.

**On Camps-** The Principal will complete a risk assessment prior to the camp with the Camp Coordinator and parents, following the Annual Risk Management Checklist.

All staff will be briefed once each semester by a staff member who has up to date anaphylaxis management training on:

- the school's anaphylaxis management policy
- the causes, symptoms and treatment of anaphylaxis
- the identities of students diagnosed at risk of anaphylaxis and where their medication is located
- how to use an auto-adrenaline injecting device
- the school's first aid and emergency response procedures
- the location of, and access to, adrenaline auto-injectors that have been provided by parents or purchased by the school for general use.

**Note: An information DVD will be used for this purpose at staff briefings.**

**Note: the Anaphylaxis Guidelines provides advice about strategies to raise staff and student awareness, working with parents/carers and engaging the broader school community.**



**IMPLEMENTATION  
Staff Management  
and Emergency  
Response**

Newtown Primary School's Anaphylaxis Management Policy includes procedures for emergency response to anaphylactic reactions. The procedures include the following:

- a complete and up to date list of students identified as having a medical condition that relates to allergy and the potential for anaphylactic reaction (3 students 2017);
- details of Individual Anaphylaxis Management Plans and ASCIA Action Plans and where these can be located.  
(See **Appendix 2 - School Map**)
  - in a classroom;
  - in the school yard;
  - in all school buildings and sites including gymnasiums and halls;
  - on school excursions;
  - on school camps; and
- at special events conducted, organised or attended by the school.
- Information about the storage and accessibility of Adrenaline Auto-injectors;
- how communication with School Staff, students and Parents is to occur in accordance with a communications plan.
- It is the principal's responsibility to ensure teachers and other school staff who conduct classes which students at risk of anaphylaxis attend, or give instruction to students at risk of anaphylaxis, have up to date training in an anaphylaxis management training course in accordance with Ministerial Order 706.
- At other times while the student is under the care or supervision of the school, including excursions, yard duty, camps and special event days, the principal must ensure that there is a sufficient number of staff present who have up to date training in an anaphylaxis management training course.
- The principal will identify the school staff to be trained based on a risk assessment.
- Note: A risk assessment tool has been included in this information pack to assist principals and can be downloaded from [DET Health Support Planning Forms](#)
- Training will be provided to these staff as soon as practicable after the student enrolls.
- Wherever possible, training will take place before the student's first day at school. Where this is not possible, an interim plan will be developed in consultation with the parents.
- The principal, in consultation with an anaphylaxis management trained staff member (Cindy Podhorsky/), will ensure an up to date list of students at risk of anaphylaxis is maintained.

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|                       | <ul style="list-style-type: none"> <li>• The school’s Emergency Response Policy and Procedures, First Aid procedures and student’s emergency procedures plan (ASCIA Action Plan) will be followed in responding to an anaphylactic reaction.</li> <li>• In responding to an anaphylaxis emergency, procedures outlined in the ASCIA Action Plan For Anaphylaxis will be followed (<b><u>See Appendix 3</u></b>).</li> </ul> <p><b>ADRENALINE AUTO-INJECTORS FOR GENERAL USE</b></p> <p>The Principal will purchase Adrenaline Auto-injector(s) for General Use (purchased by the School) and as a back-up to those supplied by Parents (2 purchased per year or as required as replacement). The Principal will determine the number of additional Adrenaline Auto-injector(s) required. In doing so, the Principal will take into account the following relevant considerations:</p> <ul style="list-style-type: none"> <li>• the number of students enrolled at the School who have been diagnosed as being at risk of anaphylaxis;</li> <li>• the accessibility of Adrenaline Auto-injectors that have been provided by Parents of students who have been diagnosed as being at risk of anaphylaxis;</li> <li>• the availability and sufficient supply of Adrenaline Auto-injectors for General Use in specified locations at the School, including</li> <li>• in the school yard, and at excursions, camps and special events conducted or organised by the School; and</li> <li>• the Adrenaline Auto-injectors for General Use have a limited life, usually expiring within 12-18 months, and will need to be replaced at the School’s expense, either at the time of use or expiry, whichever is first.</li> <li>• the First Aide team will monitor expiry dates of auto-injectors and contact families re replacement.</li> </ul> <ul style="list-style-type: none"> <li>• <b>The General use auto-injectors are located as per Appendix 2</b></li> </ul> |
| <b>Staff Training</b> | <ul style="list-style-type: none"> <li>• Training will be available to all School Staff who conduct classes of students with a medical condition that relates to allergy and the potential for anaphylactic reaction; and</li> <li>• Any further School Staff that are determined by the Principal.</li> <li>• Two staff members must be trained to be Supervisors. This training must be updated every three years to enable them to undertake the staff briefings as well as verify staff after they undertake their online anaphylaxis training</li> </ul> <p>The identified School Staff will undertake the following training annually:</p> <ul style="list-style-type: none"> <li>• an Anaphylaxis ASCIA online Training Course every two years, including the Verification component; and</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• participate in a briefing, to occur twice per calendar year (with the first briefing to be held at the beginning of the school year) on: <ul style="list-style-type: none"> <li>• the school’s Anaphylaxis Management Policy;</li> <li>• the causes, symptoms and treatment of anaphylaxis;</li> <li>• the identities of the students with a medical condition that relates to an allergy and the potential for anaphylactic reaction, and where their medication is located;</li> <li>• how to use an Adrenaline Autoinjector, including hands on practice with a trainer Adrenaline Autoinjector device;</li> <li>• the School’s first aid and emergency response procedures to an Anaphylaxis emergency; and</li> <li>• the location of, and access to, EpiPen Adrenaline Autoinjectors that have been provided by parents or purchased by the school for general back-up use.</li> </ul> </li> </ul> <p>The briefing will be conducted by school staff member/s who has successfully completed an Anaphylaxis Management Training Course in the last 3 years (Cindy Podhorsky).</p> <p>In the event that the relevant training and briefing has not occurred, an interim Individual Anaphylaxis Management Plan will be developed in consultation with the Parents of any affected student with a medical condition that relates to allergy and the potential for anaphylactic reaction. Training will be provided to relevant School Staff as soon as practicable after the student enrolls, and preferably before the student’s first day at School. While the student is under the care or supervision of the School, including excursions, yard duty, camps and special event days, there will be a sufficient number of School Staff present who have successfully completed an Anaphylaxis Management Training Course in the three years prior.</p> |
| <b>REFERENCES</b>  | References : <ul style="list-style-type: none"> <li>• <a href="#">DET Anaphylaxis Advisory Guide</a></li> <li>• <a href="#">DET Health Support Planning Forms</a></li> </ul>   |
| <b>Evaluation:</b>   | This policy will be reviewed as part of the school’s three year review cycle.  |
| <b><i>This policy was ratified by school council on: 17 October 2017</i></b> |  |

## Anaphylaxis Policy

### Appendix 1 – Risk Minimisation Strategies

#### Considerations when you have a child at risk of anaphylaxis in your care

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| <b>Food brought to school</b>                           | <ul style="list-style-type: none"> <li>• Consider sending out an information sheet to the parent community on severe allergy and the risk of anaphylaxis.</li> <li>• Alert parents to strategies that the school has in place and the need for their child to not share food and to wash hands after eating.</li> </ul>  |
| <b>School fundraising/ special events/cultural days</b> | <ul style="list-style-type: none"> <li>• Consider children with food allergy when planning any fundraisers, cultural days or stalls for fair/fete days, breakfast mornings etc. Notices may need to be sent home.</li> </ul>   |
| <b>Food rewards</b>                                     | <ul style="list-style-type: none"> <li>• Food is not to be used as a reward.</li> </ul>  |
| <b>Class parties / Birthday celebrations</b>            | <ul style="list-style-type: none"> <li>• Discuss these activities with parents of allergic child well in advance</li> <li>• Parents are informed that students are not to bring food items to celebrate birthdays.</li> </ul>  |
| <b>Cooking</b>  | <ul style="list-style-type: none"> <li>• Engage parents in discussion prior to cooking sessions and activities using food.</li> <li>• Remind all children to not share food they have cooked with others at school.</li> </ul>   |
| <b>Science experiments.</b>                             | <ul style="list-style-type: none"> <li>• Engage parents in discussion prior to experiments containing foods</li> </ul>   |
| <b>Students picking up papers</b>                       | <ul style="list-style-type: none"> <li>• Students at risk of food or insect sting anaphylaxis should be excused from this duty. Non rubbish collecting duties are encouraged.</li> </ul>   |
| <b>Art and craft classes</b>                            | <ul style="list-style-type: none"> <li>• Ensure containers used by students at risk of anaphylaxis do not contain allergens. e.g. egg white or yolk on an egg carton.</li> <li>• Activities such as face painting or mask making (when moulded on the face of the child), should be discussed with parents prior to the event, as products used may contain food allergens such as peanut, tree nut, milk or egg.</li> <li>• Care to be taken with play dough etc. Check that nut oils have not been used in manufacture. Discuss options with parent of wheat allergic child.</li> </ul>  |
| <b>Canteen</b>  | <ul style="list-style-type: none"> <li>• Staff (including volunteer helpers) educated on food handling procedures and risk of cross contamination of foods said to be 'safe'</li> <li>• Child having distinguishable lunch order bag</li> <li>• Restriction on who serves the child when they go to the canteen</li> <li>• Discuss possibility of photos of the children at risk of anaphylaxis being placed in the canteen/children's service kitchen.</li> <li>• Encourage parents of child to visit canteen/Children's Service kitchen to view products available.</li> <li>• See Anaphylaxis Australia's School Canteen poster, Preschool/Playgroup posters and School Canteen Discussion Guide. <a href="http://www.allergyfacts.org.au">www.allergyfacts.org.au</a></li> </ul> |
| <b>Hand washing</b>                                     | <ul style="list-style-type: none"> <li>• Classmates encouraged to wash their hands after eating</li> </ul>   |
| <b>CRTs and Specialist teachers</b>                     | <p>These educators need to know the identities of children at risk of anaphylaxis and should be aware of the school's management plans, which includes minimisation strategies initiated by the school community.</p>  |

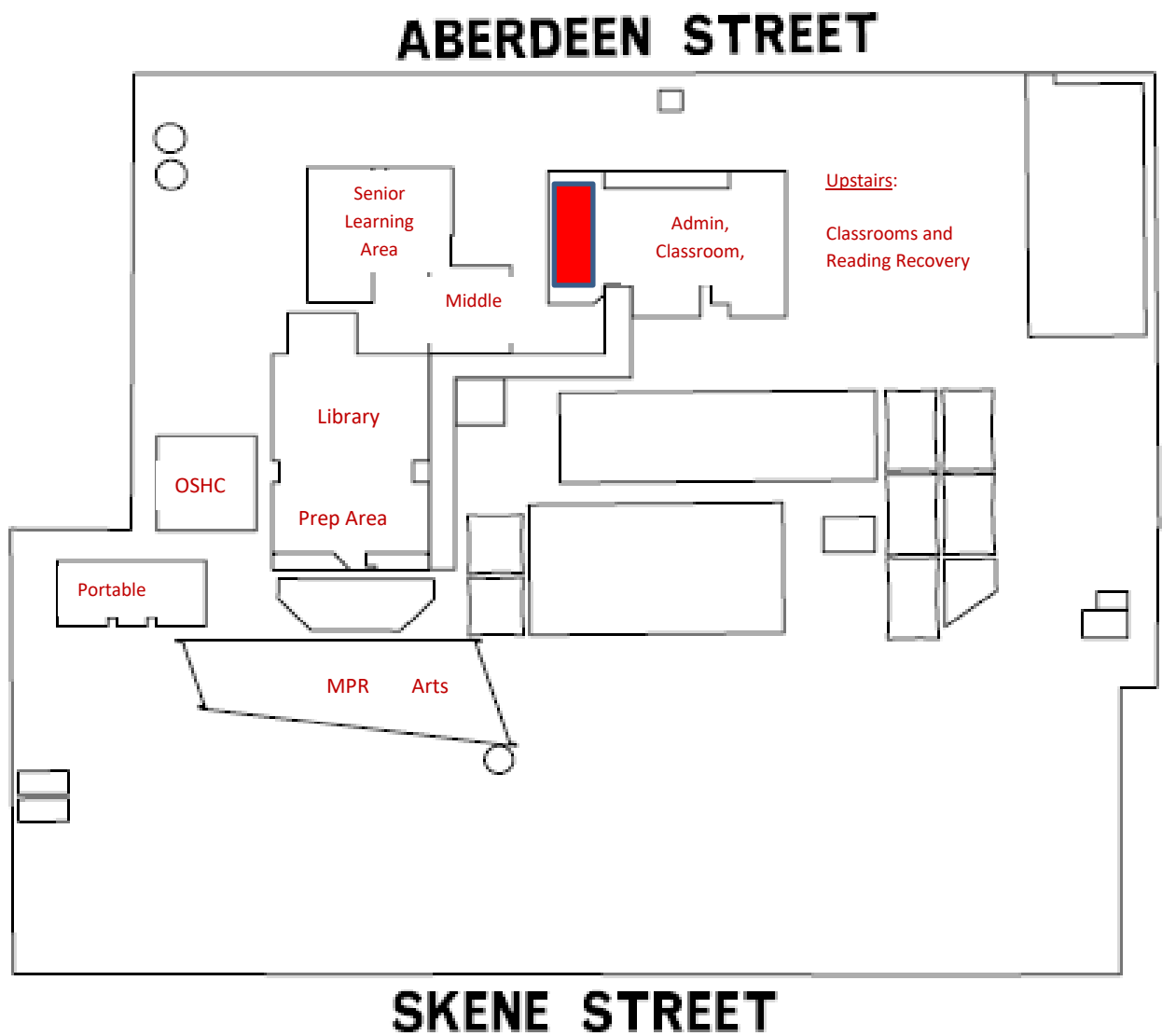
Anaphylaxis Policy


Appendix 2 – Location of EpiPen Adrenaline Autoinjectors



Location of EpiPen Adrenaline Autoinjectors and Plans

Plans are also kept in 'First Aid' clipboards in all classrooms and learning areas.





ascia  
www.allergy.org.au

# ACTION PLAN FOR Anaphylaxis

For EpiPen<sup>®</sup> adrenaline (epinephrine) autoinjectors

Name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

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Confirmed allergies:

Family/emergency contact (name): \_\_\_\_\_


Phone No. \_\_\_\_\_

Home Ph. \_\_\_\_\_

Mobile Ph. \_\_\_\_\_

Plan prepared by medical or nurse practitioner: \_\_\_\_\_

I hereby authorize medication specified on this plan to be administered according to the plan.

Agreed: 

Date: \_\_\_\_\_

Action Plan due for review: \_\_\_\_\_

### SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Bleeding of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis to insect allergy)

### ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - tick out sting if visible
- For tick allergy - freeze dry tick and allow to drop off
- Stay with person and call for help
- Locate EpiPen<sup>®</sup> or EpiPen<sup>®</sup> Jr adrenaline autoinjector
- Give other medications (if prescribed)
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

### WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)




- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Wheezes or persistent cough

- Difficulty talking and/or hoarse voice
- Persistent dizziness or collapse
- Pain and floppy (young children)

### ACTION FOR ANAPHYLAXIS

**1 Lay person flat - do NOT allow them to stand or walk**

- if unconscious, place in recovery position
- if breathing is difficult allow them to sit

**2 Give EpiPen<sup>®</sup> or EpiPen<sup>®</sup> Jr adrenaline autoinjector**

**3 Phone ambulance - 000 (AUS) or 111 (NZ)**

**4 Phone family/emergency contact**

**5 Further adrenaline dose may be given if no response after 5 minutes**

**6 Transfer person to hospital for at least 4 hours of observation**

**If in doubt give adrenaline autoinjector**

Commence CPR if any time if person is unresponsive and not breathing normally

ALWAYS give adrenaline autoinjector FIRST, and then asthma reliever puffer (if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (such as dry wheeze, persistent cough or hoarse voice) even if there are no skin symptoms unless asthma reliever medication present)  Y  N

### How to give EpiPen<sup>®</sup>

**1**



Hold the upper end of the EpiPen<sup>®</sup> with the thumb and index finger (shown)

**2**



Break the seal and hold the EpiPen<sup>®</sup> with thumb and index finger (shown) (with or without reading)

**3**



Push down on the end of the EpiPen<sup>®</sup> until it gives to 0 seconds (shown) (shown)

All EpiPen<sup>®</sup> should be used if given to a severely allergic or asthmatic person or those with

© 2010 ASCIA. This plan developed by a multidisciplinary team to help people manage anaphylaxis. The content herein is for personal use only. It should not be shared with other persons.



# Anaphylaxis Communication Plan

***This plan is prepared and will be shared with all staff to ensure all are aware of their responsibilities in managing an anaphylactic reaction of any student.***

## **Sharing information with the Staff**

- This plan will be emailed to all staff.
- A copy of this plan will be on display in the staffroom alongside photographs of anaphylactic students.
- A copy of this plan will be kept in the classroom near the phone

## **Sharing Information with Classmates & Families**

- Newsletter articles will be sent home to explain the issues of anaphylaxis and allergens to families to raise awareness.
- A letter will be sent to all families in the anaphylactic students' classroom regarding anaphylaxis, the allergens specific to the student and the non-sharing of food.
- Students will be reminded that they are not to share food.
- Classmates will be informed of the plan for students in their classroom and what they may be asked to do in the event of a reaction.
- All classroom teachers will explain the emergency card procedures to students in the event of an emergency in their classroom or playground.

## **Sharing Information with the School Community**

- General information about Anaphylaxis will be published in the newsletter at least once each semester.
- The Anaphylaxis Policy and Communication Plan will be published on the school website.

## **Staff Training**

- Staff will complete training as outlined in Newtown Primary Schools Anaphylaxis Policy.

## **First Aid and Emergency Response Plan**

*In the case of a student having a reaction staff will...*

### **Classroom**

1. Teacher will phone office on extension 101 for assistance and auto-injector.
2. Teacher will send classmates into the neighbouring buddy classroom.
3. **Teacher will stay with student and offer support and comfort.**
4. **On receipt of phone call :**
  - i. Office Staff to phone for ambulance (000) using mobile phone and stipulate that a MICA unit attend and stay on line and deliver phone to classroom.
  - ii. Reception Staff member to ensure the Student's Auto-adrenaline Injecting Device (AID) Bag is immediately delivered to the teacher in the classroom,
  - iii. Office Staff informs Principal or Assistant Principal of the reaction
  - iv. Office Staff makes an announcement for First Aid trained staff member to attend the classroom immediately.
  - v. Office Staff to phone Parents/Emergency Contacts of student.
5. **Class Teacher to follow Student Anaphylaxis Plan and inject student.**

6. First Aid Officer to provide support to teacher and student once they arrive in the classroom and continue communications with Ambulance staff via phone.
- 7. Principal or Assistant Principal waits for Ambulance and directs to the classroom.**
8. Principal or AP to determine who would accompany student in the ambulance if parents aren't available.
- 9. Principal or AP provide debrief to classmates once student leaves in the ambulance.**
- 10. Principal or AP provide debrief or time for Class Teacher before returning to the classroom.**
- 11. Principal notifies Emergency Management**
12. All staff involved to meet the following day to review procedures and make any necessary adjustments to plan.

### **School Yard**

1. Yard Duty Teacher contact office staff through Walkie Talkie, and as a safeguard, send a responsible student with Anaphylaxis Card (photo naming student attached to YD bag) to the office
2. Yard Duty Teacher will send another student to get second Yard Duty Teacher.
- 3. First Teacher will stay with the student and offer support and comfort without moving student from area.**
- 4. Second Teacher to clear onlookers away from the area.**
5. On receipt of Student Card at the Office –
  - i. Office Staff phone for Ambulance (000) and stipulate that a MICA unit attend and stay on line,
  - ii. Reception Staff to send student to First Aid Officer who will ensure the Student's (AID) Bag and mobile phone is immediately delivered by an adult to the location of the student in the yard,
  - iii. Office Staff informs Principal or Assistant Principal of the reaction
  - iv. Reception Staff organises bell to be rung to clear the yard of students.
  - v. Office Staff to phone Parents/Emergency Contacts of student.
6. First Aid Officer (or supervising yard duty teacher) to follow Student Anaphylaxis Plan and inject student.
- 7. First Aid Office to continue communications with Ambulance staff via phone.**
8. Principal or Assistant Principal waits for Ambulance and directs to the student in the playground.
- 9. Principal or AP to determine who accompanies student in the ambulance if parents aren't available.**
- 10. Principal or AP provide debrief to each class teacher once student leaves in the ambulance.**
11. Principal or AP provide debrief or time for Yard Duty Teacher and First Aid Officer before returning to the classroom.
- 12. Principal notifies Emergency Management.**
- 13. All staff involved to meet the following day to review procedures and make any necessary adjustments to plan.**

### **Special Event – At Schools including Physical Education Classes**

1. Classroom Teacher will have liaised with any staff member in charge of the 'at risk' student and ensure they are aware of the student's Anaphylaxis Plan and has a copy of their Anaphylaxis Identity Card.
2. Teacher will phone office for assistance
- 3. Teacher to send other students in group to neighbouring group, another teacher or neighbouring classroom.**
- 4. Teacher will stay with student and offer support and comfort.**
5. **On receipt of Student Card at the Office –**
  - i. Office Staff to phone for Ambulance (000) and stipulate that a MICA unit attend and stay on line,



- ii. Reception Staff member to ensure the Student's Auto-adrenaline Injecting Device (AID) is immediately delivered by an adult to the supervising teacher,
- iii. Office Staff informs Principal or Assistant Principal of the reaction,
- iv. Business Manager or Office Staff makes an announcement for First Aid trained staff member to attend the classroom or playground area immediately,
- v. Office Staff to phone Parents of student.
- 6. Teacher to follow Student Anaphylactic Plan and inject student.**
- 7. First Aid Officer to provide support to teacher and student once they arrive in the classroom/ Sick Bay and continue communications with Ambulance staff via phone.**
- 8. Principal or Assistant Principal waits for Ambulance and directs to the area where the student is.**
- 9. Principal or AP to determine who would accompany student in the ambulance if parents aren't available.**
- 10. Principal or AP provide debrief to classmates once student leaves in the ambulance.**
- 11. Principal or AP provide debrief or time for Teacher before returning to the classroom.**
- 12. Principal notifies Emergency Management**
- 13. All staff involved to meet the following day to review procedures and make any necessary adjustments to plan.**

### **Excursions**

The excursion needs to be staffed to ensure teacher/student ratio is maintained in the event of a reaction.

Travel to and from school by bus:

- 1. In planning the excursion the Principal and staff must develop a first aid procedures plan that nominates clear roles and responsibilities in the event of an anaphylactic reaction. The parent of the student should be given the opportunity to attend. The excursion needs to be staffed to ensure teacher/student ratio is maintained in the event of a reaction.**
- 2. Classroom Teacher (A) and First Aid Officer (F) will have liaised with all staff members to ensure they know the 'at risk' student(s) and are aware of the student's Anaphylaxis Plan and know the location of the Auto-adrenaline Injecting Device (AID) bag on the bus.**
- 3. Driver to stop the bus in a safe location and Staff member (B) to phone Ambulance (000), provide location details and stipulate that a MICA unit attend and then stay on line. Staff member (B) to then hand phone to (A)**
- 4. First Aid Trained staff (F) or parent (P) to position student comfortably, follow Anaphylaxis Plan and administer (AID).**
- 5. (F and P) or (A and F) to then liaise with ambulance staff via mobile phone while waiting for ambulance to arrive.**
- 6. Staff member (C) to move and supervise remaining students out of the way and if necessary have them wait off the bus.**
- 7. Supervising teacher (A) to phone through to school to inform Principal or AP.**
- 8. Principal or AP to phone and notify parents if not attending the excursion.**
- 9. Designated teacher (A) or (F) to accompany student in the ambulance if parents aren't available.**
- 10. Staff members to provide debrief to group once student leaves in the ambulance.**
- 11. Principal notifies Emergency Management.**
- 12. All staff involved to meet the following day to review procedures and make any necessary adjustments to plan.**

On location:

1. The parent (P)/First Aid Officer (F) or supervising teacher (A) will carry the student's plan and (AID) during excursion.
- 2. Staff member (A) to phone for Ambulance (000) and stipulate that a MICA unit attend and stay on line,**
3. Designated supervising staff member (A) or parent (P/F) to position student comfortably and administer (AID).
4. Other staff member (B and C) to move and supervise remaining students away from situation. This may involve the continuation of activities if safe to do so.
- 5. Staff member (B) to phone through to school to inform Principal or AP.**
- 6. Principal or AP to phone and notify parents if not attending the excursion.**
- 7. Designated teacher (A) to accompany student in the ambulance if parents aren't available.**
8. Staff member to provide debrief to group once student leaves in the ambulance.
- 9. Principal notifies Emergency Management.**
- 10. All staff involved to meet the following day to review procedures and make any necessary adjustments to plan.**

### **School Camps**

1. In planning the camp the Principal and staff must develop a first aid procedures plan that nominates clear roles and responsibilities in the event of an anaphylactic reaction. The parent of the student should be given the opportunity to attend. The camp/excursion needs to be staffed to ensure teacher/student ratio is maintained in the event of a reaction.
- 2. Supervising Staff member (A) to send responsible student to First Aid Officer (F) for student's (AID) bag.**
3. Staff member (A) to phone for Ambulance (000) and stipulate that a MICA unit attend and stay on line,
4. First Aid staff member (F) or parent (P) to position student comfortably, follow Anaphylaxis Plan and administer (AID).
5. Other staff member (B and C) to move and supervise remaining students away from situation. This may involve the continuation of activities if safe to do so.
- 6. Staff member (B) to phone through to school to inform Principal or AP.**
- 7. Principal or AP to phone and notify parents if not attending the excursion.**
8. Designated teacher (A) to accompany student in the ambulance if parents aren't available.
- 9. Staff member to provide debrief to group once student leaves in the ambulance.**
- 10. Principal notifies Emergency Management.**
- 11. All staff involved to meet the following day to review procedures and make any necessary adjustments to plan.**

**If an incident occurs: Debriefing for students and staff will occur as per Critical Incident Policy and Procedures.**

## ATTENDANCE POLICY – Newtown Primary School

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| Rationale  | <p>In accordance with the <i>Education and Training Reform Act 2006</i>, schooling is compulsory for children and young people aged from 6 – 17 years unless an exemption has been granted.</p> <p>Parents/guardians must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction.</p>   |
| Aims       | <p>To ensure all children of compulsory school age are enrolled in a registered school attend school every day the school is open for instruction.</p>  |
| Guidelines | <p>Students are expected to attend the school in which they are enrolled, during normal school hours every day of each term, unless:</p> <ul style="list-style-type: none"> <li>• there is an approved exemption from school attendance or attendance and enrolment for the student, or</li> <li>• the student is registered for home schooling and has only a partial enrolment in a school for particular activities.</li> </ul> <p>The principal or Regional Director (depending on the circumstances) may authorise an exemption and provide written approval for student attendance or attendance and enrolment to be exempt or reduced to less than full time.</p> <p>For absences where there is no exemption in place, the parent/guardian must provide an explanation on each occasion to the school. The school will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the <i>Education and Training Reform Act 2006</i>.</p> <p>Amendments to the <i>Education and Training Reform Act 2006</i> were introduced from January 1, 2014 and effective from March 1, 2014.</p> <p>School Attendance Officers (Regional Directors) are empowered to issue <u>School Attendance Notices</u> if they have reasonable grounds to believe –</p> <ol style="list-style-type: none"> <li>a. a child enrolled in a registered school has been absent from the school on at least 5 separate days in a 12 month period; and</li> <li>b. no reasonable excuse has been given for the absences; and</li> <li>c. measures to improve attendance have been unsuccessful.</li> </ol> <p>School Attendance Officers are empowered to issue an <u>Infringement Notice</u> if they believe a parent has failed to comply with a <u>School Attendance Notice</u>. It is intended that Infringement Notices will only be issued as a very last resort.</p> |

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| Attendance Records  | <p>Newtown Primary School maintains attendance records and develops policies and practices to support and maintain attendance.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• assessing students individual learning needs</li> <li>• providing learning programs which are engaging and linked to learning needs</li> <li>• engaging with the family</li> <li>• establishing an Attendance Support Group</li> <li>• developing an Attendance Plan</li> <li>• engaging support from Child FIRST.</li> </ul> <p>At Newtown Primary School student attendance is recorded twice per day, along with the reason given for each absence.</p> <p>This is necessary to:</p> <ul style="list-style-type: none"> <li>• meet legislative requirements</li> <li>• discharge schools' duty of care for all students</li> <li>• assist calculation of the school's funding</li> <li>• enable school councils to report on student attendance annually</li> </ul> <p>As a government school, Newtown Primary School uses eCASES21 to record student attendance. Parents/guardians are required to provide an explanation for their child's absence from school, and a principal, or their delegate, must record in writing the reason (if any) given by the parent/guardian.</p> <p>At Newtown Primary School, we endeavour to advise parents/guardians promptly of unexplained absences.</p> |
| Possible Long Term Absence Implications- Year Level Movement        | <p>Schools should regularly promote students to the next year level with their peer group. At Newtown Primary School we use our professional expertise and judgment in relation to these matters.</p> <p>Students are retained only in exceptional circumstances where a school considers it is required for the long-term benefit of the student e.g. considering their social, welfare and academic needs.</p> <p>Schools must ensure that parents/guardians are fully advised of the options that the school considers to best meet individual student needs.</p> <p>Students however should not be retained without the consent of parents/guardians.</p>  |
| Evaluation  | <p>This policy will be reviewed as part of our 4 year cycle of policy review (or earlier, if required)</p>   |
| <p>This policy was ratified by School Council on: June 20, 2017</p> |  |

**BPay POLICY –  
Newtown Primary School**

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| <b>PURPOSE:</b>  | Newtown Primary School is committed to providing the best possible educational opportunities for all students<br>Parent Contributions make it possible for the School to maintain its high standards of education in quality facilities.  |
| <b>AIMS:</b>   | Newtown Primary School is committed to providing a range of options to parents to make the payment of School fees, Camps and Excursions/Incursions as easy as possible. Cash, cheque, eftpos, B-Pay and credit card can be used for payments.   |
| <b>IMPLEMENTATION</b>  | <p>BPay transactions will be recorded using the DET CASES21 Finance program and in accordance with the appropriate Process Guide instructions.</p> <p>To ensure the correct allocation of payments, parents are asked to forward the remittance advice from their statement with the charges being paid marked. If the school does not receive advice within two (2) days of the payment being made, the funds will be allocated to the oldest charges.</p> <p>Alternatively, parents may email the School at <a href="mailto:newtown.ps@edumail.vic.gov.au">newtown.ps@edumail.vic.gov.au</a> for the attention of the Business Manager stating what the payment is for.</p> |
| <b>Evaluation:</b>   | <i><b>This policy will be reviewed as part of the school's three year review cycle.</b></i>   |
| <b><i>This policy was ratified by school council on: August 22, 2017</i></b> |   |

| <b>BULLYING (including cyber-bullying) and HARASSMENT POLICY and PROCEDURES - Newtown Primary School</b> |  |
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| <b>PURPOSE:</b>  | <p>Newtown Primary School is committed to providing a safe, caring and respectful culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching.</p> <p>A clear policy on bullying (including cyber bullying) and harassment will inform the community that <b>bullying and harassment in any of its forms will not be tolerated.</b></p>   |
| <b>Aims:</b>   | <ul style="list-style-type: none"> <li>• To reinforce within the school community that no form of bullying is acceptable.</li> <li>• Everyone within the school community is informed of signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.</li> <li>• To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.</li> <li>• To seek parental and peer-group support and co-operation at all times.</li> </ul>  |
| <b>DEFINITION</b>  | <p><b>Bullying</b> is <i>repeated</i> oppression, physical or psychological, of a less powerful person by a more powerful person or group.</p> <p>There are three broad categories of bullying:</p> <ol style="list-style-type: none"> <li>1. <b>Direct physical bullying</b> – e.g. hitting, tripping, and pushing or damaging property.</li> <li>2. <b>Direct verbal bullying</b> – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.</li> <li>3. <b>Indirect bullying</b> – this form of bullying is harder to recognise and often carried out behind the bullied student’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes: <ul style="list-style-type: none"> <li>• lying and spreading rumours</li> <li>• playing nasty jokes to embarrass and humiliate</li> <li>• mimicking</li> <li>• encouraging others to socially exclude someone</li> <li>• damaging someone’s social reputation and social acceptance</li> <li>• cyber-bullying, which involves the use of electronic means to humiliate and distress</li> </ul> </li> </ol> <p><b>Cyber-bullying</b> consists of covert, psychological bullying, conveyed through the electronic mediums such as mobile phones, websites, on-line chat rooms, ‘MUD’ rooms (multi-user domains where individuals take on different characters). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various media available.</p> <p><b>Harassment</b> is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.</p> |

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| <p><b>IMPLEMENTATION</b></p> | <p>Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching</p> <p>A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.</p> <p>All new students and staff will be informed of the anti-bullying policy and practices at the commencement of their time at the school.</p> <p>All complaints of harassment will be heard in confidence and taken seriously.</p> <p>Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.</p> <p>Such programs will link closely with our Student and Engagement Policy and eSmart Policy.</p> <p>Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.</p> <p>There will be disciplinary consequences, covering a range of strategies, for those in breach of the Anti-Bullying</p> |
| <p><b>PROCEDURES:</b></p>    | <p><b>What do you do if you are being bullied or harassed?</b></p> <ul style="list-style-type: none"> <li>• tell the person you don't like what they are doing and you want them to stop</li> <li>• discuss the matter with the Principal, Assistant Principal, Welfare Co-ordinator, Team Leader or a teacher that you feel comfortable with</li> <li>• the school will take concerns seriously - all complaints will be treated confidentially</li> </ul> <p><b>School Support</b></p> <p>Newtown Primary School staff understand that it can be distressing for a students and their parent or carer when targeted through bullying. School staff will try to support parents and students by consider the student's circumstances and will select the most appropriate strategies.</p> <p>These strategies could include:</p> <ul style="list-style-type: none"> <li>• teaching and learning programs to develop students communication, social, assertiveness and coping skills</li> <li>• changes to the school environment to improve teacher supervision, such as removing visual barriers between teacher and students</li> <li>• increasing supervision of students at particular times or places</li> </ul>  |

- support from principal, assistant principal, welfare coordinator, teacher or chaplain.
- changes to technology access at school
- timetable or class changes that may be temporary or permanent to decrease the contact the students have with each other
- class discussions of bullying including underlying issues and possible responses for students
- promoting positive bystander behaviour
- disciplinary action against students who bully others.

An action plan may be developed for students involved. Strategies parents could use at home may also be included in a plan.

School procedures for responding to a student who bullies or harasses others are set out below.

**Level 1**

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative conversation
- think time time-out
- private conference
- At principal's discretion, incidents may be recorded through Compass Chronicle

If the student does not take control over his/her behaviour, a report should be made to the student welfare coordinator or principal/assistant principal.

**Level 2**

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and "target"
- incidents recorded through Compass Chronicle

**Level 3**

For 'at risk' students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual 'strength building' plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect



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|  | <p>the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).</p> <ul style="list-style-type: none"> <li>incidents recorded through Compass Chronicle</li> </ul> <p><b>Level 4</b></p> <p>Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student’s family.</p> <ul style="list-style-type: none"> <li>incidents recorded through Compass Chronicle</li> </ul> <p><b>Note:</b> The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school’s Student Code of Conduct. Furthermore, the principal may commence formal disciplinary action in line with <i>‘Effective Schools are Engaging Schools - Student Engagement Policy Guidelines’ (DET) at any stage in the process depending on contextual information relating to the severity of the bullying (including cyber bullying) and harassment.</i></p> |
| <b>Relevant Links</b>  | <p>DET- Bullying</p> <p><a href="http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx">http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx</a></p> <p>Bully Stoppers</p> <p><a href="http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parents.aspx">http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parents.aspx</a></p>   |
| <b>Evaluation:</b>   | <b><i>This policy will be reviewed as part of the school’s three year review cycle.</i></b>  |
| <b><i>This policy was ratified by school council on: August 22, 2017</i></b> |  |

## CAMPS POLICY – Newtown Primary School

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| <b>PURPOSE:</b>       | <p>Camps are seen as an integral part of the school curriculum as they enable students to explore, extend and enrich their learning and their social skills development, in a non-school setting.</p> <p>Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school. A camp is defined as any activity that involves at least one night's accommodation.</p>  |
| <b>AIMS:</b>          | <ul style="list-style-type: none"> <li>• To provide students with the opportunity to participate in a camping program that is linked to social, cultural and educational outcomes for students.</li> <li>• To provide shared class and year level experiences, team building and a sense of group cohesiveness.</li> <li>• To reinforce and extend classroom learning, in particular, in relation to the Personal and Social Capability of the Victorian Curriculum.</li> <li>• To provide a program that delivers skills and knowledge that may lead to a lifelong involvement in worthwhile leisure pursuits.</li> <li>• To provide a program that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance.</li> <li>• To further develop their problem solving and life survival skills.</li> <li>• To extend understanding of their physical and cultural environment.</li> <li>• To promote independence and responsibility.</li> </ul>  |
| <b>IMPLEMENTATION</b> | <ul style="list-style-type: none"> <li>• All camps must be approved by the Principal and School Council.</li> <li>• The principal or their nominee will ensure that full records are submitted to council regarding the camp well in advance of the starting date of the event and that no camp occurs unless all the formal record keeping has been completed and approved. Ideally all camps should be submitted to Council for in principle approval in the November/December Council meeting in the preceding year.</li> <li>• All camps must be approved prior to running. This decision will be made by the Principal. The Principal, in consultation with appropriate staff, will consider the educational outcomes of the camp as well as the impact on the school program for the proposed dates.</li> <li>• The Principal, in consultation with organising teachers, will ensure that all camps, transport arrangements, emergency procedures and student/staff ratios comply with DET guidelines.</li> <li>• The School office will complete the "Notification of School Activity" online at <a href="https://edugate.eduweb.vic.gov.au/sites/emergencymanagement/DEE/CDSAL/SitePages/SALSub.aspx">https://edugate.eduweb.vic.gov.au/sites/emergencymanagement/DEE/CDSAL/SitePages/SALSub.aspx</a> 4 weeks prior to the camp departure date, and pass on to the 'Teacher In Charge' to be entered on the term planner.</li> <li>• All approved camps will then be presented to School Council for their approval.</li> </ul> |

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| <p><b>ACCESS TO CAMP</b></p> | <ul style="list-style-type: none"> <li>• All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend a camp, are invited to discuss alternative arrangements, including eligibility for the Camps, Sports and Excursions Fund with the Principal. Decisions relating to alternative payment arrangements will be made by the Principal and Business Manager in consultation with the appropriate staff, on an individual basis.</li> <li>• All aspects of the camp will be outlined to parents in writing, including cost, sleeping arrangements, itinerary, activities, clothing and equipment lists, contact phone numbers, transport arrangements, student management processes, permission and medical forms and clearly stated payment finalization dates.</li> <li>• All families will be given sufficient time to make payments for camps. All parental consent and medical forms must be completed, signed and returned and all money should be paid 2 weeks prior to leaving. Copies of completed permission notes and medical information must be accessible at the camp location by staff at all times.</li> <li>• Parents will be notified if their child is in danger of losing the privilege to participate in a camp due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with the organising teacher. Both the parent and the student will be informed of this decision prior to the camp. All students participating in a school camp will be asked to sign a contract agreeing to abide by all camp rules.</li> <li>• Parents will be requested to collect their child from camp if their child exhibits behaviour that is considered unacceptable or a danger to others. The Teacher in Charge, in consultation with a member of the leadership team, will make this decision. Costs incurred will be the responsibility of the parent.</li> </ul> |
| <p><b>ORGANISATION</b></p>   | <ul style="list-style-type: none"> <li>• All food, equipment, staffing, organization of activities and student management procedures must be addressed prior to the camp. Consideration needs to be given to students with special dietary and medical requirements. Parents should notify the staff in writing regarding special dietary and medical requirements when returning consent forms at least 2 weeks prior to leaving.</li> <li>• Teacher will keep record of payments and relevant paperwork. Office staff will be responsible for managing and monitoring the payments made by parents and will provide organising teachers with detailed records on a regular basis.</li> <li>• The 'Teacher in Charge' must provide the General Office with a final student list.</li> <li>• In the case where a camp involves a particular class or year level group, the organising teacher will ensure that there is an alternative program available for those students not attending the camp.</li> <li>• The school will provide a first aid kit for each camp. The teacher in charge is responsible for collecting this prior to leaving.</li> <li>• Parents may be invited to assist in the delivery of school camps. When deciding which parents will attend the organising teacher will take into account any valuable skills offered (e.g. bus licence, first aid, etc), gender</li> </ul>  |

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|   | <p>balance and special needs of particular students. All parents attending camp will have a current 'Working with Children' check.</p> <ul style="list-style-type: none"> <li>• For high risk Outdoor Education activities the staff member organising must have suitable training and current qualifications. All staff members must be aware of the increased duty of care.</li> <li>• The 'teacher in charge' will ensure that student medical forms are available at the site and all camp staff are aware of special medical issues or medication requirements of any student.</li> <li>• One staff member will be designated to take responsibility for administering student medication if required, following consultation with parents and/or appropriate medical practitioners.</li> <li>• Camps will be staffed in accordance with DET guidelines of 1 staff (including volunteers, instructors, etc): 10 students</li> </ul>  |
| <b>SITE SAFETY</b>  | <ul style="list-style-type: none"> <li>• All safety requirements must be considered and adequately resolved prior to the camp. Telephone numbers of all emergency services must be provided to the school, and be taken on camp. If any swimming activities are to occur, there must be sufficient staff attending with appropriate swimming qualifications to enable safe supervision.<br/><b>Refer:</b> <a href="#">Safety Guidelines for Education Outdoors</a></li> <li>• If the school camp is in a 'bushfire area' : <ul style="list-style-type: none"> <li>- Local authorities are made aware of the school visit.</li> <li>- Bushfire warnings are checked prior to departure.</li> <li>- Advice is sought from excursion venue regarding Bushfire procedures.</li> <li>- Staff maintain calm and orderly environment.</li> </ul> </li> <li>• A designated 'Teacher in Charge' will coordinate each camp.</li> <li>• The 'Teacher in Charge' will ensure all students and adults attending the camp are aware of evacuation and emergency procedures.</li> <li>• The 'Teacher in Charge' will communicate the anticipated return time with the school office in the case where camps are returning out of school hours. Parents will be informed prior to students leaving for the camp, that they can phone the office to receive an updated anticipated return time.</li> </ul> |
| <b>Evaluation:</b>  | This policy will be reviewed as part of the school's four year review cycle or more often if necessary due to changes in regulations or circumstances.  |
| <b><i>This policy was ratified by school council on: 17 October, 2017</i></b> |   |

# Cash Handling Policy



Newtown  
Primary  
School  
Abbots St.  
Newtown, Vic. 3200  
Ph: (03) 9545 0700  
Fax: (03) 9545 0467  
Email: [enrollment@newtown.vic.gov.au](mailto:enrollment@newtown.vic.gov.au)  
Principal: Ms. Rob. Baker  
ABN 61 621 641 412

## Rationale:

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

## Aims:

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

## Implementation:

- All monies collected in the classrooms will be forwarded to the Office in the wallets provided to each teacher.
- No cash is to be kept in the classroom.
- An official receipt will be issued immediately for all monies received over the counter at the office, and the original given to the payer.
- Receipts for monies collected from the classrooms will be completed daily.
- Receipts cannot be altered.
- All cash is to be kept either in the secure cash drawer or the safe during the day. At the end of each day, any cash not banked must be secured in the safe. Access to the safe room is to be restricted.
- Prior to banking, all cash and cheques will be reconciled with receipts.
- EFTPOS settlement will be undertaken at the end of each day.
- Banking is to be undertaken at least twice per week – more often if needed. Money will not be left at the school during school vacation periods.
- Banking routines will differ to reduce risk.
- The school will not cash personal cheques.
- Bank deposit slips are to be prepared through CASES21 in duplicate. One copy is kept by the bank; the other copy is to be stamped by the bank and filed at school for auditing purposes.
- The Administration Officer will prepare the banking and the Business Manager will double-count and do the banking (segregation of duties). Any discrepancies must be reported to the Business Manager immediately. Any discrepancies that cannot be accounted for must be reported to the Principal.

Apply zero tolerance to fraud.

*All cases of suspected or actual theft of money, fraud, misappropriation or corruptions are to be reported to Executive Director, Audit and Risk Division, DE&T  
[fraud.control@edumail.vic.gov.au](mailto:fraud.control@edumail.vic.gov.au)*

**Evaluation:**

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

This policy was ratified by School Council in **References**

- [Education Training and Reform Regulations 2007](#)
- [DEECD School Financial Guidelines](#)

This policy was adopted at the School Council meeting held at Newtown Primary School on

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This policy was ratified by School Council on 16 August, 2016

## CHILD SAFE POLICY – Newtown Primary School

|                        |   |
|------------------------|---|
| <b>Rationale:</b>      | <p>Newtown Primary School is committed to child safety.</p> <p>We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.</p> <p>We are committed to the safety, participation and empowerment of all children.</p> <p>We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.</p> <p>We have legal and moral obligations to contact authorities when we are worried about a child’s safety, which we follow rigorously.</p> <p>Newtown Primary School is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.</p> <p>Newtown Primary School has robust human resources and recruitment practices for all staff and volunteers.</p> <p>Newtown Primary School is committed to regularly training and educating our staff and volunteers on child abuse risks.</p> <p>We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.</p> <p>We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.</p> <p><b>If you believe a child is at immediate risk of abuse phone 000.</b></p> |
| <b>Implementation:</b> | <p><b>Our students</b></p> <p>This policy is intended to empower students, who are vital and active participants at Newtown Primary School. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.</p> <p>We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:</p> <ul style="list-style-type: none"><li>• promote the cultural safety, participation and empowerment of Aboriginal children</li><li>• promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds</li><li>• ensure that children with a disability are safe and can participate equally.</li></ul> <p><b>Our staff and volunteers</b></p> <p>This policy guides our staff, volunteers and members of our school community on how to behave with children in our organisation.</p> <p>All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff and</p>  |

volunteers, as well as children and their families, are given the opportunity to contribute to the development of the code of conduct.

#### **Training and supervision**

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

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

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

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

#### **Recruitment**

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

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

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

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

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

#### **Fair procedures for personnel**

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



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

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

### Privacy

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

### Legislative responsibilities

Newtown Primary School takes our legal responsibilities seriously, including:

**Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.

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

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

### Risk management

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

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

### Allegations, concerns and complaints

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

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

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

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

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

### **Strategies to promote child empowerment and participation**

Child Safe Standard 7 requires the delivery of appropriate education about:

- Standards of behaviour for students attending the school
- Healthy and respectful relationships
- Resilience
- Child abuse awareness and prevention

Newtown Primary School is committed to supporting and encouraging students to use their voice to raise and share their concerns with a trusted adult at any time of need. Building student confidence in knowing that they will be listened to, by an adult, when they have information to share, building personal resilience and a knowledge of knowing what to do and who can help will be areas continuously addressed by all teaching staff as a student journeys through our school.

The following programs/frameworks and Policy will be delivered by the school and will be prefaced on the school' commitment to child safety. School staff will be supported in their professional learning to ensure the observance and delivery of a Child Safe environment through such programs, frameworks and Policy. Curriculum documents and resources will be easily accessible to school staff.

### **Daniel Morcombe Child Safety Curriculum**

Newtown Primary School delivers the Daniel Morcombe Child Safety Curriculum. The Curriculum is aligned with the Australian Curriculum, and consists of classroom lessons across three levels: Prep-Year 2, Years 3-6 and Years 7-9. It aims to teach children about personal safety, including cybersafety and phone safety, and focuses on three key safety messages: Recognise, React and Report.

### **Student Wellbeing and Engagement Policy**

The school's Student Wellbeing and Engagement Policy provides the basis on which it develops and maintains a safe, supportive and inclusive school environment. The policy articulates the expectations and aspirations of the school community in relation to student engagement, including strategies to address bullying, school attendance and behaviour. The Policy also references the Child Safe Policy and the Child Safe Code of Conduct.

### **Victorian Curriculum**

The relevant domains of the Victorian Curriculum will be provided as part of the mandated curriculum delivery. Specifically, to address the Child Safe Standard 7, the following will support children to build resilience, healthy and respectful relationships (including sexuality) and to gain insight into appropriate behaviour and what is not, hence being empowered to feel safe and to be safe.

The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community

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|  | <ul style="list-style-type: none"> <li>• understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships</li> <li>• work effectively in teams and develop strategies to manage challenging situations constructively.</li> </ul>  |
| <b>Related Documents and Policies</b>                                      | Code of Conduct<br>Duty of Care Policy<br>Incident Report Advice and Template<br>Mandatory Reporting Policy<br>Visitor’s Policy<br>Working With Children’s Check Policy  |
| <b>Evaluation:</b>   | This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability |
| <b><i>This policy was ratified by school council on: November 2018</i></b> |  |

**COMMUNICATION OF SCHOOL POLICIES, PROCEDURES  
AND SCHEDULE POLICY  
– Newtown Primary School**

|                       |  |
|-----------------------|--|
| <b>RATIONALE:</b>     | The policies of Newtown Primary School guide and describe the main processes, functions and operations of the school. The development and review of policies is part of an agreed process to ensure that key stakeholders are part of the consultation and review process.   |
| <b>AIMS:</b>          | To ensure that Newtown Primary School policies frame and accurately reflect the school operations, directions, and goals and meet all legislative, compliance and duty of care requirements.   |
| <b>IMPLEMENTATION</b> | <ul style="list-style-type: none"> <li>• The policies describe the rationale, aims and implementations of the operations and directions of the school as a whole.</li> <li>• The process of considering school policies will be managed by the principal and will be a continuous cycle, and will use a transparent and consultative process.</li> <li>• New policies will be added and modified to reflect the growth and evolution of the new school and new programs.</li> <li>• All policies will use the school policy layout, meet legislative and compliance requirements, and have a designated review period.</li> <li>• When developing a new policy, the principal will consult with appropriate personnel in order to draft the initial policy statement. The draft policy may be circulated for comment to the appropriate committee/s, staff members, parents and/or students before ratification by School Council.</li> <li>• Policies will be developed taking into account DEECD policies, memos and circulars relating to a particular policy area.</li> <li>• A database of policies and a review schedule to provide a timeline for reviews either annually or on a four-year basis is to be maintained.</li> <li>• When reviewing an existing school policy as per the four-year review cycle, the principal will consult with staff and the appropriate Committee/s, and to School Council for ratification.</li> <li>• Changes as a result of policy developments and / or reviews will be widely advised to students, staff and parents.</li> <li>• Staff will be given opportunity to provide input into the policy development or review process.</li> <li>• The focus of all school policies must remain the needs of students and school operations.</li> <li>• Any concerns relating to the structure of the school should be directed to the principal or School Council president.</li> <li>• Relevant policies will also be loaded onto the intranet and school website for community observation and comment.</li> </ul> |

| Policy/Documents  | Staff   | Students | Parents/Guardians   | General Public  |
|---|---|----------|---|---|
| Attendance Policy<br>Excursion, Incursion<br>Camping Policies<br>Duty of Care Policy<br>Leave and Edupay<br>Mandatory Reporting Policy<br>Student Engagement and Inclusion Policy<br>e-smart policy   | Brief in 1st PL days<br>Referenced in Staff Handbook<br>Policy manual<br>Available on School Intranet                   |          |   |   |
| Accidents and Incidents<br>Acknowledging Student Performance and behaviour<br>Anaphylaxis<br>Annual Report to School Community<br>B-pay<br>Cash Handling<br>Child Safe Standards<br>Code of Conduct<br>Confidentiality<br>Communication of school Procedure and Policies<br>Complaints<br>Critical Incident<br>Distribution of Medicines<br>Drug Education<br>Enrolment<br>First Aid<br>Head Lice<br>Human Rights and Responsibilities<br>International Education<br>Internet Banking<br>Manual Handling<br>Mathematics<br>Multicultural<br>Multi-Purpose Room Hire<br>Newsletter Advertising<br>Occupational health and Safety | Referenced in Staff Handbook<br>Policy manual<br>Available on school Intranet<br>Referenced at briefings and staff PLFs |          | Relevant policies referenced in the newsletter and available on request<br><br>School website<br><br>All policies are printed and available at the school Office<br><br>Information Evenings<br><br>Individual meetings with students and parents of children with specific needs. (SSGs) | School website<br><br>All policies are printed and available at the school Office |

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| Parent payment<br>Refund<br>School Support Services –<br>Booking and Fees<br>Special Religious<br>Education<br>Staff Registers<br>Sustainability<br>Sustainability – Green<br>Procurement<br>Time In Lieu<br>Visitors (including<br>External providers)<br>Working With Children<br>Check |  |  |  |  |
| Bullying and Harrassment<br>Policy<br>Emergency Management<br>Policy<br>Homework Policy<br>Student Dress Code<br>Sunsmart   | Referenced in<br>Staff Handbook<br><br>Policy manual<br><br>Available on school<br>Intranet<br><br>Staff<br>meetings/briefings | Student<br>Diary<br><br>Circle Time<br><br>Assemblies<br><br>Enrolment<br>pack<br><br>Evacuation<br>Drills<br><br>Learning<br>Programs |  |  |

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| <b>Evaluation:</b>  | This policy will be reviewed as part of the school’s four year review cycle or more often if necessary due to changes in regulations or circumstances. |
| <b><i>This policy was ratified by school council on: 17 October, 2017</i></b> |  |

## **CONFIDENTIALITY AGREEMENT**

I, \_\_\_\_\_ (Name)

understand that as a condition of employment (paid or voluntary) by **Newtown Primary School**, I shall neither during nor after the period of engagement with the school, except in the proper course of my duties or as permitted by the school or as required by law, divulge to any person any confidential information concerning:

- Student personal, health and financial information
- Family personal, health and financial information
- The business or financial arrangements or position of this school; and
- Any of the dealings, transactions or affairs of the school.

The arrangement between this school and its employees is founded on trust. I undertake not to knowingly access any confidential information about the business of the school, students or families, unless such information is essential for me to properly and efficiently perform my duties. I am aware that these conditions extend to unnecessary discussion of confidential information within the school. I understand that any breach of this trust will render me liable do disciplinary action, termination and/or civil proceedings.

I further undertake to inform my supervisor immediately if I become aware of any breach of privacy or security relating to the information I access in the course of my duties.

This restriction ceases to apply to any information or knowledge, which subsequently comes into the public domain by way of authorised disclosure.

All confidential records, documents and other papers together with any copies or extracts thereof in my possession will be returned to the school on the termination of my engagement.

Signed: \_\_\_\_\_ in the presence of:

(Signature) \_\_\_\_\_

(Name) \_\_\_\_\_

(Position) \_\_\_\_\_ Date: \_\_\_\_\_

***This policy was ratified by school council on: August 19, 2014***

This policy will be reviewed as part of the school's four year review cycle or more often if necessary due to changes in regulations or circumstances.

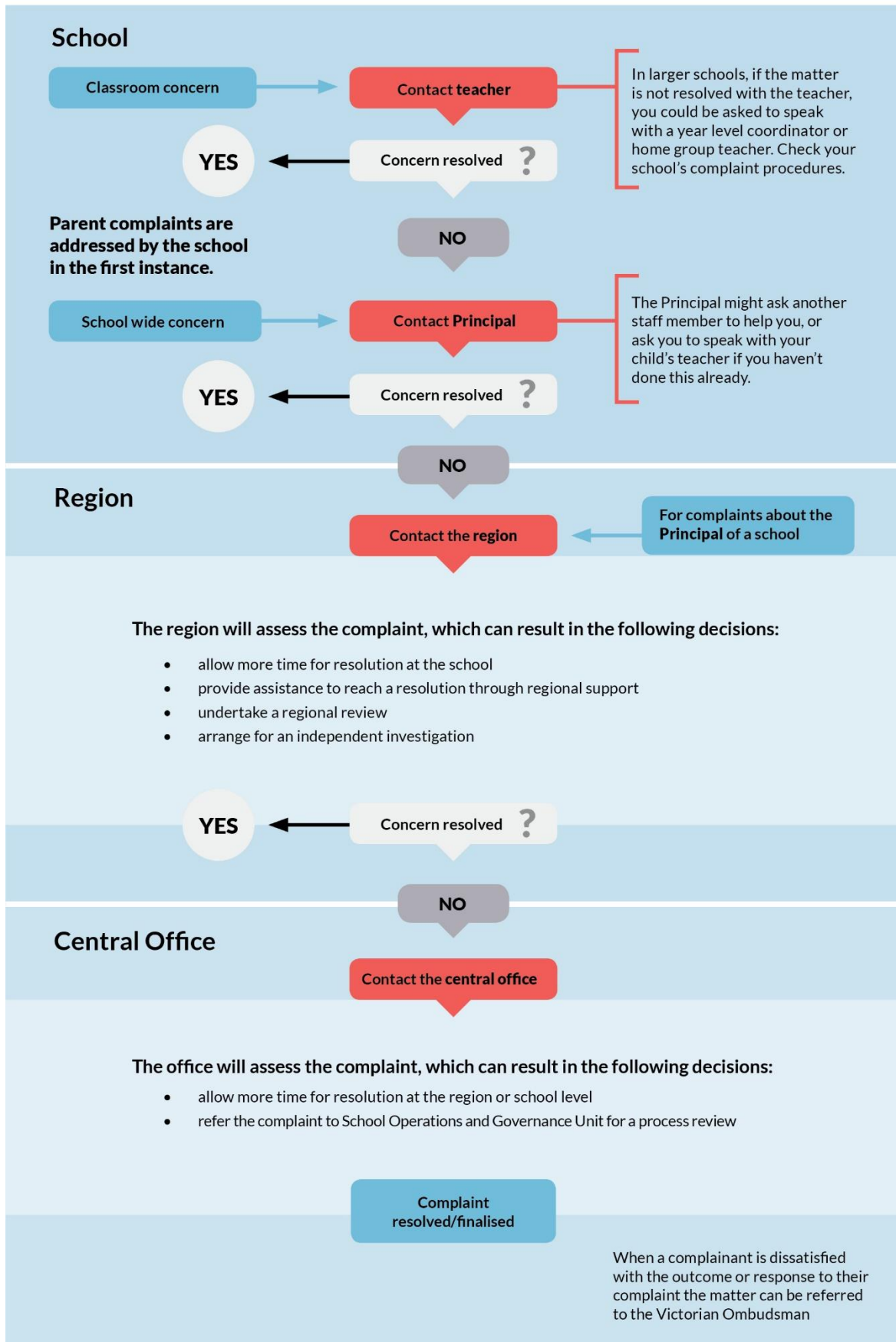
**COMPLAINTS POLICY – Newtown Primary School - NEW**

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| <b>Rationale:</b>      | <p>Newtown Primary School recognises that it is in the best interest of students for there to be a trusting and cooperative relationship between parent and school. Complaints are an important way for the school community to provide information and feedback to a school. The school considers that every complaint provides a valuable opportunity for reflection and learning.</p> <p>The school recognises a parent’s right to make a complaint and its responsibility to provide a framework within which efforts can be made to resolve complaints. Parent complaints are best handled at the school level in an environment where parents feel able to speak up about issues concerning the education of their children.</p>  |
| <b>Aims:</b>           | <p>To provide a clear effective complaint-handling system that has a clear process for resolving complaints, treats people fairly, is timely and provides those people involved in a complaint with a fair opportunity to respond to issues and to present their views.</p>   |
| <b>Implementation:</b> | <p>It is the responsibility of the school to respond to and address written (letter and email) and verbal (face-to-face and phone) complaints raised by parents from the school community.</p> <p>When addressing a complaint it is expected that parents and school personnel will:</p> <ul style="list-style-type: none"> <li>• show respect and understanding of each other’s point of view</li> <li>• operate within applicable legislation</li> <li>• acknowledge that their goal is to achieve an outcome acceptable to all parties</li> <li>• act in good faith and in a calm and courteous manner</li> <li>• recognise that all parties have rights and responsibilities which must be balanced.</li> </ul> <p>Formal complaints should be directed to the Principal, who will then consider and acknowledge within a working week.</p> <p>Time must be allowed to consider all parent complaints by:</p> <ul style="list-style-type: none"> <li>• raising the issues in the complaint with relevant staff and/or members of the school community</li> <li>• consulting, where appropriate, with relevant sections of the Department and/or external agencies for technical or other advice</li> <li>• discussing the school’s findings with the parent in an attempt to reach an agreed resolution</li> <li>• considering the engagement of a mediator where a complaint has the potential to become intractable</li> </ul> <p><b>The flowchart attached to this policy outlines the steps to be taken in making a complaint.</b></p> <p><b>Assistance of an Advocate</b></p> <p>Complainants are advised that are able to be supported by an advocate/support person. The role of the advocate/support person in this process is a supportive and enabling one. A complainant’s advocate/support person may be a member of the family, a friend, a community member or a person provided through an</p> |



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|  | <p>appropriate support/advocate agency. The advocate/support person in the parent complaint process does not receive a fee for service.</p> <p>The complainant should inform the principal if they want to include an advocate/support person in the complaint process and provide the name of the advocate, contact details and the relationship to the complainant. An advocate/support person's role may include:</p> <ul style="list-style-type: none"> <li>• assistance for the complainant to clarify the issues in the complaint</li> <li>• discussion of difficulties being experienced by the complainant</li> <li>• assistance in the development of a co-operative and collaborative working relationship between the complainant and the school community</li> <li>• assistance for the complainant to understand Department policy and guidelines and the resolution being proposed for the complaint.</li> </ul> <p><b>Anonymous Complaints</b></p> <p>All complaints are taken seriously. However, we believe that it may be difficult to fully consider a complaint if we cannot effectively liaise with the parent. Furthermore, anonymous complaints raise natural justice issues for respondents who have a right to know particulars of the allegations made against them.</p> <p><b>Resolving complaints</b></p> <p>The principal may contact the regional director and request the region's intervention to help resolve a complaint. The principal would need to have exhausted the school's parent complaint-handling procedures and be of the belief that the complaint would not be able to be resolved at the school level. The parent should be advised that their complaint will be handled by personnel from the region.</p> <p><b>International Students</b></p> <p>Should families be dis-satisfied with any aspect of their schooling arrangements they are urged to contact the school to discuss these matters with the principal and Well-being Team.</p> <p>If a satisfactory resolution cannot be found, families should contact International Education directly.</p> <p>Contact details are: phone +61 3 9637 2990 or email <a href="mailto:international@edumail.vic.gov.au">international@edumail.vic.gov.au</a></p> |
| <b>Evaluation:</b>   | <i>This policy will be reviewed as part of the school's four year review cycle.</i>  |
| <i>This policy was ratified by school council : 17 October, 2017</i> |  |

# PARENT COMPLAINT FLOWCHART



## CRITICAL INCIDENT POLICY – Newtown Primary School

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| Rationale  | <p>Newtown Primary School may become directly or indirectly involved in a tragic or traumatic event.</p> <p>The incident may involve loss of life, serious injury or emotional disturbance. The incident may occur in the school environment or outside. It may involve staff, students or those close to them. The network of those involved in a traumatic event can be wide, especially if it directly involves the school. Feelings of grief and loss can continue over long periods of time.</p> <p>Counselling should be provided for all those who need it. This may include many who do not seem to be closely connected to the event or the individuals involved. The school may be in a position to help grieving families at difficult times, e.g. through the school's participation in the funeral service.</p> <p>While school should operate as normally as possible, some degree of flexibility should exist.</p> <p>It is essential that people be given clear, accurate information at all times. It is essential that a Critical Incident Recovery Team be formed to manage the short and long term effects.</p>  |
| Aims       | To ensure that there are clear guidelines in place in the case of a critical incident impacting on the Newtown PS community.   |
| Guidelines | <p>Incidents may vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases.</p> <p>However, the following 4 principles must be followed:</p> <ol style="list-style-type: none"> <li>1. provide clear, accurate information</li> <li>2. describe the actions to be followed</li> <li>3. provide help for all affected</li> <li>4. maintain a normal school program as close as possible</li> </ol> <p>Obtain accurate information. Deal only with substantiated facts.</p> <p>As soon as possible inform staff, especially those most directly involved. Inform close friends and family individually. Allow questions and discussion as they arise. Dispel rumours.</p> <p>Appoint a skilled Critical Incident Recovery Team to assist in the management of the incident. The team may include staff members, psychologists, counsellors, external DEECD personnel, support agencies etc. The size and composition of the team will be related to the nature of the incident. Distribute names of the Critical Incident Recovery Team members, and inform others of the role of the team.</p> <p>As soon as possible provide information to the community as to what has happened, and what is being done.</p> <p>Appoint a skilled Critical Incident Recovery Team member to respond to media enquires. A written press release may be useful. If necessary, protect others from</p> |

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|   | <p>contact with the media. Advice regarding this may be obtained from the DEECD Emergency Communications Centre and the DEECD Media Unit.</p> <p>Establish an open line of contact with the family or families directly involved.</p> <p>Provide 'out of school hours' contact if necessary. This could be as simple as circulating the Principal's telephone number. In more complex situations it may mean maintaining telephone contact at the school.</p> <p>Continue contact with the family to identify their expectations of the school, e.g. student participation in funeral or memorial service.</p> <p>Try to identify those most likely to need help, e.g. classmates, teacher, special friends. Some students not directly affected may become distressed.</p> <p>Ensure that counselling help is available. Contact the Regional Office and/or DEECD if necessary. All emergency or criminal activity, in which the safety or well-being of staff or students is at risk, or where there is a threat to property, must be reported immediately to the Department's 24 hour Emergency and Security Management Branch on <b>(03) 9589 6266</b>.</p> <p>Continue to keep staff, students and parents informed, especially about what has happened and what the school is doing about it.</p> <p>As soon as possible call students together and provide information about what has happened and what the school is doing about it. A follow up letter home may be important.</p> <p>Provide counselling services for all. Ensure that there are suitable places in which this can take place. Be prepared to modify the timetable and other arrangements so that people are free to make use of available help.</p> <p>The class teacher may be the person to whom students first turn for help.</p> <p>Children wishing to attend funerals should do so in the company of their parents. Provide meaningful participation for those not actually attending the service.</p> <p>Continue normal routines at school but acknowledge the effect of tragedy on the school community. Be flexible with those in need of help. Be aware that many people may be deeply affected, e.g. an event may cause a person to recall some traumatic event involving them in the past. The anniversary may also be a difficult time.</p> <p>Maintain links with the family. The school and family may wish to develop a memorial garden, erect a memorial plaque, or display a photo in a prominent position in the school.</p> <p>Be sensitive to staff and student's needs over a period of time.</p> |
| Evaluation  | This policy will be reviewed as part of our 4 year cycle of policy review  |
| This policy was ratified by School Council on: October 2014 |  |

## Distribution of Medicines - Newtown Primary School

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| <b>RATIONALE:</b>                    | To ensure schools store and administer medication correctly. This topic relates to all medications including prescription and non-prescription medication.   |
| <b>AIMS:</b>                         | <p>This policy</p> <ul style="list-style-type: none"> <li>• outlines the school's processes and protocols for distribution and administration of medicines</li> <li>• protects student privacy and confidentiality to avoid any stigmatization</li> <li>• ensures teachers abide by their duty of care by assisting students to take their medication where appropriate.</li> <li>• ensures all medication to be administered is: <ul style="list-style-type: none"> <li>○ accompanied by written advice providing directions for appropriate storage and administration</li> <li>○ in the original bottle or container clearly labelled with the name of the student, dosage and time to be administered</li> <li>○ within its expiry date</li> <li>○ stored according to the product instructions, particularly in relation to temperature</li> </ul> </li> <li>• encourages parents/guardians to consider whether they can administer medication outside the school day, such as before and after school and before bed.</li> </ul> |
| <b>WRITTEN ADVICE AND DIRECTIONS</b> | <p>Newtown Primary School requires written advice on a Medication Authority Form for all medication to be administered by the school. The form should be completed by the student's medical/health practitioner ensuring that the medication is warranted. However, if this advice cannot be provided, the principal may agree that the form can be completed by parents/guardians.</p> <p><b>Note:</b> Medication to treat asthma or anaphylaxis does not need to be accompanied by the Medication Authority Form as it is covered in student's health plan.</p>  |
| <b>IMPLEMENTATION</b>                | <p><b>Administering</b></p> <p>The principal, or their nominee must ensure:</p> <ul style="list-style-type: none"> <li>• that the correct student receives: <ul style="list-style-type: none"> <li>- their correct medication</li> <li>- in the proper dose</li> <li>- via the correct method, such as inhaled or orally</li> <li>- at the correct time of day</li> </ul> </li> <li>• a log is kept of medicine administered.</li> </ul> <p>Teachers in charge of students at the time their medication are required:</p> <ul style="list-style-type: none"> <li>- to be are informed that the student needs to be medicated</li> <li>- to release the student from class to obtain their medication.</li> </ul>   |

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|  | <p><b>Recording</b></p> <p>A medication log is be used by the person administrating the taking of medicine. Good practice is to have two staff members:</p> <ul style="list-style-type: none"> <li>• supervising the administration of medication</li> <li>• checking the information noted on the medication log.</li> </ul> <p>Schools can observe and document behaviours for the student’s medical/health practitioner.</p> <p><b>Note:</b> It is not the school’s role to interpret behaviour in relation to a medical condition or monitor the effects of medication.</p> <p>Schools should not:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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 family or health practitioner.</li> <li>• allow use of medication by anyone other than the prescribed student.</li> </ul> <p><b>Note:</b> Only in a life threatening emergency could this requirement be varied. For example, if a student is having an asthma attack and their own blue reliever puffer is not readily available, one should be obtained and given without delay.</p> |
| <p><b>IMPLEMENTATION<br/>SELF<br/>ADMINISTRATION</b></p> | <p>Staff at Newtown Primary School will consult with parents/guardians and the student’s medical/health practitioner to determine the age and circumstances by which the student could self-administer their medication.</p> <p>Newtown Primary School will obtain written permission from the medical/health practitioner or the parents/guardians, preferably in the Medication Authority Form for the student to carry their medication. This is not required for students with Asthma or Anaphylaxis as this is covered under ASCIA Action Plan for Anaphylaxis and the Asthma Foundation’s Asthma Care Plan for Schools.</p> <p>Ideally, the self administered medication should be stored by the school. However, where immediate access is required by the student such as in cases of asthma, anaphylaxis or diabetes, the medication must be stored in an easily accessible location.</p> <p>Also, at the principal’s discretion, students can carry their own medication with them, preferably in the original bottle, when:</p> <ul style="list-style-type: none"> <li>• the medication does not have special storage requirements, such as refrigeration.</li> <li>• doing so does not create potentially unsafe access to the medication by other students.</li> </ul>   |

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| <p><b>IMPLEMENTATION STORAGE</b></p>   | <p>Steps are taken to ensure:</p> <ul style="list-style-type: none"> <li>• medication is stored for the period of time specified in the written instructions received</li> <li>• the quantity of medication provided does not exceed a week's supply, except in long-term continuous care arrangements</li> <li>• medication is stored: <ul style="list-style-type: none"> <li>○ securely to minimise risk to others</li> <li>○ in a place only accessible by staff who are responsible for administering the medication</li> <li>○ away from the classroom</li> <li>○ away from the first aid kit.</li> </ul> </li> </ul>                                   |
| <p><b>IMPLEMENTATION Medication Error</b></p>  | <p>If required, follow first aid procedures outlined in the:</p> <ol style="list-style-type: none"> <li>1. Student Health Support Plan, or Anaphylaxis Management Plan</li> <li>2. Ring the <b>Poisons information Line, 13 11 26</b> and give details of the incident and student.</li> <li>3. Act immediately upon their advice, such as calling an ambulance, on 000, immediately if you are advised to do so.</li> <li>4. Contact the parents/guardians or the emergency contact person to notified them of the medication error and action taken.</li> <li>5. Review medication management procedures at the school in light of the incident</li> </ol> |
| <p><b>Evaluation:</b></p>  | <p><i><b>This policy will be reviewed as part of the school's three year review cycle or more often if needed due to changes in regulations or circumstances.</b></i></p>  |
| <p><i><b>This policy was ratified by school council on: 17 October, 2017</b></i></p> |  |

| <b>DUTY OF CARE - Newtown Primary School</b> |   |
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| <b>Rationale:</b>                            | In addition to their professional obligations, principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable.   |
| <b>Aims:</b>                                 | To ensure that staff have an understanding of their duty of care to students, and behave in a manner that does not compromise these legal obligations   |
| <b>Definition:</b>                           | <p>Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: <i>“A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.”</i> (Richards v State of Victoria (1969) VR 136 at p. 141)</p> <p>As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.</p> <p><b>School authorities in breach of the duty of care may be liable for injuries inflicted by one student on another, as well as for injuries sustained by a student.</b></p> <p>Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury</p> |
| <b>Implementation:</b>                       | <p>Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.</p> <p>A teacher’s duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher’s instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have ‘assumed’ the teacher pupil relationship.</p> <p>Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.</p>   |



The teacher's duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.

Whilst each case regarding a teacher's legal duty of care will be judged on the circumstances that occurred at the time, the following common examples of how a teacher meets their legal duty of care responsibilities to their students:

- All teachers to have high academic expectations for all students.
- All staff to have high behaviour expectations for all students.
- All staff to have high expectations from students regarding tidy classrooms, displays and passageways.
- Ensure consistency with school rules regarding uniform policy, doors, running, canteen etc.
- All teachers to be in classrooms at least 10 minutes before tuition commences at 9:00 am.
- All teaching staff will remain at school for at least 15 after tuition concludes 3:30pm.
- 38 hour week is generally understood to be 8:50am – 3:50pm each day and up to 2 hours of meetings each week plus 1 additional hour negotiated with the Principal.
- Staff absences to be notified as early as possible.
- Where possible, personal appointments to be made outside school hours requirements.
- Students to be supervised on excursions and at assembly in a professional manner.
- No mobile phone usage and only appropriate usage of internet, during instruction time.
- Teachers to escort students into the yard upon dismissal.
- Staff to dress appropriately.
- Movement of students in corridors and around the school should be supervised and orderly.
- Staff are to maintain high quality displays of children's work in classrooms and corridors.
- Staff are to ensure prompt attendance at line up areas.
- Never leave a class unsupervised.
- Report to Yard Duty on time, every time.
- Administrative tasks are a professional requirement. Please meet all deadlines as requested.
- Complete class rolls promptly.
- Work programs to be compiled by the Monday of the week of delivery.
- Evaluation folders are to be maintained and updated regularly.
- Unit plans to be completed and sent to Amanda and Alice within a fortnight of the beginning of term.
- Current class timetable to be displayed on the door of the classroom.
- Items and equipment borrowed to be returned as borrowed.
- Staff are urged to be security conscious with personal belongings at all times.

- At the end of the day, leave room tidy with valuable equipment stored appropriately, heating and air condition turned off and windows locked.

Staff members are also cautioned against giving advice on matters that they are not professionally competent to give (negligent advice). Advice is to be limited to areas within a teacher's own professional competence and given in situations arising from a specified for them by the principal.

Teachers must ensure that the advice they give is correct and, where appropriate, in line with the most recent available statements from institutions or employers. Teachers should not give advice in areas outside those related to their role where they may lack expertise.

### **Risks to students outside the school environment**

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

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

There will be a number of other situations where the school will be under a duty to take reasonable steps. In some instances, the school's control over the activity may require it to take more active measures to satisfy the requirement that it take reasonable steps.

Staff are responsible for their students at all times.

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

### **Learning Area Supervision**

Staff must **not** leave the classroom unattended at any time during a lesson.

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

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

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

**No student** should be left unsupervised **outside the classroom** as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by

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

### **Movement of Students**

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

Students are to be supervised when moving to specialist classes and must move in a calm and orderly manner.

Student should be sent to the toilet in pairs.

Senior students should wear their 'trust licence' when out of the SLA.

### **Yard supervision**

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

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

Be aware that yard duty supervision within the school requires the teacher to fully comply with DEECD guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and duty of care responsibilities.

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

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

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

No permanent changes to the yard duty roster are to be made without the approval of the Principal.

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

You should always be on the move and highly visible.

### **Excursions, Incursions and Camps**

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| <p>Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.</p> <p>Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.</p> <p>Be aware that camps and excursions outside the school require the teacher to fully comply with DEECD guidelines and bring with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care.</p> <p>Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to DEECD guidelines.</p> <p>Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities.</p> <p>The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.</p> <p>Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.</p> <p>The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.</p> <p>If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parents can be contacted and a senior staff member will remain at school until they arrive.</p> <p>If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.</p> <p>All staff <u>must</u> follow the DEECD guidelines when organising an excursion, incursion or camp. All procedural steps contained in the School camping, excursions and incursions Policy and Procedure outlines must also be followed.</p> <p><b>Informing Staff of the legislative liability of Duty of Care</b></p> <p>All staff will be informed of their legal requirement via:-</p> <ul style="list-style-type: none"> <li>• A copy of this document will be provided to each member of staff at the first staff meeting at the commencement of the school year, and will be placed on the intranet.</li> <li>• New staff will be informed of their Duty of Care as part of the school's Induction Program</li> <li>• Duty of Care will be an agenda item at staff meetings and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Guide.</li> <li>• Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions.</li> <li>• Staff will be directed to the student wellbeing policy annually.</li> </ul> |
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| <b>Evaluation:</b>  | <i>This policy will be reviewed as part of the school's four year review cycle.</i> |
| <i>This policy was ratified by school council on: June 2014</i> |   |

|                        | <b>DRUG EDUCATION POLICY - Newtown Primary School</b>  |
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| <b>Rationale:</b>      | <ul style="list-style-type: none"> <li>• Effective drug education is delivered as part of a whole-school approach to student health and wellbeing. It provides students with the information, skills and self- assurance to counter the social challenges presented by both licit and illicit drugs.</li> </ul>  |
| <b>Aims:</b>           | <ul style="list-style-type: none"> <li>• To provide a school environment where students feel safe and develop the skills and self-esteem to recognise and avoid dangerous choices relating to drugs and alcohol.</li> <li>•</li> </ul>   |
| <b>Implementation:</b> | <p><b>Healthy policies</b></p> <ul style="list-style-type: none"> <li>• Staff, families and students are involved in guiding the development and implementation of the whole school drug education policy and practices.</li> <li>• If a drug related incident occurs the school will follow the attached Drug Related Incident Plan.</li> </ul> <p><b>Healthy physical environment</b></p> <ul style="list-style-type: none"> <li>• The school provides a safe environment that promotes healthy behaviours in relation to the use of alcohol and other drugs/medications.</li> <li>• Health information, including where appropriate material relating to alcohol and other drugs, is visible and readily accessible in the school.</li> <li>• Caffeinated beverages (including energy drinks) should not be supplied in our canteen.</li> <li>• School council approval is obtained before alcohol is provided on school premises or at any school-organised function. Children are not exposed to alcohol at school functions as events involving children will be alcohol-free.</li> <li>• Where alcohol is used as a fundraising tool, students will have NO involvement in the promotion, sale or collection of goods.</li> </ul> <p><b>Healthy social environment</b></p> <ul style="list-style-type: none"> <li>• A sense of belonging and connectedness is created through inclusive and participatory practices.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• The school encourages and values the contribution of students, families and staff to a positive school environment and all members promote a culture of respect, fairness and equality.</li> <li>• The school implements strategies to promote positive and responsible behaviour, and to prevent and respond to bullying, discrimination and harassment.</li> </ul> <p><b>Learning and skills</b></p> <ul style="list-style-type: none"> <li>• A minimum of 10 hours alcohol and other drug education, is delivered annually across curriculum areas. This may incorporate programs relating to developing the resilience, self-confidence and interpersonal skills to counter a range of social issues students may face.</li> <li>• Drug education is evidence-based, age appropriate and relevant to student experiences, interests and individual learning needs.</li> <li>• Staff are supported to access resources, tools and professional learning to enhance their knowledge and capacity to deliver drug education and prevention initiatives.</li> </ul> <p><b>Engaging children, young people, staff and families</b></p> <ul style="list-style-type: none"> <li>• Families, students and staff are key partners in developing and supporting preventive approaches to alcohol and other drug use, and are provided information, ideas and practical strategies on a regular basis, to promote and support preventive approaches to alcohol and other drugs/medications at school and at home.</li> <li>• Families and students from diverse cultural backgrounds are engaged to ensure cultural values and expectations about alcohol and other drugs are respected.</li> <li>• Lessons relating to drug education will form part of the schools Drug Education Strategy. Parents will be informed of drug education lesson content which may involve of sources/experts from outside the school.</li> </ul> |
| <p><b>Evaluation:</b></p>  | <p><b><i>This policy will be reviewed as part of the school's four year review cycle.</i></b></p>  |
| <p><b><i>This policy was ratified by school council in: 2015</i></b></p> |  |

| <b>ENROLMENT POLICY – Newtown Primary School</b> |   |
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| <b>PURPOSE:</b>                                  | For Newtown Primary School to enrol eligible students and maintain their enrolment data.  |
| <b>AIMS:</b>                                     | <ul style="list-style-type: none"> <li>• For parents to enrol their child at Newtown Primary School and know that all legal and procedural requirements have been met.</li> </ul>   |
| <b>IMPLEMENTATION</b>                            | <ul style="list-style-type: none"> <li>• Enrol eligible student, who are new to the Victorian government education system under the name contained in the documents supporting their admission; primarily their birth certificate.</li> <li>• Keep copies of sighted documents. This includes an immunisation status certificate, birth certificate and relevant visa documentation.</li> <li>• Verify changes to student enrolment names.</li> <li>• Maintain student details and movements in enrolment history.</li> <li>• Keep all information confidential and managed in accordance with the Department’s privacy policy and Victorian privacy laws.</li> <li>• International students are referred to International Division who then broker enrolment.</li> </ul> |
| <b>TRANSFER OF STUDENT:</b>                      | At initial enrolment, a Victorian Student Number (VSN) is allocated to a student in the name certified in admission documents. When students transfer between schools, the subsequent enrolment is in the name attached to the VSN, unless new legal documentation with an amended name is provided.  |
| <b>CHANGING ENROLMENT NAME:</b>                  | <p>Students enrolled prior to 2009, with names different from those appearing on their birth certificate due to previous Department policy; can continue to be enrolled if:</p> <ul style="list-style-type: none"> <li>• new legal documentation with an amended name is provided, such as; officially amended birth certificate, proof of adoption or court order authorizing another name</li> <li>• supporting documentation, which was not originally available, differs from the name provide during conditional enrolment (see –<i>Admission Policy</i>)</li> <li>• proof is provided that the enrolling parent or the student is using another name under a scheme designed to ensure their safety, such as witness protection.</li> </ul>                         |
| <b>ENROLMENT DATABASE CASES21:</b>               | <p>The enrolment database includes:</p> <ul style="list-style-type: none"> <li>• admission forms</li> <li>• transfer information</li> <li>• the student register</li> <li>• class list</li> </ul>   |



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| <p><b>MAINTAINING ENROLMENT INFORMATION IN CASES21</b></p> | <p>STAGE 1- Enrolment data is entered at the beginning of the year for Prep.</p> <p>STAGE 2- Data is:</p> <ul style="list-style-type: none"> <li>• added when students transfer</li> <li>• updated when changes occur, such as guardianship</li> <li>• reviewed half yearly, specifically parent/guardian contact information see: CASES21 Administration User Guide for guidance including processes for generating the Student Information Full Details report</li> <li>• revised annually for State and Commonwealth reporting</li> <li>• updated when informed by parents of changes to family circumstances.</li> </ul> <p>Student names removed from the enrolment database are retained in the CASES21 database.</p> <p>STAGE 3- Records are disposed of in accordance with the General Disposal Schedule. (See - <i>Archives and Records Management DEECD</i>)</p>  |
| <p><b>MAINTAINING AND USING IMMUNISATION RECORDS:</b></p>  | <p>Immunisation status certificates indicate whether students have been immunised against some or all of the following infectious diseases:</p> <ul style="list-style-type: none"> <li>• hepatitis</li> <li>• diphtheria</li> <li>• tetanus</li> <li>• pertussis (whooping cough)</li> <li>• poliomyelitis</li> <li>• <i>Haemophilus influenzae</i> type B</li> <li>• pneumococcal</li> <li>• rotavirus</li> <li>• measles</li> <li>• mumps</li> <li>• rubella</li> <li>• meningococcal</li> <li>• varicella (chickenpox).</li> </ul> <p>STAGE 1- Obtain copies of official immunisation certificates from parents/guardians prior to enrolment.<br/>Note: It is not sufficient to site the stamped immunisation booklet.</p> <p>STAGE 2- Maintain a file containing immunisation certificates.<br/>Note: If students transfer to another school a copy of the immunisation status certificate should be attached to the transfer form.</p> |

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|  | <p>STAGE 3- During disease outbreaks refer to student immunisation status certificates.</p> <p>Instruct parents/guardians of students not immunised to keep their children at home for the recommended period, as outlined in the Department of Health's School exclusion table. (See - <a href="#">Immunisation DEECD</a>)</p> |
| <b>Evaluation:</b>   | <b><i>This policy will be reviewed as part of the school's four year review cycle.</i></b>  |
| <b><i>This policy was ratified by school council on: June 19, 2018</i></b> |   |

| <b>E-Smart and Digital Technology (Internet, Social Media and Digital Devices)</b> |  |
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| <b>Rationale:</b>  | <p>Newtown Primary School understands that digital technologies including the internet, apps, computers and tablets provide students with rich opportunities to support learning and development in a range of ways.</p> <p>Through increased access to digital technologies, students can benefit from enhanced learning that is interactive, collaborative, personalised and engaging. 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.</p> <p>Newtown Primary School 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 to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.</p> |
| <b>Aims:</b>   | <p>To ensure that all students and members of our school community understand:</p> <ul style="list-style-type: none"> <li>(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 or insert other appropriate programs as relevant to your school]</li> <li>(b) expected student behaviour when using digital technologies including the internet, social media, and digital devices (including computers, laptops, tablets)</li> <li>(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 to wellbeing that they may encounter when using the internet and digital technologies</li> <li>(d) our school’s policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet</li> </ul>  |
| <b>Implementation:</b>   | <p><b>SCOPE</b></p> <p>This policy applies to all students at Newtown Primary School</p> <p>Staff use of technology is governed by the Department’s <i>Acceptable Use Policy</i>.</p> <p><b>DEFINITIONS</b></p> <p>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.</p>  |

### **iPads at Newtown Primary School**

Classes at Newtown Primary School are delivered with the use of iPads. Students in years 3-6 are invited to bring a charged iPad to school each day to be used during class time for different learning activities.

Our school offers an optional Bring Your Own Device (BYOD) program (years 3-6), which means students are invited to bring their own purchased or leased iPad with them to school each day. Newtown Primary School have arrangements with JB Hi Fi who provide an online portal to assist with the purchase of iPads for Newtown Primary School students. This arrangement has been made for parent convenience. The school receives no financial benefit from this arrangement.

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

Newtown Primary School has in place arrangements to support families who may be experiencing long or short-term hardship to access iPads for schoolwork. We also have a number of iPads provided in each classroom for use by students in years P-2 and for those year 3-6 students who choose to not bring an iPad.

Students, parents and carers who would like more information or assistance regarding our BYOD program are encouraged to contact Shaun Haberfield (Assistant Principal).

### **Safe and appropriate use of digital technologies**

Digital technology, if not used appropriately, may present risks to users' safety or wellbeing. At Newtown Primary School, we are committed to educating all students to be safe, responsible and discerning in the use of digital technologies, equipping them with skills and knowledge to navigate the digital age.

At Newtown Primary School, we:

- use online sites and digital tools that support students' learning, and focus our use of digital technologies on being learning-centred
- restrict the use of digital technologies in the classroom to specific uses with targeted educational or developmental aims
- supervise and support students using digital technologies in the classroom
- 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 promoting safe, responsible and discerning use of digital technologies.

- educate our students about digital issues such as online privacy, intellectual property and copyright, and the importance of maintaining their own privacy 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 technology at school
- use clear protocols and procedures to protect students working in online spaces, which includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at 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 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 safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates in our newsletter and annual information sheets.

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 their class teacher, Shaun Haberfield (Assistant Principal), or Amanda Hay (Principal) 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.

**Student behavioural expectations**

When using digital technologies, students are expected to behave in a way that is consistent with Newtown Primary School's *Statement of Values, Student Wellbeing and Engagement* policy, and *Bullying and Harassment* 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), Newtown Primary School will institute a staged response,

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|   | <p>consistent with our policies and the Department's <i>Student Engagement and Inclusion Guidelines</i> and our <i>Consequences of Inappropriate Use</i> document.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• removal of network access privileges</li> <li>• removal of email privileges</li> <li>• removal of internet access privileges</li> <li>• removal of printing privileges</li> </ul> <p>other consequences as outlined in the school's <i>Student Wellbeing and Engagement, Bullying and Harassment</i> policies and <i>Consequences of Inappropriate Use</i> document.</p> |
| <p><b>Evaluation:</b></p>   | <p><b><i>This policy will be reviewed as part of the school's 3 year review cycle.</i></b></p>  |
| <p><b><i>This policy was ratified by school council : September, 2018</i></b></p> |   |

## EXCURSIONS & INCURSIONS POLICY - Newtown Primary School

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| <p><b>RATIONALE:</b></p>  | <p>Excursions and incursions are seen as an integral part of Newtown Primary School’s curriculum. Excursions enable students to explore, extend and enrich their learning and their social skills development, in a non-school setting.</p> <p>Incursions enable students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community.</p> <p>An excursion is defined as any activity beyond the school grounds.</p> <p>An incursion is an activity that involves school visitors who provide a performance, lesson or service for students.</p> <p>Excursions and incursions complement, and are an important aspect of the educational programs offered at this school.</p> |
| <p><b>AIMS:</b></p>   | <ul style="list-style-type: none"> <li>• To reinforce, complement and extend the learning opportunities beyond the classroom.</li> <li>• To develop an understanding that learning is not limited to school, and that valuable and powerful learning takes place in the real world and is often achieved with other people and experiences.</li> <li>• To provide a safe, secure learning experience for students in a venue external to the school.</li> <li>• To further develop social skills such as cooperation, tolerance, communication, individual and group interaction.</li> <li>• To further develop problem solving and life survival skills.</li> <li>• To extend understanding of their physical and cultural environment.</li> </ul>   |
| <p><b>IMPLEMENTATION OF EXCURSIONS &amp; INCURSIONS: PRINCIPAL ROLE</b></p> | <ul style="list-style-type: none"> <li>• All excursions and incursions must be approved by the Principal or nominee.</li> <li>• The Principal or nominee will ensure that all excursions, incursions transport arrangements, emergency procedures and staffing comply with DEECD guidelines.</li> </ul>   |
| <p><b>IMPLEMENTATION OF EXCURSIONS &amp; INCURSIONS: OFFICE ROLE</b></p>    | <ul style="list-style-type: none"> <li>• Once the excursion has been approved all relevant documentation must be completed. The Business Manager will complete the ‘Notification of School Activity’ at: <a href="http://www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp">www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp</a> three weeks prior to the excursion departure date.</li> <li>• Office staff will generate individualised <i>Permission Forms</i> for all excursions/incursions that involve payment.</li> <li>• Office staff will be responsible for managing and monitoring the payments made by parents and will provide teachers with paid permission slips.</li> </ul>   |
| <p><b>IMPLEMENTATION OF EXCURSIONS &amp; INCURSIONS: STAFF ROLE</b></p>     | <ul style="list-style-type: none"> <li>• A designated “Teacher in Charge” will coordinate each excursion/incursion.</li> <li>• Staff wishing to organise an excursion/incursion must complete a <i>Notification of School Activity</i> form and lodge this for approval. All excursions/incursions must be approved prior to running. Where a proposed excursion/incursion form has not been submitted, that excursion/incursion will not run, unless special circumstances are</li> </ul>  |

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|  | <p>pending. This decision will be made by the Principal or nominee. They will consider the educational outcome of the excursion/incursion as well as the impact on the school for the proposed date.</p> <ul style="list-style-type: none"> <li>• Ensure the correct adult/student ratio of: one adult to 20 children for general excursions. When the ratio is higher than 20 children, extra support is required from ES staff or approved parents.</li> <li>• The Teacher in Charge must provide the General Office with a final student list. This list must also include the arrangements for students not involved in the incursion.</li> <li>• Copies of completed permission notes that include medical information, as well as a marked class list must be carried by excursion staff at all times.</li> <li>• The teacher in charge is responsible for collecting a school first aid kit for each excursion prior to leaving.</li> <li>• Teachers on excursions will be equipped with mobile telephones in case of emergency.</li> <li>• Whilst participating in an excursion/incursion, students are to be counted on a regular basis.</li> <li>• All excursions/incursions will be attended by school staff to ensure appropriate supervision of students at all times. In the event of an accident or emergency the teacher in charge will be responsible for the administration of first aid, and will contact parents as appropriate. In the event that parents cannot be contacted, the teacher in charge will follow first aid and emergency policies as set out by the school.</li> <li>• Disciplinary measures apply to students on excursions consistent with the School's Student Wellbeing and Inclusion Policy. In extreme cases, the excursion staff, following consultation with, and the approval of, the principal or their nominee, may determine that a student should return home during an excursion. In this case, the parent will be contacted and informed of the circumstances and required to collect their child from the excursion venue.</li> <li>• All excursion staff and, where appropriate, the students will be familiar with the specific procedures for dealing with emergencies on each excursion.</li> <li>• Students not attending an excursion/incursion will be provided with suitable alternative activities.</li> <li>• Where there is no cost involved for an incursion there will be no need for permission slips. Parents will be informed prior to the incursion via newsletter or diaries.</li> </ul> |
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| <p><b>IMPLEMENTATION OF EXCURSIONS &amp; INCURSIONS: PARENT ROLE</b></p>             | <ul style="list-style-type: none"> <li>• All families will be given sufficient time to make payments for incursions. Parents will be provided with permission forms and incursion information clearly stating payment finalisation dates. Student payments not finalised prior to the incursion will not be allowed to attend unless alternative payment arrangements have been organised with the Principal.</li> <li>• All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an excursion/incursion, are invited to discuss alternative arrangements with the Principal. Decisions relating to alternative payment arrangements will be made by the Principal in consultation with the Business Manager and appropriate staff, on an individual basis.</li> <li>• Only students that have displayed sensible, reliable behaviour at school will be permitted to participate in school excursions/incursions. Parents will be notified if their child is in danger of losing the privilege to participate in an excursion/ incursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal or nominee, in consultation with the organising teacher. Both the parent and student will be informed of this decision prior to the excursion/incursion.</li> <li>• Parents who have a current <i>Working With Children’s Check</i>, may be invited to assist in the delivery of excursions/incursions.</li> </ul> |
| <p><b>RISK ASSESSMENT:</b></p>   | <ul style="list-style-type: none"> <li>• A Risk Assessment Form is to be completed by all participating teachers on behalf of their students, prior to an excursion taking place.</li> <li>• If the school excursion is in a ‘bushfire area’ : <ul style="list-style-type: none"> <li>- Local authorities are made aware of the school visit.</li> <li>- Bushfire warnings are checked prior to departure.</li> <li>- Advice is sought from excursion venue regarding Bushfire procedures.</li> <li>- Staff maintain calm and orderly environment.</li> </ul> </li> </ul>   |
| <p><b>Evaluation:</b></p>  | <p><b><i>This policy will be reviewed as part of the school’s three year review cycle or more often if needed due to changes in regulations or circumstances.</i></b></p>   |
| <p><b><i>This policy was ratified by school council on: 17 October, 2017</i></b></p> |   |

**FIRST AID – INCLUDING CARE ARRANGEMENTS FOR ILL STUDENTS AND STUDENTS WITH MEDICAL CONDITIONS PROFORMAS POLICY –  
Newtown Primary School**

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| <b>PURPOSE:</b>       | All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid. The Policy outlines the school’s responsibility and procedures in respect of our “responsibility to provide equitable access to education and respond to diverse student needs, including health care needs”.  |
| <b>AIMS:</b>          | <ul style="list-style-type: none"> <li>• To administer first aid to children when in need in a competent and timely manner.</li> <li>• To communicate children’s health problems to parents when considered necessary.</li> <li>• To provide supplies and facilities to cater for the administering of first aid.</li> <li>• To maintain a sufficient number of staff members trained with a level 2 first aid certificate.</li> </ul>  |
| <b>IMPLEMENTATION</b> | <ul style="list-style-type: none"> <li>• A sufficient number of staff (including at least 1 administration staff member) to be trained to a level 2 first aid certificate, and with up-to-date CPR qualifications.</li> <li>• A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a locked cupboard in the first aid room.</li> <li>• First aid kits will also be available in each wing of the school, as well as the staff room and administration offices.</li> <li>• A supply of medication for teachers will be available in a locked drawer in the staff room.</li> <li>• Supervision of the first aid room will form part of the daily yard duty roster. Any children in the first aid room will be supervised by a staff member at all times.</li> <li>• All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the teacher on duty.</li> <li>• A confidential up-to-date register, located in the first aid room, will be kept of all injuries or illnesses experienced by children that require first aid.</li> <li>• All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.</li> <li>• Minor injuries only will be treated by staff members on duty, while more serious injuries-including those requiring parents to be notified or suspected treatment by a doctor - require a level 2 first aid trained staff member to provide first aid.</li> <li>• Any children with injuries involving blood must have the wound covered at all times.</li> <li>• <b>No medication including headache tablets will be administered to children without the express written permission of parents or guardians.</b></li> <li>• Parents of all children who receive first aid will receive a completed form indicating the nature of the injury, any treatment given, and the name of the teacher providing the first aid. For more serious injuries/illnesses,</li> </ul> |

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|   | <p>the parents/guardians must be contacted by the administration staff so that professional treatment may be organised. Any injuries to a child's head, face, neck or back must be reported to parents/guardian.</p> <ul style="list-style-type: none"> <li>• Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than "minor" will be reported on Department of Education Accident/Injury form LE375, and entered onto CASES.</li> <li>• Parents of ill children will be contacted to take the children home.</li> <li>• Parents who collect children from school for any reason (other than emergency) must sign the child out of the school in a register maintained in the school office.</li> <li>• All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action.</li> <li>• All school camps will have at least 1 Level 2 first aid trained staff member at all times.</li> <li>• A comprehensive first aid kit will accompany all camps.</li> <li>• All children attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms to be taken on camps and excursions, as well as kept at school.</li> <li>• All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.</li> <li>• A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room.</li> <li>• At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma, diabetes and anaphylaxis management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.</li> <li>• General organisational matters relating to first aid will be communicated to staff at the beginning of each year. Revisions of recommended procedures for administering asthma, diabetes and anaphylaxis medication will also be given at that time.</li> <li>• It is recommended that all students have personal accident insurance and ambulance cover.</li> </ul> <p>Confidential records of all students with specific health needs are maintained securely in the general office for reference as required.</p> |
| <b>Evaluation:</b>  | This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.   |
| <b><i>This policy was ratified by school council on: March 18, 2014</i></b> |  |

## HEADLICE POLICY – Newtown Primary School

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| <b>RATIONALE:</b>     | At any given time there could be children at Newtown Primary School with Pediculosis. Commonly known as head lice, these tiny insects live on the human scalp where they feed and breed. While they do not carry or transmit disease, they are the most common cause of head itch and scratching. Parents/guardians have the primary responsibility for the detection and treatment of head lice however we will work collaboratively with parents and the broader school community to implement practices and procedures to prevent and minimise the impact of head lice outbreaks on our school population.   |
| <b>AIMS:</b>          | <ul style="list-style-type: none"> <li>• To ensure the safety and wellbeing of the school community.</li> <li>• To respond to reports of head lice quickly.</li> <li>• To ensure that parent/guardians are well informed about head lice treatment.</li> <li>• To implement appropriate practices which aim to prevent the spread of headlice.</li> </ul>   |
| <b>IMPLEMENTATION</b> |   |
| <b>SCHOOL'S ROLE:</b> | <p><b>Principal:</b></p> <ul style="list-style-type: none"> <li>• Distribute up-to-date information on the detection, treatment and control of head lice to parents/guardians and staff at the beginning of every year and more frequently if required. The advice will include information about the use of safe treatment practices which do not place students' health at risk.</li> <li>• Nominate a head lice resource/support person (parent/guardian or staff member) who parents/guardians can contact at the school at nominated times.</li> <li>• Provide training of appropriate school personnel and management of head lice at the school level.</li> <li>• When a child has been identified as having live head lice the principal will inform parents/guardians of their responsibilities to check, treat and exclude child from school until the day after treatment commenced.</li> <li>• Ensure that the information relating to the prevention and eradication of head lice appears throughout the year in the school newsletter, particularly at times of heavy outbreaks, and support and provide practical advice to parents and guardians when needed.</li> <li>• Provide a letter for all students in that area (P/1, 1/2, 3/4, 5/6) when a case of head lice has been detected via visual check or parent notification.</li> <li>• Call child's parents and provide a letter to be sent home when live head lice have been observed via a visual check.</li> <li>• Use discretion about informing the school community about an infestation.</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Teachers or staff members suspecting that a child has live head lice are to report their concerns to the principal. The principal has the overall responsibility to exclude a student from school. (The presence of eggs in the hairs is not a cause for exclusion. There is no requirement for a general</li> </ul> |

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|   | <p>practitioner or local council to issue a clearance certificate in order for the child to return to school.)</p> <ul style="list-style-type: none"> <li>• A letter for the parents be distributed to the child who has been observed as having head lice at the conclusion of the school day.</li> <li>• Distribute a letter to all class members informing parents when a case of head lice has been detected in that area of the school (P/1, 1/2, 3/4, 5/6).</li> <li>• Exercise sensitivity towards students and families with head lice.</li> </ul> <p><b>Parents / Guardians:</b></p> <ul style="list-style-type: none"> <li>• Inform the school upon detection of head lice and advise when treatment was commenced.</li> <li>• Requested to complete a written consent form which allows students to be inspected for head lice.</li> <li>• Encouraged to conduct a regular (preferably once a week) inspection of their child/children’s hair for head lice or eggs (using conditioner and a head lice comb is the most effective method)</li> <li>• Regular inspection of all household members followed by treatment if head lice are detected.</li> <li>• Ensure that once their child has been identified as having live head lice that they treat their child and only return child to school the day after treatment commenced.</li> <li>• Need to be aware that one treatment is not sufficient to manage the problem. If a student re-attends school with live head lice the school may again exclude the student until the live insects have been removed.</li> <li>• Encouraged to ‘tie back’ the long hair of their children.</li> </ul> <p><b>Students identified with live head lice should be:</b></p> <ul style="list-style-type: none"> <li>• provided with a note to take home to inform the parent/guardian that their child may have head lice at the conclusion of the school day.</li> <li>• excluded from school until the day after treatment has commenced, as set out in the Health (Infectious Diseases) Regulations 2001, School Exclusion Table.</li> </ul> <p><b>Class members:</b></p> <ul style="list-style-type: none"> <li>• When a case of head lice has occurred in a class, a note will be sent home to the families of those in that area (P/1, 1/2, 3/4, 5/6) informing them. This will allow parents to check their child's hair and notify school if head lice are present.</li> </ul> |
| <p><b>VISUAL HEAD LICE CHECKS</b></p>   | <p><b><u>Checks For Head Lice:</u></b></p> <p><b>1. Visual checks without physical contact:</b></p> <ul style="list-style-type: none"> <li>• do not require parent/guardian consent</li> <li>• are made by people authorised by the principal, e.g. classroom teachers.</li> </ul>  |
| <p><b>Evaluation:</b></p>   | <p><i>This policy will be reviewed as part of the school’s three year review cycle.</i></p>   |
| <p><b><i>This policy was ratified by school council on: August 16, 2016</i></b></p> |   |



## HOMEWORK POLICY – Newtown Primary School

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| <b>RATIONALE:</b>                                 | Homework benefits students by complementing and reinforcing classroom learning, fostering good study habits, providing an opportunity for students to be responsible for their own learning and allowing parents to play an active role in supporting learning. Newtown Primary School also appreciates the need for there to be a balance with a range of recreational, family and cultural activities.  |
| <b>AIMS:</b>                                      | Newtown Primary School's Homework Policy aims: <ul style="list-style-type: none"> <li>• To strengthen the connection between school and home learning.</li> <li>• To strengthen relationships between parent, child and teachers.</li> <li>• To develop positive study habits.</li> <li>• To develop a responsibility for self-learning, organisation and time management skills.</li> </ul>  |
| <b>IMPLEMENTATION SCHOOL'S ROLE:</b>              | The school's Homework Policy will be available on the school website.   |
| <b>IMPLEMENTATION TEACHER'S ROLE:</b>             | <b>Teachers at Newtown Primary School will provide:</b> <ul style="list-style-type: none"> <li>• Homework for their students that mainly consists of daily reading.</li> <li>• Homework that is purposeful, meaningful and relevant to the current classroom curriculum.</li> <li>• Homework that is appropriate to student's skill levels, learning needs and age.</li> <li>• Homework that may include extension of class work by practicing skills or gathering extra information or materials when applicable.</li> <li>• Homework that includes clear and adequate time frames for completion (taking into account home obligations and extracurricular activities).</li> <li>• Feedback to students as soon as practical after completion date. Feedback may be available to parents if necessary.</li> </ul> |
| <b>IMPLEMENTATION CHILD'S ROLE: GRADES PREP-2</b> | <b>Students will:</b> <ul style="list-style-type: none"> <li>• View homework as a learning experience linking school learning with home.</li> <li>• Develop a regular homework routine that mainly consists of a daily reading activity; reading to, with or by parents.</li> <li>• Spend no more than 15 minutes per school day.</li> </ul>  |
| <b>IMPLEMENTATION CHILD'S ROLE: GRADES 3-4</b>    | <b>Students will:</b> <ul style="list-style-type: none"> <li>• View homework as a learning experience linking school learning with home.</li> <li>• Continue a regular homework routine that mainly consists of a daily reading activity; reading aloud and reading independently.</li> <li>• Spend approximately 20 minutes per school day and generally not exceed 20 minutes.</li> </ul>   |
| <b>IMPLEMENTATION CHILD'S ROLE: GRADES 5-6</b>    | <b>Students will:</b> <ul style="list-style-type: none"> <li>• View homework as a learning experience linking school learning with home.</li> <li>• Continue a regular homework routine that includes independent reading on a daily basis.</li> <li>• Spend up to a total of 30 minutes a day on homework activities and generally not exceed 30 minutes.</li> </ul>   |

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| <p><b>IMPLEMENTATION<br/>PARENT'S ROLE:</b></p>   | <p><b>Parents can help children by:</b></p> <ul style="list-style-type: none"> <li>• Encouraging a regular daily session to examine and complete homework</li> <li>• Encouraging them to take increasing responsibility for their learning and organisation</li> <li>• Help to balance the amount of time spent between homework and recreational activities such as watching television or playing computer games</li> <li>• Asking and/or monitoring how homework is progressing, and acknowledging success</li> <li>• Supporting school events, productions or displays their child is involved in</li> <li>• Talking to teachers to discuss problems with homework</li> </ul> |
| <p><b>Evaluation:</b></p>   | <p><i><b>This policy will be reviewed as part of the school's four year review cycle.</b></i></p>   |
| <p><i><b>This policy was ratified by school council on: 20<sup>th</sup> August 2013</b></i></p> |   |



## HUMAN RIGHTS & RESPONSIBILITIES – Newtown Primary School

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| <p><b>Human Rights and Responsibilities Charter:</b></p> | <p>The <i>Victorian Charter of Human Rights and Responsibilities Act 2006</i> came into effect on 1 January 2007, and the public sector is bound by the charter from 1 January 2008. The charter requires all public authorities and their employees, including schools and school councils, to act compatibly with human rights and to consider human rights when making decisions and delivering services.</p> <p>FRED is the acronym that summarises the principles contained in the <i>Victorian Charter of Human Rights and Responsibilities</i>. <i>FRED stands for Freedoms, Respect, Equality and Dignity</i>. The concept of human rights acknowledges that every human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language religion, political or other opinion, national or social origin, property, birth or other status. The charter protects the civil and political human rights of all people in Victoria by requiring laws to be developed and interpreted consistently with human rights and by requiring Victorian Government and public authorities to act consistently with human rights.</p> |
| <p><b>Rationale:</b></p>                                 | <p>A democratic and inclusive society respects the rule of the law, human dignity, equality and freedom. Human rights belong to all people without discrimination. Human rights come with responsibilities and must be exercised in a way that respects the human rights of others.</p>  |
| <p><b>Aims:</b></p>                                      | <ul style="list-style-type: none"> <li>• That Newtown Primary School understand, comply with and commit to the principles contained in the <i>Victorian Charter of Human Rights and Responsibilities</i>.</li> <li>• To proactively develop and encourage a culture that supports and maintains <i>Human Rights</i> at Newtown Primary School. A culture that develops and model values, attitudes and behaviour that not only uphold human rights but also take action to defend and promote them within our school and school community.</li> <li>• To ensure that all children, parents and community members involved with Newtown Primary School are treated with respect, equality and dignity and that their freedoms, with regards to the rule of law are continually maintained.</li> </ul>   |
| <p><b>Implementation:</b></p>                            | <p><b>Newtown Primary School Staff will:</b></p> <ul style="list-style-type: none"> <li>• Provide a physical and emotional environment that supports and reflects the charter. An environment where all children feel safe and cared for; one that respects and values the diverse range of family backgrounds within our school community.</li> <li>• Provide quality teaching and learning programs based on the Victorian Curriculum that provide opportunities for children to develop strong <i>Human Rights and Responsibilities</i> understandings and skills.</li> <li>• Treat all children and families with respect whilst protecting their individual rights.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Provide forums for all children, staff and parents to participate in and express their opinions; forums that ensure all opinions are equally valued.</li> <li>• Provide whole school activities that acknowledge and value diversity and cultural heritage.</li> <li>• Establish school organisational structures that maintain the individual rights of students to personal confidentiality.</li> <li>• Ensure that parents/carers take into account the principles of the charter when participating in school community activities and decision making.</li> <li>• Include <i>Human Rights</i> principles into school documentation including: Newtown Primary Schools’ Strategic Plan and governing documents and frameworks, school profile and Student Code of Conduct.</li> <li>• Acknowledge that human rights have a special importance for the aboriginal people and include reference to “respect” in school ceremonies and formal presentations.</li> <li>• Evaluate the school’s progress at the end of each year to ensure that an inclusive, positive and tolerant school environment is being maintained.</li> </ul> <p><b>Newtown Primary School Students will:</b></p> <ul style="list-style-type: none"> <li>• Treat everyone with respect.</li> <li>• Uphold and accept the rights of all students, teachers and members of the school community and greater community.</li> </ul> <p><b>Newtown Primary School Council will:</b></p> <ul style="list-style-type: none"> <li>• Recognise and support the “Human Rights and Responsibilities Policy” as presented.</li> </ul> |
| <b>Evaluation:</b>  | <i>This policy will be reviewed as part of the school’s four year review cycle.</i>  |
| <i>This policy was ratified by school council on: 21 February, 2017</i> |  |

| <b>INTERNET BANKING POLICY - Newtown Primary School</b>                          |   |
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| <b>PURPOSE:</b>  | <p>Internet (electronic) banking offers an online facility (via a website) which provides users with the ability to undertake various banking functions, such as checking account balances, transferring funds between accounts, Direct Debit, Direct Credit, EFTPOS and BPay.</p> <p>“ Under the <i>Education and Training Reform Act 2006</i> the school council has the duty to ensure that all moneys coming into the hands of the School Council are expended for proper purposes</p>  |
| <b>IMPLEMENTATION</b>  | <ul style="list-style-type: none"> <li>• Newtown Primary School will keep documents confirming all transactions related to the account(s) such as purchase orders, payment vouchers, payroll listings, relevant CASES21 reports</li> <li>• All documentation required for electronic payments will be obtained, completed, checked and authorised by approving officers as per DET guidelines. “<i>The Education and Training Reform Regulations 2007, Section 36(1) provide that the School Council must ensure that these are kept, in the form determined by the Secretary proper accounts and records of the transactions and affairs of the School Council and any other records necessary to sufficiently explain the financial operations and financial position of the school</i>”.</li> <li>• The Business Manager will be responsible for inputting payment details from CASES21 processing</li> <li>• All documentation is to be completed accurately, and be complete in detail in order to be checked by the Principal and School Council nominated authoriser</li> <li>• Newtown Primary School will maintain the appropriate segregation of duties to ensure and maintain the accuracy and legitimacy of accounts and transactions</li> <li>• Payments through the Internet banking are effectively just another form of payment, and as such any payments must still be authorised by the Principal and a member nominated by the school council to authorise payments. The school Business Manager cannot be nominated as an authoriser. (<i>Education and Training Reform Regulations 2007</i>)</li> <li>• Newtown Primary School will maintain security and confidentiality of data at all times.</li> <li>• Newtown Primary School is to comply with bank imposed security measures. Newtown Primary School uses Bank Australia Internet Banking. An important feature of dedicated internet banking software, and in particular to process creditor/payroll and related payments through Direct Debit/Credit and BPay, is that the payment is directed to one creditor/payee only and the inclusion of detailed audit trails or transaction reports results in a high level of data security and validation</li> </ul> |
| <b>Evaluation:</b>   | <p>This policy is to be reviewed on an annual basis following the AGM and Election of new School Council members.</p>   |
| <b>References</b>  | <p>School Finance Manual for Victorian Government Schools<br/> Internal Control for Victorian Government Schools<br/> Circular 4/2002 Electronic Payment of Accounts – Procedures and Guidelines for Schools<br/> Circular 170/2003 Additional Guidelines for Schools about electronic payment of accounts</p>  |
| <p><b><i>This policy was ratified by school council on: August, 2018</i></b></p> |   |

## LEAVE & EduPay - Employee Self Service (ESS) POLICY –

### Newtown Primary School

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| <b>Rationale:</b>      | <p>EduPay is a self-service online payroll and leave system for staff DEECD employees. The school Principal has the responsibility for managing all leave and leave requests, as well as ensuring the smooth and efficient operation of the school.</p> <p>Leave may be an entitlement (eg: Family Leave), or may be awarded at the discretion of the principal (eg: Bereavement Leave). Leave may be paid or unpaid.</p> <p>Comprehensive Quick Guides to EduPay and Interactive Help is available on HRWeb: <a href="http://www.eduweb.vic.gov.au/hrweb/hrms_help.htm">http://www.eduweb.vic.gov.au/hrweb/hrms_help.htm</a></p>  |
| <b>Implementation:</b> | <p><b><u>Management of Leave</u></b></p> <p>Where practicable leave requirements should be discussed with the Principal in advance as not all leave is an entitlement. Sick Leave, Carers Leave must be entered online using Employee Self Service in Edupay. Leave forms will be placed in pigeon holes. A request for Long Service Leave, Annual Leave, Purchased Leave and Sabbatical Leave application must be put in writing to the Principal. Each form of leave is granted subject to a variety of legislative requirements.</p> <ul style="list-style-type: none"><li>• Staff requesting sick leave will notify the Principal or delegate as early as practicable.</li><li>• Applications for Long Service Leave should be at least two full terms in advance.</li><li>• The Principal or delegate will make provision for replacement staff and higher duties where appropriate.</li><li>• In determining whether leave may be granted, the Principal will consider:<ul style="list-style-type: none"><li>• Whether leave is discretionary or an entitlement.</li><li>• The entitlement of the staff member to the leave for which they have applied.</li></ul></li><li>- The impact the granting of the leave will have on the operations of the school.</li><li>- The order of leave applications.</li><li>- The availability of replacement staff.</li><li>- Previous leave record.</li><li>• The Principal maintains the right to waiver timelines in certain circumstances</li><li>• Staff are advised to seek leave approval before making travel arrangements.</li></ul> <p><b><u>EduPay</u></b></p> |

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|   | <p>When using EduPay Payroll System staff need to be aware of the following important points:</p> <ol style="list-style-type: none"> <li>1. It is the responsibility of each staff member to ensure their personal details are correct – ie name, address and telephone number etc. Staff cannot change their own names (ie after marriage). This process needs to be completed by the Business Manager and legal evidence of name change must be provided.</li> <li>2. It is the responsibility of each staff member to ensure their emergency contact details are correct.</li> <li>3. It is the responsibility of each staff member to ensure their bank account and distribution details are correct. If the distribution details are not correctly entered (ie distribution of pay into one or more bank accounts) then the pay cannot be processed.</li> <li>4. It is the responsibility of each staff member to access their payslips through EduPay. These are not available post employment.</li> <li>5. It is the responsibility of each staff member to check their leave forecast (ie available leave). If you have insufficient leave for a planned or unplanned absence, staff members must consult the Principal to discuss their situation.</li> <li>6. It is the responsibility of each staff member to correctly enter their Personal Leave information within one week of returning to work following an absence. In some circumstances the Business Manager will be instructed to enter leave prior to their return to work date. If leave has not been entered within one week, office staff will be instructed to enter Leave without Pay for the period of the absence. All leave must be approved by the Principal.</li> <li>7. Where required, a medical certificate must be supplied to the Principal within one week of claiming leave or a date negotiated with the Principal</li> </ol> |
| <b>Reference</b>  | <a href="https://edupay.eduweb.vic.gov.au/">https://edupay.eduweb.vic.gov.au/</a>  |
| <b>Evaluation:</b>  | <i>This policy will be reviewed as part of the school's four year review cycle.</i>  |
| <i>This policy was ratified by school council on: August 16, 2016</i> |  |

## MANDATORY REPORTING POLICY – Newtown Primary School

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| <b>RATIONALE:</b>     | <p>Newtown Primary School has a duty of care to protect and preserve the safety, health and wellbeing of its students and must always act in the best interests of those students. If a staff member has any concerns regarding the health, safety or wellbeing of one of its students, it is important to take immediate action.</p> <p>Any person who is registered as a teacher under the <i>Education and Training Reform Act 2006</i>, or any person who has been granted permission to teach under that Act, including principals, is mandated to make a report to Child Protection. In the course of undertaking their professional duties, mandated staff members are required to report their belief, when the belief is formed on reasonable grounds, that a student is in need of protection from significant harm as a result of sexual abuse or physical injury.</p>  |
| <b>AIMS:</b>          | <p>To ensure school staff are aware of their roles and responsibilities in protecting the safety and wellbeing of children and young people and are able to:</p> <ul style="list-style-type: none"> <li>• understand their various legal obligations to report and take other reasonable steps to discharge the duty of care that may be owed to the child or young person</li> <li>• identify indicators that a child or young person has been, is being, or is at risk of being abused</li> <li>• make a report about a child or young person who has been, is being, or is at risk of being abused.</li> </ul> <p>For information on how to make a report, see: <a href="#">Child Protection – Making a Report</a></p>  |
| <b>DEFINITION:</b>    | <p><b>Mandated staff</b></p> <ul style="list-style-type: none"> <li>• Teachers registered to teach or who have permission to teach pursuant to the <i>Education and Training Reform Act 2006 (Vic)</i></li> <li>• Principals of government and non-government schools</li> </ul>   |
| <b>IMPLEMENTATION</b> | <p>All school staff have a duty of care to take reasonable steps to prevent reasonably foreseeable injury to children and young people under the care. This includes taking reasonable steps to protect their safety, health and wellbeing. In the case of a child who may be in need of protection or therapeutic treatment, or where there are significant concerns about the wellbeing of a child, reasonable steps may include (but are not necessarily limited to):</p> <ul style="list-style-type: none"> <li>• acting on concerns and suspicions of abuse as soon as practicable</li> <li>• seeking appropriate advice or consulting with other professionals or agencies when the school staff member is unsure of what steps to take</li> <li>• reporting the suspected child abuse to appropriate authorities such as Victoria Police and DHHS Child Protection</li> <li>• arranging counselling and/or other appropriate welfare support for the child</li> <li>• providing ongoing support to the child and young person – this may include attending DHHS Child Protection Case Planning meetings, and convening regular Student Support Group meetings</li> <li>• sharing information with other school based staff who will also be responsible for monitoring and providing ongoing support to the child or young person.</li> </ul> |

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|  | <p>Staff will be informed of Mandatory Reporting requirements as part of their initial induction to the school and will be provided with supporting documentation in their staff handbook.</p> <p>Updates will take place annually as part of the Performance and Development Program.</p> <p>Staff are required to complete the 'Mandatory Reporting' online module each year.</p> <p>Mandated staff members must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds that a student is in need of protection from significant harm as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child.</p>   |
| <p><b>FORMING A BELIEF ON REASONABLE GROUNDS</b></p> | <p><b>Child in need of protection</b></p> <p>Any person can make a report to DHHS Child Protection if they believe on reasonable grounds that a child is in need of protection for any of the following reasons:</p> <ul style="list-style-type: none"> <li>• the child has suffered or is likely to suffer significant harm as a result of: <ul style="list-style-type: none"> <li>○ physical injury and their parents are unable or unwilling to protect the child</li> <li>○ sexual abuse and their parents are unable or unwilling to protect the child</li> <li>○ emotional or psychological harm and their parents are unable or unwilling to protect the child.</li> </ul> </li> <li>• the child has been abandoned and there is no other suitable person who is willing and able to care for the child.</li> <li>• the child's parents are dead or incapacitated and there is no other suitable person who is willing and able to care for the child.</li> <li>• the child's physical development or health has been, or is likely to be significantly harmed and the parents are unable or unwilling to provide basic care, or effective medical or other remedial care.</li> </ul> <p>Department policy requires all staff who form a belief on reasonable grounds that a child or young person is in need of protection to report their concerns to DHHS Child Protection or Victoria Police. In the case of school staff, they must also discuss their concerns with the principal or a member of the school leadership team.</p> <p><b>Child in need of therapeutic treatment</b></p> <p>Any person who believes on reasonable grounds that a child over 10 but under 15 years of age has been exhibiting sexually abusive behaviours and may be in need of therapeutic treatment should make a report to DHHS Child Protection.</p> <p>Sexually abusive behaviours can be exhibited when a child uses their power, authority or status to engage another person in sexual activity that is unwanted, or where the other party is incapable of giving informed consent (such as other children who are younger or who have cognitive impairments).</p> <p>In the case of student sexual offending, Department policy requires staff to also report to the Victoria Police. In the case of school staff, they must also discuss their concerns with the principal or a member of the school leadership team.</p> |

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|                                  | <p><b>Significant concerns for the wellbeing of a child</b></p> <p>Any person who has a significant concern for the wellbeing of a child should report these concerns to DHHS Child Protection, or refer the child and their family to Child FIRST.</p> <p>A significant concern for the wellbeing of a child may arise, for instance, where any of the following factors may have a significant adverse impact on a child’s care, welfare or development:</p> <ul style="list-style-type: none"> <li>• significant parenting problems</li> <li>• family conflict or family breakdown</li> <li>• pressure due to a family member’s physical/mental illness, substance abuse, or disability</li> <li>• vulnerability due to youth, isolation or lack of support</li> <li>• significant social or economic disadvantage. In the case of school staff, they must also discuss their concerns with the principal or a member of the school leadership team.</li> </ul>  |
| <p><b>REPORTING A BELIEF</b></p> | <p>Staff members, whether or not mandated, need to report their belief when the belief is formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief and on each occasion on which they become aware of any further reasonable grounds for the belief.</p> <p>Teachers are encouraged to discuss any concerns about the safety and wellbeing of students with the principal or a member of the school leadership team. If a principal or member of the leadership team does not wish to make a mandatory report, this does not discharge the teacher’s obligation to do so if they have formed a reasonable belief that abuse may have occurred. If the teacher’s concerns continue, even after consultation with the principal or member of the leadership team, that teacher is still legally obliged to make a mandatory report of their concerns.</p> <p>There are two types of reports-<br/>A report to <b>Child Protection</b> or a referral to <b>Child FIRST</b>.<br/><b>Child Protection</b> should be considered if, after taking into account all of the available information, the staff member forms a view that the child or young person is in need of protection because:</p> <ul style="list-style-type: none"> <li>• the harm or risk of harm has a serious impact on the child’s immediate safety, stability or development</li> <li>• the harm or risk of harm is persistent and entrenched and is likely to have a serious impact on the child’s safety, stability or development</li> <li>• the child’s parents cannot or will not protect the child or young person from harm.</li> </ul> <p><b>Child FIRST</b> should be considered when the staff member believes the child or family would benefit from additional support.</p> |
| <p><b>AFTER THE REPORT</b></p>   | <p>The roles and responsibilities of staff in supporting students who are involved with Child Protection may include acting as a support person for students, attending Child Protection case plan meetings, observing and monitoring students’ behaviour, and liaising with professionals.</p> <p><b>Confidentiality</b></p>   |



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|   | <p>Staff must respect confidentiality when dealing with a case of suspected child abuse and neglect, and may discuss case details and the identity of the child and their family only with those involved in managing the situation.</p> <p>When a student has moved to another school, professional judgement should be exercised as to what information needs to be passed on.</p> <p><b>Interviews at Victorian schools</b></p> <p>Child Protection may conduct interviews of students at Newtown Primary School without parental knowledge or consent. However, only in exceptional circumstances and if it is in the student’s best interests to proceed in this manner. Child Protection will notify the school of any intention to interview a student. This may occur regardless of whether the school is the source of the report to Child Protection.</p> <p>When Child Protection practitioners arrive at the school, the principal or their nominee should ask to see their identification before allowing Child Protection to have access to the student.</p> <p>It is the responsibility of Child Protection to advise the parents, carers or guardians of the interview at the earliest possible opportunity. This should occur either before, or by the time the child arrives home.</p> <p><b>Support persons</b></p> <p>Students should have a supportive adult present during interviews. A staff member should make arrangements for a supportive adult to attend with the student. A staff member may be identified as a support person for the student during the interview. Prior to the commencement of the interview, the Child Protection practitioner should always authorise the staff member to receive information regarding Child Protection’s investigation. This may occur verbally or in writing using the relevant Child Protection proforma.</p> <p>Independent persons must refrain from providing their opinions or accounts of events during interviews. A principal or their delegate may act as an independent person when the student is to be interviewed, unless they believe that doing so will create a conflict of interest.</p> <p><b>Ensuring that a Child Protection interview takes place</b></p> <p>The school does not have the power to prevent parents, carers or guardians from removing their children from the school and should not attempt to prevent the parents, carers or guardians from collecting the child. If a parent/carer or guardian removes a child before a planned interview has taken place, the principal and/or their nominee should contact Child Protection or Victoria Police immediately.</p> |
| <p><b>PROTECTING THE IDENTITY OF THE REPORTER</b></p> | <p>Confidentiality is provided for reporters under the Children, Youth and Families Act 2005. The CYFA prevents disclosure of the name or any information likely to lead to the identification of a person who has made a report in accordance with legislation, except in specific circumstances.</p>   |

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|  | <p>The identity of a reporter must remain confidential unless:</p> <ul style="list-style-type: none"> <li>• the reporter chooses to inform the child, young person or family of the report</li> <li>• the reporter consents in writing to their identity being disclosed</li> <li>• a court or tribunal decides that it is necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child</li> <li>• a court or tribunal decides that, in the interests of justice, the reporter is required to attend court to provide evidence.</li> </ul> <p>Information provided during a protective investigation may be used in a court report if the risks to the student require the case to proceed to court. In these circumstances, the source of the information may be required to provide evidence to the court.</p> <p>If Child Protection decides that the report is about a significant concern for the wellbeing of a child, they may refer the report to a community-based child and family service and disclose the identity of the reporter to that service.</p> <p><b>Professional protection for reporters</b><br/>If a report is made in good faith:</p> <ul style="list-style-type: none"> <li>• it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter</li> <li>• the reporter cannot be held legally liable in respect of the report.</li> </ul> <p>This means that a person who makes a report in accordance with the legislation will not be held liable for the eventual outcome of any investigation of the report.</p> <p><b>Failure to report</b><br/>A failure by mandated professionals and staff members to report a reasonable belief that a child is in need of protection from significant harm as a result of physical or sexual abuse may result in the person being prosecuted.</p> |
| <p><b>Evaluation:</b></p>  | <p><i><b>This policy will be reviewed as part of the school's three year review cycle or more often if needed due to changes in regulations or circumstances.</b></i></p>   |
| <p><i><b>This policy was ratified by school council on: 17 October, 2017</b></i></p> |   |

## MATHEMATICS – Newtown Primary School

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| <p><b><u>Rationale:</u></b></p>      | <p>At Newtown Primary School we understand that mathematics is an integral part of all aspects of our lives. To be successful learners and positive community members, students need to develop mathematical knowledge, skills and understandings that allow them to think creatively, analyse and effectively communicate information and ideas.</p>   |
| <p><b><u>Aims:</u></b></p>           | <p><b>For the Teaching Staff to:</b></p> <ul style="list-style-type: none"> <li>• Plan and provide a stimulating mathematics program that is based on AUSVELs (2016) or <u>The Victorian Curriculum</u> (from 2017) to determine the sequential learning focus of a P-6 mathematics program.</li> <li>• Plan and conduct experiences that challenge individual students whilst providing support and scaffolding to their learning.</li> <li>• Plan sessions where possible, that integrate other curriculum areas</li> <li>• Provide a variety of materials that students can use to create, solve and explore mathematical problems and concepts.</li> <li>• Make mathematics ‘real’ by linking it with everyday life</li> <li>• Provide open ended mathematical experiences that support exploration and differentiation.</li> <li>• Model and encourage the use of consistent mathematical language</li> <li>• Use a wide variety of assessment tools, in accordance with our assessment schedule, to conduct:<br/>Assessment For Learning (What do students know now?)<br/>Assessment As Learning (How are they progressing?)<br/>Assessment Of Learning (Achievement against standards)</li> </ul> <p><b>For the Students to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the importance of mathematics in everyday life</li> <li>• Actively participate in a daily mathematics session and make links with their previous learning</li> <li>• Set achievable personal learning goals in mathematics.</li> <li>• Feel confident and supported during mathematics sessions so that they may take risks in order to problem solve</li> </ul> |
| <p><b><u>Implementation:</u></b></p> | <p><b>For teaching staff to:</b></p> <ul style="list-style-type: none"> <li>• Conduct a minimum of 5 hours of mathematics lessons per week</li> <li>• Identify individual student needs through the use of pre and post tests and the Mathematics Online Interview (P-2). Where appropriate develop Individual Learning Plans (ILPs)</li> <li>• Plan mathematical experiences using AUSVELs (2016) or <u>The Victorian Curriculum</u> (from 2017), as well as taking into account the individual needs, interests and abilities of the children</li> <li>• Plan and conduct teaching sessions in a variety of formats i.e. group work, paired work, whole class teaching and individual work</li> <li>• Follow the mathematics section of the ‘<i>Newtown Primary School Assessment Schedule</i>’</li> <li>• Provide mathematical experiences and activities that are relevant to real life situations and ensure that students recognise the importance of mathematics in everyday life</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Provide a variety of appropriate materials that support students at all developmental levels with their numeracy work. In doing so, reference Ymer’s ‘Suggested Classroom Mathematics Resources’</li> <li>• Engage students in mathematics lessons by ensuring lessons incorporate: <ul style="list-style-type: none"> <li>The development of mental strategies</li> <li>Mathematical games</li> <li>Written methods</li> <li>Practical work</li> <li>Investigational work</li> <li>Problem solving</li> <li>Mathematical discussion</li> <li>Consolidation of basic skills and number facts</li> </ul> </li> <li>• Use a range of assessment tools</li> <li>• Report student progress in mathematics via semester reports, the Newtown Feedback Loop (NFL) and, where appropriate, ILPs</li> <li>• Include the use of technology during mathematics sessions to support teaching and learning programs</li> <li>•</li> </ul> |
| <b><u>Evaluation:</u></b>   | <b><i>This policy will be reviewed as part of the school’s four year review cycle.</i></b>   |
| <b><i>This policy was ratified by school council on: May 17, 2016</i></b> |  |

## MULTICULTURAL POLICY – Newtown Primary School

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| <b>Rationale:</b>   | That Newtown Primary School and its community highly value multiculturalism and we actively support and promote the importance of cultural diversity through continuing to encourage and develop a culture of mutual respect and appreciation of individual differences.  |
| <b>Aims:</b>  | To regularly offer opportunities for our students to develop an understanding and appreciation of the rights, heritage and contributions of all cultures and to ensure that cultural diversity is acknowledged and respected.   |
| <b>Implementation:</b>  | <p><b>Newtown Primary School will:</b></p> <ul style="list-style-type: none"> <li>• Recognise and encourage multiculturalism through participation in local/national/international celebrations</li> <li>• Include multicultural symbolism in school ceremonies and formal presentations</li> <li>• Support multicultural principles through commitment to values teaching</li> <li>• Promote an understanding of Australian culture by comparison to a variety of cultures</li> <li>• Include appropriate references to having a common understanding of the value of cultural diversity in school documentation, including the school profile and codes of conduct</li> <li>• Identify the principle of cultural diversity as a relevant reference pact in leadership and management practices</li> <li>• Set regular reminders for staff, students and school councilors reinforcing the principles of multiculturalism</li> <li>• Ensure the school environment reflects commitment to preserving diversity and cultural heritage through curriculum delivery and whole school activities</li> <li>• Model behaviour consistent with the principles of multiculturalism and remain sensitive to the needs of diverse groups by ensuring translation and lines of communication are accessible</li> <li>• Ensure the school environment serves the needs of all students and families</li> <li>• Consistently encourage our students to value individuality via school based values</li> </ul> |
| <b>Evaluation:</b>  | <i>This policy will be reviewed as part of the school's four year review cycle.</i>   |
| <i>This policy was ratified by school council on: 21 February, 2017</i> |   |

**NEWTOWN PRIMARY SCHOOL**  
**AGREEMENT FOR HIRE OF SCHOOL FACILITIES**  
**MULTI PURPOSE ROOM**

In consideration of School Council permission having been granted to:

..... (hereafter called 'the hirer')

to use the Multi Purpose Room facilities of Newtown Primary School for the

purpose of ..... for the following:

Day ..... Time: Commence..... Finish..... x ..... weeks.  
Start Date ..... End Date .....

Day ..... Time: Commence..... Finish..... x ..... weeks.  
Start Date ..... End Date .....

Day ..... Time: Commence..... Finish..... x ..... weeks.  
Start Date ..... End Date .....

Area required: Multi Purpose Room

I/We agree to the following conditions:

1. To pay the required hiring fee of \$50.00 + GST (\$27.50) per hour.
2. To make good any damage that may be incurred to the facility whilst hired by the hirer.
3. To provide Newtown Primary School with details of the hirer's current Public Liability Insurance.
4. To pay the required Bond of \$200 by .....

I/We certify that I/We have read and will comply with the above Conditions and comply with the conditions of hire of Newtown Primary School Multi Purpose Room.

Signature .....For .....

Name of Signatory ..... Date .....

Address .....

Telephone: .....(AH) ..... (BH)

**CONDITIONS FOR HIRE OF NEWTOWN PRIMARY SCHOOL**



**MULTI PURPOSE ROOM COMPLEX**

Newtown Primary School Multi Purpose Room is the property of Newtown Primary School being made available to the community for their use after school hours during the school year. The continued use of these facilities and the cost of hiring will be dependent on the care taken by the hiring bodies.

We ask those responsible for using the facilities to impress on the members the need to care for the complex. Failure to comply with the **conditions for hire** will result in the withdrawal of permission to use the facilities.

**Please note that the onus of public insurance is on the hirer.**

Proof of current Public Liability Insurance is required.

1. For long term users a key and fob will be issued to the nominated person. One for the door system and one for the Electronic Security System. These keys must be in the hands of the nominated person representing the hirer at all times. The name of such persons will be registered with the School. The keys **MUST BE RETURNED** at the completion of hire.
2. **The Hirer must stipulate specified area(s) and hours of usage.** If a variation of these hours is required, arrangements must be made with the Business Manager. The person holding the key must not use it for entering the facilities other than at the times stipulated.
3. Prior to hiring the facility the Hirer’s nominated representative must make contact with the Principal of the School for a familiarization briefing on the use and rules of the facility.
4. The facilities must be left in a clean and tidy state with heaters and lights off, doors and windows locked. The floor areas **must** by dry mopped after use. Alarm turned on before leaving if that is the arrangement and no further user is following.
5. Any damage, faults or alarm activation to be reported to the Business Manager by 9.30am the next working day.
6. The Hirer will be liable for any costs in relation to damage to facilities and equipment and also the costs incurred through activation of security alarm during the times of hire.
7. Smoking and consumption of food or drink is not permitted in the building.
8. Equipment supplied to the hiring body is to be put away after use. Non-School equipment in the Multi Purpose Room must be approved by the Principal.
9. All exits are to be secured by their internal bots.
10. Approval is only given for the specified application period and must not exceed one calendar year and is subject to School Council approval.

I/We certify that I/We have read and will comply with the above Conditions and comply with the conditions of hire of Newtown Primary School Multi Purpose Room as described.

Signature .....For .....

Name of Signatory ..... Date .....

Address .....

Telephone: .....(AH) ..... (BH)

Reviewed May 2014

## **Newsletter Advertising Policy 2012**

### **Charges**

- *Business Card \$15*
- *¼ page \$30*
- *½ page \$40*
- *Full A4 page \$60*
- *To hand out \$45*

*All GST inc*

### **Policy**

- Community Non Profit group – free advertising
- Sporting groups – Charge if a profit is to be made
- Exclude – take away foods and inappropriate business groups – at the Principal's discretion
- Business advertising to be charged and must be appropriate for school newsletter- at Principal's discretion.

*Ratified by School Council 2017*



## PARENT PAYMENT POLICY – Newtown Primary School

|                               |  |
|-------------------------------|--|
| <p><b>Rationale:</b></p>      | <p>The Education and Training Reform Act 2006 ensures the provision of free instruction in the standard curriculum program, and empowers school councils to charge for goods and services used in the course of student instruction and to also raise funds.</p> <p>The Student Resource Package provided to Government schools provides funding for the employment of staff, management of buildings and grounds and funding of curriculum programs.</p> <p>In order to provide a broad and balanced school program and a high quality learning environment, we rely heavily on locally raised funds. Subject Contributions are used to purchase classroom materials.</p> <p>An ICT Levy also offsets the cost related to our Information Technology resources</p>  |
| <p><b>Aims:</b></p>           | <p>To keep the Newtown Primary School community informed about what they will be required to pay for and how they may support their child’s education via a requisites charge</p>  |
| <p><b>Implementation:</b></p> | <p><b>At Newtown Primary School this charge will be divided into three main categories:</b></p> <p><b><u>Subject Contribution</u></b><br/> Items in this category are all stationary, text books, scrapbooks, display books, grey lead and coloured pencils, pencil case, sharpeners, pens, erasers, scissors, rulers, markers, glue sticks, art materials, photocopying paper, toilet paper, soap, first aid material, sporting equipment for recess/lunch-time use by students</p> <p><b><u>Voluntary Contributions</u></b><br/> The voluntary contribution will be requested from each family to support a project within the school. The School Councils will elect the project giving consideration to the priority within the school’s strategic plan.</p> <p><b><u>ICT Levy</u></b><br/> Cost of leasing desktops, laptops, netbooks, printers, printing and software subscription. This will ensure regular upgrading of the computers in our school.</p> <p><b><u>Building Fund (Tax Deductible)</u></b><br/> Building Fund will be used to provide improved facilities for our children. These improved facilities provide a wonderful learning environment for the delivery of core curriculum along with a wide variety of extra-curricular activities</p> |

|   |  |
|---|--|
|   | <p><i>Parents will be notified of the amount of the charge in early December of the preceding year. Payment is not required until families receive an invoice early in the ensuing year.</i></p> <p>Any parent/guardian who experiences difficulty in paying the outlined charges, are encouraged to contact the principal with a view to establishing a mutually suitable payment schedule.</p> |
| <b>Evaluation:</b>  | <b><i>This policy will be reviewed as part of the school's four year review cycle.</i></b>   |
| <p><b><i>This policy was ratified by school council on: June 19, 2018</i></b></p> |  |

## REFUND POLICY – Newtown Primary School

|   |   |
|---|---|
| <b>Rationale</b>  | The school must ensure that the provision of services for students, (i.e. excursions / camps / visiting groups / services) do not incur direct costs to the school, nor cause the school to run at a loss.  |
| <b>Aims</b>   | To provide a fair and equitable refund system.  |
| <b>Implementation</b>   | <ul style="list-style-type: none"> <li>• Where the school is charged for the provision of a program or service as a bulk cost and not per head cost, no refund is able to be given.</li> <li>• Where a “per head” fee is charged refunds are able to be given.</li> <li>• Where there is a combination of a bulk charge and a “per head” charge in an excursion e.g. visit to a zoo. Bus charge is bulk cost. Entry fee is per head cost. Only the “per head” component is able to be refunded.</li> <li>• Deposits paid for school camps will be non-refundable unless cancelled by the school.</li> <li>• All claims for reimbursements must be made in writing within 14 days of the event.</li> </ul> |
| <b>Evaluation</b>   | <i><b>This policy will be reviewed as part of the school’s four year review cycle.</b></i>  |
| <i><b>This policy was ratified by school council on :May 2014</b></i> |   |

## School Support Services - Service Management

### Bookings and Fees

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#### **Purpose of this Policy**

To ensure we have clear processes for all requirements relating to bookings and fee payments.

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School Support Services OSHC service sets fee in accordance with our annual budget to meet the income required to develop and maintain a quality service for children and families. We strive to ensure that our service is affordable and accessible to families in our community. The annual budget is reviewed by the Approved Provider and Operations Manager annually, or as necessary, and monitored carefully throughout the year.

School Support Services uses Kids Wizz software which is a package specifically designed to process bookings, attendances and provides a statement to show family fees. This package is approved for the Australian Government by the Department of Education, Employment and Workplace Relations.

#### **School Support Services will:**

- Support families by providing information as it becomes available. However, families are responsible for liaising with the Family Assistance Office as needed. Families are reminded we are unable to communicate with the FAO in regards to details of CCB or CCR. This is a confidential matter for individual parties.
- Will calculate accounts every second Friday when numbers have been confirmed for the last session of the week. The accounts will be generated and distributed over the following week with the preferred method of email.
- Will process payments through our computer program. This will be entered by the Director or Operations Manager. A legally required receipt number will be generated on completion of this process. Receipts are stored electronically and can be retrieved upon request.

#### **Fee Structure :**

- Before School Care Booking - \$15.00
- Before School Care Casual Booking - \$20.00
- After School Care Booking - \$20.00
- After School Care Casual Booking – \$25.00
- Pupil Free Day Booking – \$50.00
- Pupil Free Day Casual Booking – \$55.00
- End of Term Booking – \$22.00
- End of Term Casual Booking - \$25.00
- Vacation Care – \$50.00
- Vacation Care Casual Booking – \$55.00

There will be a fee for late pick up. A fee of \$1 per minute is payable outside the normal fee structure for those picking up their children after 6.30pm. The fee is enforced at the discretion of the Operations Manager and may be waived in extreme circumstances.

### **Payment Options :**

Fees can be paid directly into the Commonwealth Bank. The details are listed at the bottom of each account. Please remember to include the reference number outlined. A direct payment option can be set up through online banking or over the counter at any Commonwealth Bank.

We now offer Bpay, you will find the Bpay details listed at the bottom of your invoice.

We do not accept cash payments.

Fees are required to be paid within 7 days from receiving the invoice.

Failure to address an account may incur an administration fee or debt recovery fee as deemed necessary. Failure to address unpaid fees may result in cancellation of care until the fees are up to date.

### **Definitions :**

A **booking** is where a family has a permanent booking for their child at a service, made at the beginning of the term or at least 48 hours prior to using the service.

A **casual booking** is where a booking is made at short notice. (Less than 48 hours' notice)

An **Absence** is where a child is booked into the service but does not attend. A child will be marked absent where 48hours notice has not been given for a cancellation. Up to 40 days absent per annum will be covered by a family's CCB rebate, if you go over 40 absences, the full fee will be charged in accordance with the CCB guidelines.

A **Cancellation** may be made **48hours** prior to a booking, if 48hours notice is not given, a charge will be incurred on the account. Any cancellations to Vacation Care after the commencing day of the program will result in an absent fee being charged which is the equivalent to a full session fee.

**CCB** is an abbreviation for Child Care Benefit.

**CCR** is an abbreviation for Child Care Rebate.

**FAO** is an abbreviation for Family Assistance Office.

**CCMS** is an abbreviation for Child Care Management System.

**Child Care Benefit.** All children attending the service, and their legal guardians, must be registered with The FAO to attain customer reference numbers (CRN) in accordance with Department of Family and Community Services Legislation. The Department will notify the service of the fee relief to be administered to families. Families do not have to claim this benefit through the service but must at register for a CRN. As all of our programs use the Child Care Management System to process

Child Care Benefit we require customer birthdates as well as CRN's. The CCMS process means that we must send the FAO (Centrelink) attendance information by computer each fortnight. The system then works out what percentage rebate each family is entitled to claim and then reconciles this amount with School Support Services. We then bill the difference. The statements we provide state what care has been used and charges fees based on an estimate of what FAO will pay. It is the customer's obligation to pay the full amount where there is a dispute with FAO. The onus is on customers to communicate with FAO where there is any dispute over rebate entitlements.

**Child Care Rebate.** In addition to any Child Care Benefit, families may also be eligible for the Child Care Rebate (CCR). Which is a **50% rebate\*** of your out of pocket expenses.

*\*Eligible families will receive a 50% rebate for the out of pocket costs of childcare (subject to the threshold rebate for the out of pocket costs of childcare, up to \$7,500 per child per year. Please note 15% of the rebate will be retained by Department of Human Services (DHS) until your Tax Return is completed and they reconcile payments at the end of the year).*

*"If you have been eligible for a Childcare Benefit percentage at any time during the financial year"*

You can elect to have the 50% rebate paid directly to the service rather than wait to receive the rebate. To activate this or for advice on your eligibility, you need to contact the FAO on 136 150, visit a Centrelink office or use the online system and select the 'direct to service' option.

**Booking Procedure :**

Bookings are to be made by calling the bookings number on 0488 662 783. Please call between 9am-3pm to make a booking.

Alternatively you can email [bookings@schoolsupportservices.com.au](mailto:bookings@schoolsupportservices.com.au)

If you require confirmation of a booking, email is the preferred method of booking. You will not receive confirmation from a voicemail message.

Text messages will not be accepted for cancellations or bookings.

Please ensure you allow sufficient time to make a booking for your child. **48hours** prior is preferred to ensure we can staff and cater accordingly for the OSHC session.

Policy Created By : Lynn McTavish

Date Published : 14/7/14 Review Date : 14/7/15

| <b>STUDENT DRESS CODE POLICY – Newtown Primary School</b> |   |
|---|---|
| <b>Rationale</b>  | School Uniform is compulsory at Newtown Primary. Our school community believes that the wearing of school uniform will encourage the students to strengthen the spirit of community within the school. Students will be better able to focus on their studies without having the distractions that can result from not wearing uniforms.  |
| <b>Aims</b>   | <ul style="list-style-type: none"> <li>• For all students to feel equal.</li> <li>• To develop a sense of identity and pride within our school and the wider community.</li> <li>• To encourage students to develop pride and respect in their own appearance by presenting themselves in a neat and attractive manner.</li> <li>• For all students to dress comfortably in all weather conditions</li> <li>• To prevent bullying and competition on the basis of clothing.</li> <li>• To enhance individual student safety and group security.</li> <li>• To prepare students for secondary school.</li> <li>• To allow for those students who may wish to observe particular religious and cultural requirements while also complying with the school dress code.</li> </ul>  |
| <b>Implementation</b>                                     | <ul style="list-style-type: none"> <li>• On enrolment parents are made aware of Newtown Primary School’s expectations of School Dress Code and alternatives for purchase.</li> <li>• A current list of uniform items for sale is available at the office.</li> <li>• All uniform items are available for purchase at Beleza School Uniforms.</li> <li>• Support agencies will be utilised to assist families who may have difficulty meeting uniform costs.</li> <li>• This policy will be translated into community languages where appropriate.</li> </ul>  |
| <b>Exemptions</b>   | <p>Parents or carers of students who may wish to be exempt from the dress code should hold discussions with the Principal to ascertain how they might be accommodated within the dress code policy.</p> <p>Grounds for exemption would occur when the dress code prevents a student from attending school or participating in activities on the same terms as other students because of personal characteristics referred to in Human Rights and Anti-discrimination Requirements.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Religious and cultural requirements.</li> <li>• A particular disability or health condition that requires a departure from the dress code.</li> <li>• Economic hardship.</li> </ul> <p>Further grounds for exemption may be permitted at the Principal’s discretion.</p> |

|                     |   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
|---------------------|---|------------|--|-------------|---|------------|---|----------|---|---------------|---|------|---|-------|--------------------------|--------|------|-------|---|--------|------|----------|---|-------|---|
| <b>Uniform</b>      | <p>When selecting items for inclusion on the uniform list, Newtown Primary School's Council has considered:</p> <ul style="list-style-type: none"> <li>• Health and safety aspects.</li> <li>• Uniform supply arrangements including cost implications and durability of items</li> </ul> <table border="1" data-bbox="440 443 1380 1368"> <tr> <td data-bbox="440 443 635 546">Polo Shirt</td> <td data-bbox="635 443 1380 546">Pale or navy blue with or without collar and logo, short and long sleeve available in house colours.</td> </tr> <tr> <td data-bbox="440 546 635 611">Windcheater</td> <td data-bbox="635 546 1380 611">Navy only. Hooded or crew with or without logo</td> </tr> <tr> <td data-bbox="440 611 635 752">Long pants</td> <td data-bbox="635 611 1380 752">Navy, cord or cotton drill or track pant style made of fleecy knit.</td> </tr> <tr> <td data-bbox="440 752 635 862">Hat</td> <td data-bbox="635 752 1380 862">Wide-brimmed, navy hat- compulsory in September 1-April 30. Where hats have a cord, it must include a safety cord designed to detach if caught.</td> </tr> <tr> <td data-bbox="440 862 635 936">Bomber Jacket</td> <td data-bbox="635 862 1380 936">Available from school.</td> </tr> <tr> <td data-bbox="440 936 635 1039">Kilt</td> <td data-bbox="635 936 1380 1039">Pleated kilt. A bib can now be purchased to suit. Available for purchase from school in February each year.</td> </tr> <tr> <td data-bbox="440 1039 635 1077">Dress</td> <td data-bbox="635 1039 1380 1077">Navy/white gingham check</td> </tr> <tr> <td data-bbox="440 1077 635 1115">Shorts</td> <td data-bbox="635 1077 1380 1115">Navy</td> </tr> <tr> <td data-bbox="440 1115 635 1153">Socks</td> <td data-bbox="635 1115 1380 1153">To be pale or navy blue, white or grey.</td> </tr> <tr> <td data-bbox="440 1153 635 1191">Tights</td> <td data-bbox="635 1153 1380 1191">Navy</td> </tr> <tr> <td data-bbox="440 1191 635 1294">Backpack</td> <td data-bbox="635 1191 1380 1294">Navy or dark coloured, sturdy. Approximately 38cms with or without logo</td> </tr> <tr> <td data-bbox="440 1294 635 1368">Shoes</td> <td data-bbox="635 1294 1380 1368">Sturdy closed toe school shoes or runners, (preferably black or white).</td> </tr> </table> | Polo Shirt | Pale or navy blue with or without collar and logo, short and long sleeve available in house colours. | Windcheater | Navy only. Hooded or crew with or without logo  | Long pants | Navy, cord or cotton drill or track pant style made of fleecy knit. | Hat      | Wide-brimmed, navy hat- compulsory in September 1-April 30. Where hats have a cord, it must include a safety cord designed to detach if caught. | Bomber Jacket | Available from school.  | Kilt | Pleated kilt. A bib can now be purchased to suit. Available for purchase from school in February each year. | Dress | Navy/white gingham check | Shorts | Navy | Socks | To be pale or navy blue, white or grey. | Tights | Navy | Backpack | Navy or dark coloured, sturdy. Approximately 38cms with or without logo | Shoes | Sturdy closed toe school shoes or runners, (preferably black or white). |
| Polo Shirt          | Pale or navy blue with or without collar and logo, short and long sleeve available in house colours.  |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Windcheater         | Navy only. Hooded or crew with or without logo  |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Long pants          | Navy, cord or cotton drill or track pant style made of fleecy knit.   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Hat                 | Wide-brimmed, navy hat- compulsory in September 1-April 30. Where hats have a cord, it must include a safety cord designed to detach if caught.   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Bomber Jacket       | Available from school.  |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Kilt                | Pleated kilt. A bib can now be purchased to suit. Available for purchase from school in February each year.   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Dress               | Navy/white gingham check  |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Shorts              | Navy  |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Socks               | To be pale or navy blue, white or grey.   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Tights              | Navy  |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Backpack            | Navy or dark coloured, sturdy. Approximately 38cms with or without logo   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Shoes               | Sturdy closed toe school shoes or runners, (preferably black or white).   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| <b>Other</b>        | <table border="1" data-bbox="440 1442 1380 1832"> <tr> <td data-bbox="440 1442 616 1491">Hair</td> <td data-bbox="616 1442 1380 1491">Shoulder length hair to be tied back with blue or white ties</td> </tr> <tr> <td data-bbox="440 1491 616 1597">Earrings</td> <td data-bbox="616 1491 1380 1597">Only stud or sleepers to be worn in the earlobe. No more than 2 earrings in each lobe</td> </tr> <tr> <td data-bbox="440 1597 616 1648">Naming</td> <td data-bbox="616 1597 1380 1648">All clothing should be clearly named</td> </tr> <tr> <td data-bbox="440 1648 616 1727">Footwear</td> <td data-bbox="616 1648 1380 1727">The wearing of thongs and open-toe sandals is not permitted</td> </tr> <tr> <td data-bbox="440 1727 616 1832">Undershirts</td> <td data-bbox="616 1727 1380 1832">If a t-shirt is worn under the school polo, they are blue or white in colour.</td> </tr> </table>  | Hair       | Shoulder length hair to be tied back with blue or white ties   | Earrings    | Only stud or sleepers to be worn in the earlobe. No more than 2 earrings in each lobe | Naming     | All clothing should be clearly named                                | Footwear | The wearing of thongs and open-toe sandals is not permitted   | Undershirts   | If a t-shirt is worn under the school polo, they are blue or white in colour. |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Hair                | Shoulder length hair to be tied back with blue or white ties  |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Earrings            | Only stud or sleepers to be worn in the earlobe. No more than 2 earrings in each lobe   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Naming              | All clothing should be clearly named  |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Footwear            | The wearing of thongs and open-toe sandals is not permitted   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| Undershirts         | If a t-shirt is worn under the school polo, they are blue or white in colour.   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |
| <b>Consultation</b> | <p>Consultation with the school community will determine significant changes to this Dress Code Policy. This will occur through:</p> <ul style="list-style-type: none"> <li>• An invitation via newsletter for School Councillors, teachers and parents to meet and discuss the Student Dress Code Policy.</li> </ul>   |            |  |             |   |            |   |          |   |               |   |      |   |       |                          |        |      |       |   |        |      |          |   |       |   |



|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• The distribution of the draft Student Dress Code Policy to all families via the school newsletter with the opportunity for feedback.</li> <li>• The distribution of the draft Student Dress Code Policy to all staff with the opportunity for feedback.</li> <li>• Feedback sought from students via classroom discussions.</li> </ul> |
| <b>Evaluation:</b>  | <i>This policy will be reviewed as part of the school's four year review cycle.</i>   |
| <i>This policy was ratified by school council on: August 16, 2016</i> |   |

## STUDENT ENGAGEMENT and INCLUSION POLICY – Newtown Primary School

|                                     |  |
|-------------------------------------|--|
| <p><b>Guiding Principles</b></p>    | <ul style="list-style-type: none"> <li>• The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.</li> <li>• The school’s curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.</li> <li>• The school will promote student voice, active student participation and provide students with a sense of ownership of their environment.</li> <li>• The school will support families to engage in their child’s learning and build their capacity as active learners.</li> <li>• The school promotes active ‘student participation’ as an avenue for improving student outcomes and facilitating school change.</li> </ul>   |
| <p><b>Engagement Strategies</b></p> | <p>To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school.</p> <p>Since 2011 the school community has worked to embed a culture of RESPECT throughout our school. This work is highly visible and referenced frequently in our day to day work.</p> <p>We recognise that some students, as a group or as individuals may need explicit social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.</p> <p>Newtown Primary School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school’s values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.</p> <p>Student engagement, regular attendance and positive behaviours are supported through:</p> <ul style="list-style-type: none"> <li>• Establishing classroom procedures at the beginning of each school year and through consultation with parents at any time, particularly via “Meet And Greet”, welcome phone calls, student diaries and Three Way Conferences.</li> <li>• Our whole school value of RESPECT</li> <li>• Recent initiatives to build a Calm and Orderly learning environment: ensuring the pre-conditions for effective learning.</li> <li>• Providing learning programs that met the needs of the individual through thorough analysis of a range of assessment data and consistent team planning.</li> <li>• Acknowledging student achievements through the use of school awards, assembly presentations, timely and explicit learning task feedback and general classroom recognition.</li> <li>• Creating multiple opportunities for Student Voice through avenues such as student action teams, classroom leadership roles, Attitudes to School Survey and learning task reflections.</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Implementing school-wide academic and behavioural support strategies as necessary.</li> </ul>  |
| <b>Guidelines</b>                                    | <p>Parents/carers will be provided with a copy of this policy upon enrolment and when the policy is updated.</p> <p>Students have been involved in the development of this policy to provide valuable information to the school, assist in building relationships and, by giving students a voice, effectively engage them in the policy implementation.</p>  |
| <b>Identifying Students in Need of Extra Support</b> | <p>Newtown Primary School will utilise the following information and tools to identify students in need of extra support:</p> <ul style="list-style-type: none"> <li>Personal information gathered upon enrolment</li> <li>School Entry Health Questionnaire</li> <li>Attendance rates</li> <li>Academic performance, particularly in literacy and numeracy assessments</li> <li>Behaviour observed by classroom teachers</li> <li>Compass chronicle entries</li> <li>Engagement with students' families</li> </ul> <p>The Wellbeing Team, made up of the school Chaplain, Principal and Geelong North Network (GNN) staff, meet each week to consider the well-being needs of students, staff and families at our school and the most appropriate support or intervention to meet these needs.</p> <p>A suite of interventions and supports include:</p> <p>Kids Hope mentor program, Life Skills program, Assessment and Counselling services through GNN, Newtown Heroes, Seasons program, individual behaviour plans.</p> |
| <b>Behavioural Expectations</b>                      | <p>Shared behaviour expectations for students, parents/carers and school staff are detailed at <b>Appendix 2</b>.</p>   |
| <b>Interventions and Supports</b>                    | <p>Intervention and support measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.</p> <p>Unacceptable behaviours are responded to through:</p> <ul style="list-style-type: none"> <li>Restorative discussion with students</li> <li>Issuing of logical consequences</li> <li>Involving parents/carers, where appropriate</li> <li>Involving Geelong North Network support staff and or the Pastoral Care Social Worker, where appropriate</li> <li>Convening student support group (SSG) meetings</li> <li>Developing individualised learning, behaviour or attendance plans</li> <li>Involving community support agencies</li> <li>Withdrawal of privileges- including time out of the yard where appropriate</li> </ul>  |

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|                               | <ul style="list-style-type: none"> <li>• Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals</li> <li>• Providing broader educational programs e.g. EMU, MacKillop School</li> <li>• Suspension (in-school and out of school)</li> <li>• Expulsion</li> </ul> <p>Interventions and supports will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. <b>(Refer to Appendix 3- Staged Response Checklist for Student Behaviour Issues.)</b></p> <p><u><a href="#">Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at Newtown Primary School under any circumstances.</a></u></p> <p>Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.</p> <p>Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.</p> <p>Information on grounds and processes for suspension and expulsion that our school will follow are available here:<br/> <a href="http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx">http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx</a></p> |
| <p>Engaging with Families</p> | <p>Newtown Primary School values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.</p> <p>The school will support families to engage in their child’s learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.</p> <p>The school will create successful partnerships with parents/carers and families by:</p> <ul style="list-style-type: none"> <li>• ensuring all parents/carers are aware of the school’s Student Engagement and Inclusion Policy</li> <li>• conducting effective school-to-home and home-to-school communications, including the use of diaries and through our COMPASS portal</li> <li>• providing volunteer opportunities to enable parents/carers and students to contribute</li> <li>• involving families with homework and other curriculum-related activities</li> <li>• involving families as participants in school decision-making</li> <li>• coordinating resources and services from the community for families, students and the school</li> <li>• involving families in Student Support Groups</li> </ul>  |

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|  | Parents' responsibilities for supporting their child's attendance and engagement are outlined in our Statement of Values ( <b>Appendix 2</b> ). Furthermore, parents are expected to act in a respectful and constructive manner when working with our school.   |
| <b>Evaluation</b>  | <p><b>Data collection and analysis</b></p> <p>Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.</p> <p>Some of the sources of data used are:</p> <ul style="list-style-type: none"> <li>• the Attitudes to School Survey data</li> <li>• school level report data</li> <li>• parent survey data</li> <li>• data from case management work with students</li> <li>• data extracted from software such as CASES21 or SOCS</li> <li>• chronicle entries on COMPASS</li> </ul> <p><b>Review of this policy</b></p> <p>This policy will be reviewed every 4 years or more often if necessary due to changes in regulations or circumstances.</p> |
| <b>Appendices</b>  | <p>Appendix 1: Statement of Rights and Responsibilities</p> <p>Appendix 2: Shared Behaviour Expectations</p> <p>Appendix 3: Staged Response Checklist for Student Behaviour Issues</p> <p>This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at <a href="http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx">http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx</a></p>   |
| <b><i>This policy was ratified by school council : December 2015</i></b> |  |

## Appendix 1

### STATEMENT OF RIGHTS AND RESPONSIBILITIES



Wentworth  
Newtown, VIC 3015  
Ph: 03 9450 2000  
Fax: 03 9450 2000  
Email: [enquiries@newtownps.vic.edu.au](mailto:enquiries@newtownps.vic.edu.au)  
Principal: Ms. A. J. Baker  
0800 000 000

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the right to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student. Families are requested to keep the school informed of changes in circumstances each year in our annual Agreement documents.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

## STATEMENT OF VALUES

### **PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES**

Newtown Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe, calm and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

### **RESPONSIBILITIES**

#### **AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:**

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Support teachers in identifying and supporting students who are or may be at risk.
- Support teachers, including through access to relevant professional development, in doing their 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 inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.
- Coordinate, where appropriate, the notification of relevant authorities following offensive, disorderly or threatening conduct within the school.

#### **AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:**

- Model positive behaviour to students consistent with the standards of our profession.
- 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 and services (where appropriate) 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.
- Ensure our child attends school on time, every day that 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 complaints processes if there are 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.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community, our learning 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 orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

#### THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools in responding to and preventing bullying and in promoting cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

#### CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

##### UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:



- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails, text or social media messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

#### CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

## Appendix 3

### Staged Response Checklist for Student Behaviour Issues

| Stage 1: Promoting positive behaviour and preventing behavioural issues   |   |
|---|---|
| Suggested strategies  | School actions  |
| Define and teach school-wide expectations for all. Establish whole school positive behaviour programs.              | Calm and Orderly Matrix<br>Respect Matrix<br>Visible Learning Matrix            |
| Establish consistent school-wide processes to identify and support students at risk of disengagement from learning. | Kids Hope<br>Newtown Heroes<br>Well-Being Committee<br>Unit Meeting discussions |

| Stage 2: Responding to individual students exhibiting challenging behaviour  |  |
|--|--|
| Suggested strategies   | School actions   |
| Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate). | Unit meeting discussions to assess individual behaviour concerns and strategies to address these.<br>Share individual behaviour assessments made at PLF or briefing meetings.  |
| Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)  | Individual Learning Plans/Behaviour Support Plan   |
| Consider if any environmental changes need to be made.   | Classroom and specialist learning area organisation including- <ul style="list-style-type: none"> <li>• relevant visuals - seating arrangements</li> <li>• student groupings - access to key resources</li> <li>• management of noise</li> <li>• ensure all learning areas are calm and orderly</li> </ul> |

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| Teach replacement behaviours.  | Choice Boards<br>Supporting Visuals<br>Individual Learning Plans/Behaviour Support Plan<br>Role play                              |
| Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support | Unit meeting format provides a forum to discuss individual student needs and need for additional support.<br>Well-being Committee |
| Establish a student support group (SSG)  | SSG meetings once per term  |
| Implement appropriate disciplinary measures that are proportionate to problem behaviours                             | Consult with team/unit/school leaders regarding appropriate response to behavioural issues.                                       |
| Consider out-of-school behaviour management options such as Student Development Centres (if available)               | MacKillop School<br>EMU   |

Student Engagement and Wellbeing Attachment

| PRINCIPLE      | RIGHT   | PRINCIPAL<br>TEACHERS<br>SCHOOL STAFF<br>RESPONSIBILITIES<br>EXPECTATIONS   | STUDENT<br>RESPONSIBILITIES<br>EXPECTATIONS   | PARENT/CARER<br>RESPONSIBILITIES<br>EXPECTATIONS  |
|----------------|---|---|---|---|
| <b>FREEDOM</b> | The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression | Use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning;              | To come to school.<br>Be an active participant in the learning environment.<br>Let others learn without interference.<br>Accept that it's OK to have different opinions.<br>No Put Down Zone. | To get their children to school on time.<br>Be supportive of their child's learning including home reading and homework.                              |
|                | The right to have input into issues that affect you   | Provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning           | To be an active participant in own learning.<br>To voice opinions and give reasons/justify/explain your view point.<br>As representative find out the opinion of the class to put forward.    | Provide feedback and constructive suggestions to the school.<br>As a representative in formal forums put forward views points of other parent/carers. |
|                | The right to access school and community resources  | Plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students                | Look after school and community resources and not break things on purpose.<br>Return things that you borrow.<br>Ask to borrow something.  | Participant in working bees.<br>Participate in funding-raising.<br>Attend school functions and make all welcome.<br>Provide support in classrooms.    |
| <b>RESPECT</b> | The right to learn in an inclusive school community with access to full participation                                       | Develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others | Be nice to each other.<br>Be cooperative.<br>Understand that everyone is different.<br>Understand that some people have special needs.  | Appreciate the individual differences and needs of all students.<br>Be welcoming of new families to school.   |
|                | The right to value, celebrate and acknowledge cultural rights and diversity   | Be aware of the social, cultural and religious backgrounds of the students they teach, and treat students equitably                                   | Do not tease others because they are different.<br>Do not behave in a way that is intended to harm others.  | Appreciate and learn from the cultural groups and diversity represented in the community.<br>Value and appreciate differences.                        |

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|                 | The right to have support at the point of need   | Contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers    | Be helpful to your buddies.<br>Look after yourself and ask for help if you need it.<br>Be a good friend.<br>If you are worried about someone talk to a teacher.   | Be supportive of and sensitive to families who may require differentiated support from the school.<br>Rally around families in need, hardship or extenuating circumstance.  |
| <b>EQUALITY</b> | The right to receive a rewarding and meaningful education through challenging learning goals | Use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students           | Try your best.<br>Keep working towards your goals – don't give up.<br>Be supportive and understand different people have different goals.<br>Help others to learn things: don't tell the answer but give a way so they can figure it out. | Be focused upon your own child's learning needs and goals.<br>Understand that each child is an individual and focus on their own progress rather than comparisons with others.<br>Form a positive partnership with school staff to support your child's learning. |
|                 | The right to defend or explain your actions  | Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom | Stay calm and explain what happened.<br>Tell someone if there has been an accident.<br>Be honest.   | Contact appropriate staff members to discuss matters pertaining to your child, remembering that there are always two sides to every story.<br>Focus on matters relating to your child and not those beyond your concern.  |
|                 | The right to be treated as an individual   | Know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning             | Treat others how you want to be treated.<br>Respect that everyone is different.<br>Understand that people may get treated differently because of special needs.   | Treat others how you would like to be treated.<br>Understand that individual needs of children and their families vary and should be responded to accordingly.  |
| <b>DIGNITY</b>  | The right to a dignified existence   | Understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession                   | Treat others with respect (the same way you want to be treated).<br>Speak politely.<br>No Put Down Zone.<br>Do not use Bullying behaviour.  | Speak respectfully to and about school staff, students, other families and community members.   |

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|  |  |   | <p>Use ICT for in the agreed way and do not use Cyber-Bullying behaviour.</p> <p>Do not behave in a way that is intended to harm others.</p>  | <p>Be aware of your child's internet and mobile phone use.</p>  |
|  | <p>The right to be and to feel respected</p> | <p>Develop a positive learning environment where respect for individuals is fostered and where learning is the focus</p>                          | <p>Allow others to be treated as individuals.</p> <p>Get on with your own work and do not distract someone else from their work.</p> <p>Show respect and understanding that everyone has different needs.</p> | <p>Speak respectfully to and about school staff, students, other families and community members.(reject gossip)</p> <p>Understand that each child and each family is different and value these differences.</p>               |
|  | <p>The right to privacy</p>                  | <p>Work effectively with other professionals, parents, carers and members of the broader community to provide effective learning for students</p> | <p>It is OK to be alone if you want to be.</p> <p>To keep a secret if someone asks you to.</p> <p>Do not spread rumours.</p>  | <p>Form positive relationships with the school community members.</p> <p>Remain focused on things that affect your child and your family.</p> <p>Do not accept 'hearsay' but discuss matters with the appropriate person.</p> |

## SUNSMART POLICY – Newtown Primary School

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| <b>Rationale:</b>      | Too much of the sun’s UV can cause sunburn, skin and eye damage and skin cancer. UV damage accumulated during childhood and adolescence is associated with an increased risk of skin cancer in later life   |
| <b>Aims:</b>           | <p><b>Newtown Primary School will ensure that from mid-August to April 30 a combination of sun protection measures are used whenever outdoors including:</b></p> <p><b>SHADE:</b><br/>           Ensure that families and new staff are informed of the school’s Sun Smart policy.<br/>           There are sufficient number of shelters and trees providing shade in the school grounds particularly outdoor lesson or eating areas and popular play areas.<br/>           Children and staff are encouraged to use available areas of shade.<br/>           Children who do not have appropriate hats or outdoor clothing will be directed to play in the shade or a suitable area protected from the sun.<br/>           The availability of shade is considered when planning excursions and all other outdoor activities.<br/>           In consultation with the school council, shade provision is considered in plans for future buildings and grounds.<br/>           On days of extreme heat students may be required to stay indoors during break times or for part thereof. This will be at the discretion of the principal.</p>   |
| <b>Implementation:</b> | <p><b>CLOTHING:</b><br/>           School Uniform includes sun protective clothing that is cool, loose fitting and made of densely woven fabric and that shirts and dresses that have collars and longer sleeves.</p> <p><b>HATS:</b><br/>           The school uniform includes hats that have broad brims to protect face, neck and ears.<br/>           From mid-August to April 30, children and staff are required to wear broad brim hats when out in the sun for periods in excess of 10 minutes.</p> <p><b>SUNSCREEN:</b></p> <ul style="list-style-type: none"> <li>• Children and staff on yard duty are encouraged to apply SPF 30 or higher broad spectrum water-resistant sunscreen before coming to school and reapply throughout the day</li> <li>• Parents be requested that their children apply adequate sun protection in the form of sunscreen and provide protective swim wear clothing when attending swimming lessons or excursions at an outdoor pool.</li> <li>• Students must provide their own SPF30 (or higher) broad-spectrum, water-resistant sunscreen and/or the school supplies SPF 30 (or higher) broad-spectrum, water-resistant sunscreen for staff and student’s use. This is included on the school’s booklist each year.</li> <li>• Sunscreen is applied at least 20 minutes (where possible) before going outdoors and reapplied every two hours or more frequently if sweating or swimming.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Strategies are in place to remind students to apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).</li> <li>• Posters are displayed throughout the school to remind children apply sunscreen before going outdoors</li> </ul> <p><b>CURRICULUM:</b></p> <ul style="list-style-type: none"> <li>• Programs on skin cancer prevention and vitamin D are included in the yearly curriculum for all levels.</li> </ul> <p><b>COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Sun Smart behaviour is regularly reinforced and promoted to the whole school community through newsletters, school homepage, parent meetings, staff meetings, school assemblies, student and teacher activities and on student enrolment.</li> <li>• Sun Smart communication with parents will be via the school newsletter and Compass leading into, and during the period mid-August-April 30.</li> </ul> <p><b>FAMILIES AND VISITORS</b></p> <ul style="list-style-type: none"> <li>• Encouraged to use a combination of sun protection measures (sun protective clothing and hats, sunglasses, sunscreen and shade) when participating in and attending outdoor school activities.</li> </ul> <p>As part of OHS UV risk controls and role-modelling, staff, families and visitors:</p> <ul style="list-style-type: none"> <li>• wear a sun protective hat, covering clothing and, if practical, sunglasses;</li> <li>• apply sunscreen; and</li> <li>• seek shade whenever possible.</li> </ul> |
| <b>Evaluation:</b>  | <i><b>This policy will be reviewed as part of the school's four year review cycle.</b></i>   |
| <i><b>This policy was ratified by school council : 17 October, 2017</b></i> |  |



## SUSTAINABILITY POLICY – Newtown Primary School

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| <b>Rationale:</b>        | The Newtown Primary School community has a strong commitment to providing an education that reflects a local and global responsibility to our environment and the awareness of sustainable practice.  |
| <b>Aims:</b>             | Newtown Primary School aims to continue to be a sustainable school by reducing our ecological footprint by maintaining sustainable practices and instilling a sense of ownership and pride in improving the environment.  |
| <b>Guidelines:</b>       | <p><b>Waste</b></p> <ul style="list-style-type: none"> <li>• To minimise rubbish and recycle our waste throughout the school, as much as possible, on a daily basis.</li> <li>• Students to take responsibility for disposing of food scraps, paper, recyclables and rubbish in the appropriate manner.</li> <li>• To promote rubbish free lunches.</li> <li>• To maintain recycle bins and compost bins.</li> <li>• That school events endeavour to be waste free through use of reusable or recyclable items.</li> </ul> <p><b>Biodiversity</b></p> <ul style="list-style-type: none"> <li>• To update garden plans for the future development of our school grounds.</li> <li>• To develop garden areas that provide for different child activities.</li> <li>• To involve community members in development and maintenance of school grounds.</li> <li>• For each year level to use the school grounds as a resource for learning.</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>• Reduce the use of energy consumption within the school.</li> <li>• Use resources and equipment as efficiently as possible.</li> <li>• Include students in the process of developing and maintaining an energy efficient school.</li> <li>• Reduce the amount of greenhouse gas emissions.</li> </ul> <p><b>Water</b></p> <ul style="list-style-type: none"> <li>• To reduce the water consumption within the school.</li> <li>• To use resources and equipment as efficiently as possible.</li> <li>• To involve students and staff in the planning of water conservation initiatives.</li> </ul> |
| <b>Aims and Targets:</b> | <p>We aim to achieve the following goals and targets over the next four years:</p> <ol style="list-style-type: none"> <li>1. To further develop our school vegetable garden with assistance from the school community.</li> <li>2. To reduce waste</li> <li>3. To reduce energy consumption</li> <li>4. To use recycled tank water for garden areas where possible</li> </ol>   |

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| <p><b>Implementation:<br/>Curriculum Focus</b></p>                                    | <p>An environmental focus will be incorporated into the Integrated Studies Units and curriculum planning in all year levels.</p> <ul style="list-style-type: none"> <li>• Each year level will introduce or revise 'Recycling Waste' through daily rubbish disposal in the classrooms</li> <li>• Investigations will occur from the four areas below:</li> </ul> <p><b>Waste</b></p> <ul style="list-style-type: none"> <li>• Students to engage in units of work relating to waste.</li> <li>• Assign students to dispose of waste and recycled products daily in the appropriate manner.</li> <li>• Encourage students to bring rubbish free lunches to school and each term hold a whole school rubbish free lunch day.</li> <li>• For leaders to collect food waste daily and transfer it to the compost bin.</li> <li>• For students to dispose of paper into classroom paper recycling bins.</li> <li>• Use recycled paper for printers and photocopiers as per green procurement policy.</li> <li>• Promote the reuse principle of paper in classrooms, staffroom and office.</li> </ul> <p><b>Biodiversity</b></p> <ul style="list-style-type: none"> <li>• Students to engage in units of work relating to biodiversity.</li> <li>• Consult local community members on ways to improve our garden (e.g. Where to plant, what to plant).</li> <li>• Involve community members in planting and maintaining our gardens.</li> <li>• Engage students and staff in the maintenance of our gardens.</li> <li>• Grow and harvest a range of vegetables to be used by the children for class activities</li> <li>• A biodiversity audit of school grounds be undertaken by the students and develop strategies to increase the percentage of wildlife</li> <li>• Students to use the garden areas as part of their learning environment.</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>• Students to engage in units of work relating to energy.</li> <li>• Put systems in place that encourage staff and students to 'switch off and save' for technological equipment, lighting and heating/cooling.</li> <li>• Students will investigate the best ways to conserve energy.</li> </ul> <p><b>Water</b></p> <ul style="list-style-type: none"> <li>• Students to engage in units of work relating to water conservation.</li> <li>• Put systems in place that encourages staff and students to minimise water use, e.g. Use recycled tank water where possible for garden beds.</li> </ul> |
| <p><b>Implementation:<br/>Community Involvement</b></p>                               | <p>We will encourage community participation in environmental projects undertaken, as well as, invite parents with expertise to help maintain and improve our school environment. We will also promote sustainable living through educating the school community through our students.</p> <p>All people within our school will be informed and responsible for implementing these programs. The Sustainability committee in conjunction with the Principal will be responsible for keeping records and reporting on the outcomes and progress of each program to the whole school community, through school newsletter items.</p>  |
| <p><b>Evaluation:</b></p>   | <p><b><i>This policy will be reviewed as part of the school's four year review cycle.</i></b></p>   |
| <p><b><i>This policy was ratified by school council on: 21 February, 2017</i></b></p> |   |

## SUSTAINABILITY (Green Procurement) POLICY – Newtown Primary School

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| Rationale:   | The Newtown Primary School community has a strong commitment to purchasing products that are sustainable, cost effective and meet the needs of the school community.  |
| Aims:  | Newtown Primary school will endeavour to purchase ‘green products’ in order to reduce our environmental impact. And to educate students on making environmentally friendly choices for life.  |
| Guidelines:  | <p>When feasible, Newtown Primary School will purchase products, materials and equipment that:</p> <ul style="list-style-type: none"> <li>• have been made from recycled products</li> <li>• can be recycled</li> <li>• reduces waste ( to landfill, energy and water)</li> <li>• are biodegradable</li> <li>• reduces toxicity</li> </ul>  |
| Implementation:  | <p>When feasible , Newtown Primary School is to:</p> <p>Minimise waste through <b>rethink</b>;</p> <ul style="list-style-type: none"> <li>• purchase products that are biodegradable such as paper plates and cups</li> </ul> <p>Minimise waste through <b>reduce</b>;</p> <ul style="list-style-type: none"> <li>• purchase in bulk to reduce packaging</li> </ul> <p>Minimise waste through <b>reuse</b>;</p> <ul style="list-style-type: none"> <li>• purchase items that are durable</li> </ul> <p>Minimise waste through <b>recycling</b>;</p> <ul style="list-style-type: none"> <li>• purchase recycled paper for printers, photocopiers</li> <li>• purchase recycled products for book orders</li> <li>• purchase furniture / equipment made from recycled materials</li> </ul> <p>Minimise toxicity through;</p> <ul style="list-style-type: none"> <li>• purchase of products that should not release toxic or polluting substances that can affect health and pollute water, land or air</li> <li>• purchase of products that have the potential for safe disposal</li> </ul> <p>Maximise energy efficiency through;</p> <ul style="list-style-type: none"> <li>• purchase of products that are energy efficient,- check the <i>energy star rating</i></li> </ul> <p>Maximise water efficiency through;</p> <ul style="list-style-type: none"> <li>• purchase of products that are water efficient, - check the <i>water efficiency label</i></li> </ul> |
| Evaluation:  | <b><i>This policy will be reviewed as part of the school's four year review cycle.</i></b>  |
| <b><i>This policy was ratified by school council on: 21 February, 2017</i></b> |   |

| <b>Time In Lieu – Newtown Primary School</b> |  |
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| <b>Rationale:</b>                            | Education Support Class employees may be required to undertake work / attend meetings and / or camps in addition to her / his ordinary hours of employment. In such circumstances the Education Support Class employee shall be granted time off in lieu for the additional time worked <b><u>provided that prior approval has been granted</u></b>  |
| <b>Aims:</b>                                 | <ul style="list-style-type: none"> <li>• To ensure the smooth and efficient operation of time-in-lieu for Education Support Class employees</li> <li>• To provide a process where it is clear under what circumstances time-in-lieu can be accrued.</li> </ul>   |
| <b>Implementation:</b>                       | <p style="text-align: center;"><u>Areas of Duty covered by Time-in-Lieu:</u></p> <p><u>Required attendance at camps to support individual students.</u><br/>Claimable hours shall be twelve (12) hours per day, less the normal daily working hours.</p> <p><u>Special Events</u> – where Education Support Class employees are requested, but not if an employee chooses to volunteer, to perform duties at or attend events such as:</p> <ul style="list-style-type: none"> <li>• Parent /Teacher Interviews</li> <li>• PSG meetings (outside normal working hours)</li> <li>• Information / Orientation nights</li> <li>• Professional Development attendance on non-working days.</li> </ul> <p><u>Regular Activities</u> – where attendance by Education Support Class employee is beneficial to School operations.</p> <ul style="list-style-type: none"> <li>• Compulsory attendance at meetings e.g. Staff and Year Level Meetings (These are considered as being pre-approved)</li> <li>• Peak work output times. eg. Presentation Night preparation, fundraising events.</li> </ul> <p><u>Process:</u></p> <ul style="list-style-type: none"> <li>• Request forms for Time in Lieu are available from the Business Manager.</li> <li>• Form is to be completed and signed then approved by the Principal.</li> <li>• Maintain a running total of accrued time-in-lieu on the Time-in – Lieu Recording Sheet.</li> <li>• Negotiate days to take as time-in-lieu.</li> </ul> <p><u>Allocation of Time-in-Lieu:</u></p> <ul style="list-style-type: none"> <li>• The timing of the time off in lieu will be at the discretion of the Principal / Business Manager having regard to the operational needs of the school and the wish of the education support class employee. It may include any day or days, other than days of approved leave, the education support class employee is not in attendance during the school holiday period.</li> <li>• Where time-in-lieu remains outstanding from the previous school year, it must be cleared by June 30<sup>th</sup>.</li> </ul> |

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| <b>Evaluation:</b>  | <i>This policy will be reviewed as part of the school's four year review cycle.</i> |
| <i>This policy was ratified by school council : June 2014</i> |   |

**VISITORS (including external providers) POLICY – Newtown Primary School**

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| <p><b>Rationale:</b></p> | <p>Newtown Primary School values partnerships with our parents and families, community services, other schools, the broader community and business. As a result of these partnerships, a range of visitors will have access to our school on a regular and irregular basis.</p> <p>It is acknowledged that there are potential risks in allowing visitors into schools, including visitors who are members of students’ families or members of the local community.</p>   |
| <p><b>Aims:</b></p>      | <p>This policy aims to minimise the potential risks to student and staff safety due to the presence of visitors in school.</p> <p>A variety of visitors attend Newtown Primary School. Visitors may typically include parent and community volunteers, invited speakers, session instructors, representatives of community, business and service groups, prospective parents and employees and local members of the State and Commonwealth Parliaments. Others, including employees of relevant children’s services agencies, trades people, talent scouts for sporting and arts organisations, official school photographers, commercial salespeople such as booksellers and uniform suppliers may also be present from time to time over the school year.</p> <p>All visitors, irrespective of their purpose of visit, must follow protocols and procedures that effectively monitor and manage visitors without compromising the open and inclusive nature of the school.</p>  |
| <p>Definitions</p>       | <p><b>VISITORS</b></p> <p>Visitors to the school are defined as all people entering school grounds during school hours [8.45am to 3.45pm Monday to Friday] other than staff members, students and parents/guardians acting in their capacity as parents/guardians delivering or collecting children at the start or the end of the school day.</p> <p>Visitors can include (but are not limited to) the following:</p> <ul style="list-style-type: none"> <li>• prospective parents and prospective employees</li> <li>• those who are addressing a learning or developmental need, such as:             <ul style="list-style-type: none"> <li>• parent and community volunteers</li> <li>• invited speakers e.g. incursion presenters</li> <li>• sessional instructors</li> <li>• representatives of community, business and service groups</li> <li>• local members of parliament</li> </ul> </li> <li>• those who are conducting business such as:             <ul style="list-style-type: none"> <li>• uniform suppliers</li> <li>• booksellers</li> <li>• official school photographers</li> <li>• commercial salespeople</li> </ul> </li> <li>• trades people</li> <li>• children’s services agents</li> <li>• talent scouts</li> <li>• instructors providing Special Religious Instruction (SRI).</li> </ul> <p>Other visitors may include:</p> |

- Department of Health and Human Services Child Protection Workers
- Victoria Police
- Persons who are authorised to enter a school premises for a specific purpose (e.g. Worksafe or Environmental Health officers).

#### **DUTY OF CARE**

Principals and teachers have duty of care to their students. The duty requires principals and teachers to take all reasonable steps to reduce risk, including the provision of suitable and safe premises and the provision of an adequate system of supervision. The duty is *non-delegable*, meaning that it cannot be assigned to another party.

Visitors who are attending the school to deliver incursions, presentations, seminars or other activities and programs to students will be fully supervised by school staff at all times.

Where necessary, the school will assess and verify the suitability of visitors who will work with children. The evidence required is generally a working with children check (WWC Check). However if a visitor's occupation exempts them from the requirement to have a WWC check e.g. police officers, teachers, they must provide evidence to the school support their claim to an exemption.

#### **APPROVALS**

On the basis that schools are not public places, but are public educational institutions, the principal has ultimate discretion to approve or not approve a potential visitor. The Principal also has the authority to exclude people from being on school grounds outside of school operating hours.

When deciding to approve a visitor, the Principal will consider the visitor's suitability, purpose and the benefit provided to the students and staff from the visit, specifically:

- the educational merit and potential benefits of the visit;
- the level of disruption to the functioning of the school programs and routines in relation to the potential benefits to students;
- whether the proposed visit is consistent with the values of public education including the requirement that education in Victorian government schools is secular (apart from Special Religious Instruction, delivered in accordance with the *Education and Training Reform Act 2006* (Vic), Ministerial Direction 141 and policy);
- whether the proposed visitors will be delivering content that is appropriate having regard to school policies, Department policies and the principles and practice of Australian democracy including the elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance;
- the potential for the visitor to cause controversy within the school or broader community.

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|                               | <p>The principal should consider the suitability of visitors to be in a location where children freely move about, learn and play and whether a Working With Children Check is required or exemptions apply.</p>  |
| <p><b>Implementation:</b></p> | <p><b><i>SCHOOL SIGNAGE</i></b><br/> A sign will be displayed on the front of the school building requesting visitors to report to the office on arrival.</p> <p><b><i>VISITORS PASS</i></b><br/> On arrival at Newtown Primary School, all visitors during school hours will be required to register their arrival in the 'V-pass tablet' at the School Office. This includes printing their name, signature and recording the date, times and purpose of the visit.<br/> Visitors will then receive a Visitor's Pass which they must display whilst on school grounds conducting school business then returned to office on departure.<br/> On departure, visitors are required to return to School Office to register their departure in the 'V-pass tablet'.<br/> Visitors arriving at classrooms without first completing a Visitor's Pass will be directed to the office to complete a Pass or directed to visit the Principal. Any exemptions to this process will be at the discretion of the Principal. Parents will be informed of these responsibilities via the newsletter at the beginning of each school year.<br/> New parents to the school will be informed as part of the <i>School Enrolment</i> procedure.</p> <p><b><i>EMERGENCY MANAGEMENT</i></b><br/> Visitors will be required to follow the instructions of Newtown staff in case of an emergency.<br/> A visual reminder of Emergency Management procedure will be displayed near the 'V-pass tablet'.<br/> Visitors accompanied by Principal (or nominee) that have been exempt from wearing a Visitor's Pass will be directed by the Principal (or nominee) to a Safe Area in the event of an emergency situation arising.</p> <p><b><i>EXEMPTIONS</i></b><br/> <b><i>SPECIAL EVENTS</i></b><br/> Visitors on Special Days will not be required to sign a Visitors Pass at the Office.<br/> Special Days may include days such as 'Special Friend's Day' and Cultural Diversity Day' where parents, family and friends are invited to attend.</p> <p><b><i>EDUCATIONAL</i></b><br/> School/University groups visiting for educational purposes will not be required to complete individual Visitor Passes.</p> |



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| <p><b>Implementation:<br/>continued</b></p> | <p>The Teacher In Charge will be required to sign a Visitor’s Pass on behalf of their visiting students.</p> <p><b>ADDITIONS</b></p> <p><b>PARENT HELPERS IN CLASSROOMS</b><br/>All parent helpers will be required to obtain a current <i>Working With Children</i> check .</p> <p><b>PARENT HELPERS ON OVERNIGHT CAMPS</b><br/>All parent helpers will be required to have a <i>Working With Children</i> check.</p> <p><b>OTHER MEMBERS OF THE COMMUNITY WORKING IN CLASSROOMS</b><br/>All members of the community, will be required to obtain a <i>Working With Children</i> check</p> <p><b>FAMILIES, FRIENDS and RELATIVES</b><br/>Family members wishing to visit children at school will be encouraged not to visit during school hours, with the exception of special events.<br/>This will be communicated to parents at the beginning of the year and through the school newsletter.</p> <p><b>UNKNOWN VISITORS</b><br/>Visitors who are not known to the school may be requested to present photo identification to verify their identity. This will be requested at the discretion of the Principal/staff.</p> <p><b>SUBSTANCE AFFECTED OR AGGRESSIVE VISITORS</b><br/>Any visitor who presents as substance affected will not be allowed to access children’s areas and will be asked to leave the school building and grounds immediately.<br/>Any visitor who presents as verbally and or physically aggressive and threatening in manner to staff, children or parents will be asked to leave the school building and grounds immediately.<br/>In the case that a visitor refuses to leave the school buildings or grounds after being requested to do so, it will be made clear to them that Newtown Primary School has a School Policy that requires visitors to behave in an appropriate manner and that if they choose not to cooperate then the police will be contacted.</p> <p><b>OUTSIDE ASSOCIATIONS</b><br/>These may include representatives from various associations wishing to either speak to a class group or work with children in a supervised capacity, for example; Children’s Choirs, Orchestras, Drama Groups and Sporting Associations.<br/><i>A Permission to Participate Form</i> will be distributed to parents at the beginning of each year seeking parental permission for their child/children to be present when a visit such as mentioned above occurs during the year.</p> |
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|   | <p>Teaching staff will need to be aware of any child not permitted to attend and arrangements made.</p> <p><b>EMPLOYMENT COMPANIES</b></p> <p>Companies looking to employ children will not be allowed to visit on site but may provide details for parents to contact them.</p> <p>All visitors are required to comply with the schools Statement of Values and Code of Conduct.</p> <p>Visitors who fail to follow directions will be directed to the Administration Office.</p> |
| <b>Evaluation:</b>  | <b><i>This policy will be reviewed as part of the school's three year review cycle.</i></b>  |
| <b><i>This policy was ratified by school council : 17 October, 2017</i></b> |  |

## WORKING WITH CHILDREN CHECK – Newtown Primary School

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| Preamble   | <p>The Working with Children Check assists in protecting children from sexual or physical harm by ensuring that people who work with, or care for, them are subject to a screening process.</p> <p>Passing a Check is a legal requirement for everyone in Victoria doing paid or voluntary <b>child-related work</b> who does not qualify for an exemption.</p> <p>The intent of this procedure is to outline which positions at the Newtown Primary School require a WWC check and the process to be followed.</p> <p>This procedure applies to all positions at Newtown Primary School including volunteer, honorary, consultant and contractor positions. Any reference to 'candidates' also extends to staff currently occupying a position.</p>  |
| Definition | <p>Child: a person who is under the age of 18 years.<br/>Student: any child who is enrolled at the School</p> <p><b>What is the WWC check?</b><br/>The WWC check verifies a person's history to make sure they do not have any relevant criminal offences or findings from professional disciplinary bodies. The WWC check is valid for 5 years (unless revoked). During this time the cardholder continues to be checked for new relevant offences or findings.<br/>The WWC check is administered by the Department of Justice.</p> <p><b>Who is exempt from 'Working With Children' Check?</b><br/>The <i>Working with Children Act 2005</i> (the Act) exempts a range of people from the Check who are already subject to rigorous screening processes as part of their professions. This includes Victoria Police officers, Australian Federal Police (AFP) officers and teachers registered with the Victorian Institute of Teaching (VIT). These exemptions are designed to reduce administrative burden, particularly on voluntary organisations using the Check.</p>  |
| Guidelines | <p>A WWC check is required for positions that meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• involve contact with children in connection with our school</li> <li>• involve <b>direct contact</b> with children including oral, written or electronic communication as well as face-to-face and physical contact.</li> <li>• involve child-related work regardless of whether the contact is supervised by another or not.</li> <li>• the position does not qualify for an <b>exemption</b> as listed under the act. (including teachers, police officers, accredited commercial vehicle drivers)</li> </ul> <p><b>What is the application process?</b></p> <ul style="list-style-type: none"> <li>• The candidate must complete a Working with Children Check application form. The forms are available online at <a href="http://www.workingwithchildren.vic.gov.au/home">http://www.workingwithchildren.vic.gov.au/home</a></li> <li>• Applications can also be made through more than 400 Australia Post outlets.</li> <li>• Individuals can contact the WWC Check Customer Support line on 1300 652 879</li> </ul> |

Under the section marked 'Details of Organisation', candidates should ensure they state *Newtown Primary School*.

If the applicant passes the check they will be sent a successful Assessment Notice, followed by a WWC check card 2-3 weeks later.

Further information about the application process is available on the <http://www.workingwithchildren.vic.gov.au/home/>

**What if the applicant does not pass the check?**

If the applicant does not pass the check, they will be given an Interim Negative Notice. The applicant can then make a submission to the Department of Justice to explain why they believe they should pass. If this submission is not successful, the applicant will be issued with a Negative Notice. This means they have failed the WWC Check and cannot undertake 'child-related work' or work in our school.

**When can the candidate commence?**

Commencement in The School is conditional upon receipt of a successful Assessment Notice or WWC check card. Any queries should be directed to the Principal.

**Who pays for the WWC check?**

Candidates who are required to undergo a WWC check as a condition of working in the School will not be able to receive reimbursement for the cost from The School.

**Responsibilities**

The School must:

- identify all staff who require a Working with Children check;
- ensure existing staff and volunteers are informed of the requirement to undergo the check;
- ensure prospective staff and volunteers have passed a WWC check before commencement;
- check the card's validity at <https://online.justice.vic.gov.au/wwccu/checkstatus.doj>
- have a photocopy of the WWC card and with details updated on the school register ( if individual is a staff member, copy to be kept on the staff member's personnel file)
- ensure suitable monitoring procedures are in place to ensure staff members hold a valid WWC check card at all times.

The staff member or volunteer must:

- provide the successful WWC check card prior to commencement at our school.
- notify the office if there has been a relevant change in circumstances, for example, if they have been charged or found guilty of a new relevant offence.
- apply for a new WWC check before their card expires.

**What is the difference between a WWC Check and a police records check?**

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|  | <p>A police records check gives information about a person’s past criminal record and is only valid at the time of issue. The WWC check is valid for 5 years (unless revoked). During this time, cardholders continue to be checked for new relevant offences or disciplinary findings from professional bodies such as the Victorian Institute of Teaching. In addition, not all criminal offences are relevant to the WWC check. Broadly, the WWC check considers serious sexual and violent drug offences. A staff member or volunteer is required to undertake a WWC check even if they have already completed a police records check.</p> |
| <p><b>Evaluation: <i>This policy will be reviewed as part of the school’s three year review cycle.</i></b></p> |  |
| <p><b><i>This policy was ratified by school council on: 17 October, 2017</i></b></p>                           |  |

### CASES21 INCIDENT NOTIFICATION FORM

|                       |                |
|-----------------------|----------------|
| School Name/Location: | School Number: |
|-----------------------|----------------|

**BRIEF ACCOUNT OF INJURY**

|  |                |
|--|----------------|
| Details of Incident:   |                |
| <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black;"/> |                |
| Accident Date:   | Accident Time: |

**ACTIVITY (GENERAL & DETAILED)**

|   |   |   |
|---|---|---|
| Chemical Use<br>Manual Handling, Lifting<br>Sports/Physical Education<br><i>(Athletics, Basketball, Cricket, Football-All Codes, Skating, Baseball, Gymnastics, Ball Games not Specified, Other Sports)</i> | <ul style="list-style-type: none"> <li>• Vehicle Use (Car, Bicycle, Bus, Other)</li> <li>• Machinery Use<br/><i>(Hand tools, Portable Power Tools, Other Machines)</i></li> <li>• Using Office Equipment</li> <li>• Curriculum Area<br/><i>(Arts Science, Technology studies, PE, Home Economics, Other)</i></li> </ul> | <ul style="list-style-type: none"> <li>• Fighting/Assault</li> <li>• Play General</li> <li>• Walking</li> <li>• Running, Jumping, Skipping</li> <li>• Accidental Contact by other Person</li> <li>• Other (Specify) _____<br/>           _____<br/>           _____<br/>           _____</li> </ul> |
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**ACCIDENT DESCRIPTION**

|                                      |  |   |
|--------------------------------------|--|---|
| Slip<br>Trip<br>Fall<br>Overexertion | <ul style="list-style-type: none"> <li>• Mental Stress</li> <li>• Collision</li> <li>• Crushing</li> <li>• Hit by Moving Object</li> </ul> | <ul style="list-style-type: none"> <li>• Other (Specify) _____<br/>           _____<br/>           _____</li> </ul> |
|--------------------------------------|--|---|

**ACCIDENT SITE (Indicate CAMPUS, if more than one CAMPUS)**

|  |   |  |
|--|---|--|
| Sports Ground/Venue<br>Playground<br>General<br>Playground<br>Equipment<br>Classroom General<br>Chairs | <ul style="list-style-type: none"> <li>• Doors/Windows</li> <li>• Stairs/Steps</li> <li>• Paths/Walkways</li> <li>• Office Administration</li> <li>• Travel to / from School</li> </ul> | <ul style="list-style-type: none"> <li>• Camp/Excursions</li> <li>• Other (Specify)<br/>           _____<br/>           _____</li> </ul> |
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**STAFF ON DUTY**

|   |
|---|
| Name  |
| <hr style="border: 0; border-top: 1px solid black;"/> <hr style="border: 0; border-top: 1px solid black;"/> |

|                          |
|--------------------------|
| Number of Staff on Duty: |
|--------------------------|

**INJURED PERSON**

|  |                         |            |
|--|-------------------------|------------|
| Type: Student Staff Family Others<br>ID (If Applicable): | Name:                   |            |
| Date of Birth:   | Age:                    | Gender:    |
| Address:   |                         | Telephone: |
| <b>If Applicable</b> Date of Ceasing Work:               | WorkCover Claim Lodged: |            |

**INITIAL ASSISTANCE BY PERSON**

|  |       |
|--|-------|
| Type: Student Staff Family Others<br>ID (If Applicable): | Name: |
|--|-------|

**SEVERITY OF INJURY**

|         |  |   |
|---------|--|---|
| INJURY: | First Aid (Returned to Class)<br>First Aid (Sent Home)<br>Doctor or Dental Treatment | <ul style="list-style-type: none"> <li>• Hospital (Outpatient) Treatment</li> <li>• Hospital (Inpatient) Treatment</li> <li>• <b>Fatal</b></li> </ul> |
|---------|--|---|

**DOCTOR TREATED PATIENT FOR (If Applicable)**

|            |   |   |
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| TREATMENT: | Amputation of any part of the body<br>Serious Head Injury<br>Serious Eye Injury<br>Separation of skin from underlying tissue (eg Degloving/Scalping)<br>Electric Shock<br>Spinal Injury | <ul style="list-style-type: none"> <li>• The Loss of a bodily function</li> <li>• Serious lacerations (serious means "of Grave Aspect" or "Critical")</li> <li>• Injury due to exposure to a substance (eg Gas Inhalation, Acid Exposure)</li> <li>• Other (Specify) _____<br/>_____<br/>_____</li> </ul> |
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**NATURE OF INJURY**

|         |  |  |
|---------|--|--|
| NATURE: | Fracture<br>Dislocation<br>Strains/Sprains<br>Lacerations/Cuts<br>Burns/Scalds | <ul style="list-style-type: none"> <li>• Crushing/Amputations</li> <li>• Bruises/Knocks</li> <li>• Dental Injuries</li> <li>• Other (Specify) _____<br/>_____</li> </ul> |
|---------|--|--|

**LOCATION OF INJURY**

|          |  |  |
|----------|--|--|
| LOCATION | Head ( <i>Skull, Face, Jaws, Ears</i> )<br>Eyes<br>Neck<br>Trunk ( <i>Chest, Abdomen, Buttock, pelvis, Spine</i> ) | <ul style="list-style-type: none"> <li>• Arm (<i>Shoulder, Elbow, Forearm, Wrist, Hand, Finger, Thumb</i>)</li> <li>• Leg (<i>Hip, Thigh, Knee, Ankle, Foot, Toes</i>)</li> <li>• Internal</li> <li>• Multiple locations</li> <li>• Ear</li> </ul> |
|----------|--|--|

**WITNESS DETAILS (Provide attachment if multiple witnesses)**

|          |  |
|----------|--|
| Name:    | Type: Student Staff Family Others<br>ID (If Applicable): |
| Address: | Telephone:   |

|                                   |
|-----------------------------------|
| Witness Statement:<br><hr/> <hr/> |
|-----------------------------------|

**PREVENTIVE ACTION PROPOSED OR TAKEN (For Staff members or Severe Accidents)**

|   |   |
|---|---|
| No Preventative Action Taken/Intended<br>Referred to the School's Safety/OHS or Risk Management Committee<br>Referred to the School's Health and Safety Representative<br>Review of Curriculum<br>Review/Reinforce/Reiterate Procedures<br>Review Systems<br>Review the Environment | <ul style="list-style-type: none"> <li>• Review Personal Protective Clothing/Item</li> <li>• Review Equipment/Machinery Modifications</li> <li>• Review Equipment/Machinery Maintenance</li> <li>• Review/Reinforce/Reiterate Student Instructions</li> <li>• Review Training Provisions</li> <li>• Other (Please first contact the Liability Claims Management Unit - Specify) _____<br/>         _____</li> </ul> |
|---|---|

**OFFICE USE ONLY – ENTRY TO CASES21**

|                |                    |
|----------------|--------------------|
| Staff Initial: | Principal Initial: |
|----------------|--------------------|

Date \_\_\_/\_\_\_/\_\_\_      Signature of Principal