



Dandenong Primary School

Policies & Procedures

2022

Updated 26 June 2022

Information contained herein is subject to change.

Suggested changes to current information or additional inclusions should be directed to the senior leadership team.

For the most up-to-date Department of Education & Training (DET) policy advice, visit <http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>

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About Our School – Contextual Overview

Proudly Serving Australia's No. 1 Most Culturally Diverse Community

Dandenong Primary School very proudly serves Australia's number one most culturally diverse community. The school offers a rich history of excellence in teaching that extends from before 1881 through to today. Census data from 2016 revealed that more than 70 percent of residents in the City of Greater Dandenong spoke a language other than English and more than half the population was born overseas in one of 157 different countries.

Year Levels & Classes

In 2022 the school is home to around 370 children from Foundation (Prep) to Year 6. The school is made up of three Foundation classes, five composite Year 1/2 classes, four Year 3/4 classes and four Year 5/6 classes.

Specialist Curriculum Areas

The school offers specialist classes in physical education (PE) and sport, science, technology, engineering and maths (STEM), visual art, performing arts, library and French.

English as an Additional Language (EAL) Learners

The school maintains a specialised English as an Additional Language (EAL) class and offers extra language and literacy support across all year levels.

Student Wellbeing

In addition to our learning and teaching staff, the school maintains a team of highly dedicated wellbeing staff to support the health and wellbeing of children and families.

Diverse Staffing

Our highly dedicated school staff are almost as diverse as our student population and speak a range of languages including Dari, Hindi, Spanish, French, Serbian, Albanian, Greek, Cantonese, Mandarin, Turkish, Persian and English.

In 2021, the staff was comprised of 28.9 FTE teaching and 15.4 FTE support staff, with a mix across the spectrum of professional experience.

Community Hub

We maintain our very own Victorian Early Years Award winning 'Community Hub' which brings local information and services around education, health, community and settlement into a familiar and friendly place for parents. It aims to help families create friendships and support networks, and develop a sense of belonging.

Administration of Medication Policy

PURPOSE

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

SCOPE

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

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

POLICY

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

Authority to administer

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

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

Parents/carers can contact the school office for a Medication Authority Form.

Administering medication

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

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

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

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

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

Self-administration

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

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

Storing medication

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

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

For most students, Dandenong Primary School will store student medication in the school's first aide room/sick bay.

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

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

Warning

Dandenong Primary School will not:

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

Medication error

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

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

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

FURTHER INFORMATION AND RESOURCES

Refer to the school's including *First Aid, Health Care Needs, Medication Authority Form, Medication Administration Log*

REVIEW CYCLE

This policy was last updated on 17 February 2021 and is scheduled for review in February 2024 or as required.

Administration of Medication Log Proforma

This log should be completed by the staff member administering medication to any student at the school.

Name of Student: _____ Year level: _____

Date	Time	Name of Medication & Dose	Tick when checked ✓				Comments	Staff member administering (print name & initial)	Staff member cross-checking* (print name & initial)
			Correct Child	Correct Medication	Correct Dose	Correct Route			

***Cross-checking:** It is recognised that in many school settings medication is administered using a system of two staff members checking that medication is correctly administered. This is an appropriate added safety measure and is seen as good practice.

Acceptable Use Agreement for Students

When using ICT resources at Dandenong Primary School (including the student network, internet, email, Google Apps for Education (GAFE), laptops, etc):

- I will only use Google Apps for Education for school purposes.
- I will not share personal or sensitive information on Google Apps for Education.
- I will use school technology only with the permission of a teacher.
- I will follow all instructions from teachers when using school technology.
- I will not let anyone else know my passwords or usernames.
- I know that I am responsible for anything that happens when my account is used.
- I know that the school receives information about anything that I send or receive.
- I will tell my teacher if I think someone has gained access to my account.
- I will make sure any work that I wish to have published or any email I send is polite, carefully written and presented.
- I will respect other students' work.
- I will not read other people's emails.
- I will not tell anyone my address or telephone number or the address or telephone number of anyone else
- I will not send photos or videos of myself or others to anyone.
- I will use material from other websites only if I have permission to do so.
- If I use material in my work that I have found on the internet, I will say where it comes from.
- If I see or receive any information on the computer that makes me feel uncomfortable or is inappropriate I will tell a teacher straight away.
- I will not damage or disable technology, computer systems or computer networks of the school.
- I will not send, produce, show or search for things that might upset or have the potential to bully others.

I have read and understand the Dandenong Primary School Acceptable Use Agreement. I understand that disciplinary action may be taken if I do not follow this agreement, which may include loss of access to the internet, school network or the use of ICT for a period of time.
Student:

I agree to follow the Agreement and any other relevant rules that are set by Dandenong Primary School:

Student name: _____ Class: _____

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Please return completed form to the Administration Office.

Anaphylaxis Management Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact Dandenong Primary School on 03 9792 2743

Purpose

To explain to Dandenong Primary School parents, carers, staff and students the processes and procedures in place to support students diagnosed as being at risk of suffering from

Scope

This policy applies to:

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

Policy

School Statement

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

Anaphylaxis

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

Symptoms

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

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

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

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

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

Treatment

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

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

Individual Anaphylaxis Management Plans

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

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

Parents and carers must:

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

Each student's Individual Anaphylaxis Management Plan must include:

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

Review and updates to Individual Anaphylaxis Management Plans

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

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

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

Location of plans and adrenaline autoinjectors

A copy of each student's Individual Anaphylaxis Management Plan will be stored with their ASCIA Action Plan for Anaphylaxis in the First Aid/Sick Bay room located in the school's main administration office area, together with the student's adrenaline autoinjector. Adrenaline autoinjectors must be labelled with the student's name.

Risk Minimisation Strategies

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

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

Adrenaline autoinjectors for general use

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

Adrenaline autoinjectors for general use will be stored at the First Aid/Sick Bay room in the school's main administration office area and labelled "general use".

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

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

Emergency Response

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

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

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

Step	Action
1.	<ul style="list-style-type: none"> ● Lay the person flat ● Do not allow them to stand or walk ● If breathing is difficult, allow them to sit ● Be calm and reassuring ● Do not leave them alone ● Seek assistance from another staff member or reliable student to locate the student's adrenaline autoinjector or the school's general use autoinjector, and the student's Individual Anaphylaxis Management Plan, stored in the First Aid/Sick Bay room ● If the student's plan is not immediately available, or they appear to be experiencing a first time reaction, follow steps 2 to 5
2.	<p>Administer an EpiPen or EpiPen Jr</p> <ul style="list-style-type: none"> ● Remove from plastic container ● Form a fist around the EpiPen and pull off the blue safety release (cap) ● Place orange end against the student's outer mid-thigh (with or without clothing) ● Push down hard until a click is heard or felt and hold in place for 3 seconds ● Remove EpiPen ● Note the time the EpiPen is administered ● Retain the used EpiPen to be handed to ambulance paramedics along with the time of administration <p><u>OR</u></p> <p>Administer an Anapen® 500, Anapen® 300, or Anapen® Jr.</p> <ul style="list-style-type: none"> ● Pull off the black needle shield ● Pull off grey safety cap (from the red button) ● Place needle end firmly against the student's outer mid-thigh at 90 degrees (with or without clothing) ● Press red button so it clicks and hold for 10 seconds ● Remove Anapen® ● Note the time the Anapen is administered ● Retain the used Anapen to be handed to ambulance paramedics along with the time of administration
3.	Call an ambulance (000)
4.	If there is no improvement or severe symptoms progress (as described in the ASCIA Action Plan for Anaphylaxis), further adrenaline doses may be administered every five minutes, if other adrenaline autoinjectors are available.
5.	Contact the student's emergency contacts.

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

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

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

Note: If in doubt, it is better to use an adrenaline autoinjector than not use it, even if in hindsight the reaction is not anaphylaxis. Under-treatment of anaphylaxis is more harmful and potentially life threatening than over-treatment of a mild to moderate allergic reaction.

Communication Plan

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

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

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

Staff training

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

- School staff who conduct classes attended by students who are at risk of anaphylaxis
- First aid trained staff
- Any other member of school staff as required by the Principal based on a risk assessment.

Staff who are required to undertake training must have completed:

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

Dandenong Primary School uses Triple Zero first aid training courses with Anaphylaxis 22099VIC

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

Each briefing will address:

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

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

A record of staff training courses and briefings will be maintained through the school's online Emergency Management Plan.

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

Further information and resources

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

Policy Review & Approval

Policy last reviewed	14 October 2021
Approved by	Principal
Next scheduled review date	13 October 2022

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

Assessment Tools & Schedule

Reporting to Parents and Carers & Developing ILPs

Tool	Purpose	Resources	When	Year Level(s)
Student Report Card	Student Report Cards are created through the Sentral online platform to communicate student achievement to parents. A level is given for all mandated areas of the Victorian Curriculum	Teacher access to Sentral reporting package Report template created by Assessment leader	June & December	F to 6
Parent / Teacher / Student Interviews	Parent / Teacher Interviews are conducted for Foundation – Yr 4 and Parent / Teacher / Students Interviews for Yr 5 & 6. These interviews are scheduled in the week after Student Report Cards are made visible for parents. They are opportunity to discuss student learning and set for future goals for students in Reading.		February – get to know you June – Student report cards December – on parent or teacher request	F to 6
Individual Learning Plans	Individual Learning Plans describe a set of strategies to address the particular educational needs of students in a range of situations. They can keep the student engaged in their learning and confident about themselves and school. It is expected that ILPs are developed for all Koori, Out of Home Care, PSD students and students who perform six months or more below year level standard or 12 months above the year level standard.	ILP Template	Developed in Week 1 or 2 of Term 1 then refined at the beginning of each other term	F to 6

Speech & Language

Assessment Tool	Purpose	Resources	When	Year Level(s)
SPAT Phonological Awareness Skills	Phonological awareness is the ability to break down words into their smaller parts such as syllables and sounds. Phonological awareness skills are strongly related to learning to read and spell.	Conducted by school-based Speech Pathologist	Foundation - Term 1 & 3 Year 1 and 2 - Term 2 & 4	F to 2
Concepts and Following Directions (CFD)	Evaluates a child's ability to interpret spoken directions of increasing length and complexity. The child is required to remember, the names, characteristics, and order that they are required to identify pictured objects on a page with several choices.	Conducted by school-based Speech Pathologist	Foundation - Term 1 & 3 Year 1 and 2 - Term 2 & 4	F to 2
Expressive Vocabulary (EV)	Assesses a child's vocabulary by evaluating their ability to label pictures of people, objects, and actions.	Conducted by school-based Speech Pathologist	Foundation - Term 1 & 3 Year 1 and 2 - Term 2 & 4	F to 2
Understanding Paragraphs (UP)	The child listens to spoken paragraphs of increasing length and complexity and then answers questions about content. Each paragraph is followed by questions that probe understanding of the main idea of the paragraph, understanding of and memories for details, sequence of events, and ability to make inferences and predictions.	Conducted by school-based Speech Pathologist	Foundation - Term 1 & 3 Year 1 and 2 - Term 2 & 4	F to 2
Formulating Sentences (FS)	Evaluates ability to formulate complete semantically and grammatically correct spoken sentences of increasing length and complexity. The child is shown an illustration and asked to use a given word in a sentence relevant to the illustration.	Conducted by school-based Speech Pathologist	Foundation - Term 1 & 3 Year 1 and 2 - Term 2 & 4	F to 2
Expression, Reception and Recall of Narrative Instrument (ERRNI)	Tests ability to relate a story and comprehend it. The child is instructed to look at a series of pictures for 2 minutes, and encouraged to pay attention to each picture and understand what events are depicted, and the different people/objects important to the story. The child then describes their understanding of the story in their own words. Points are accrued for relevant story content, comprehension, and ability to infer.	Conducted by school-based Speech Pathologist	Foundation - Term 1 & 3 Year 1 and 2 - Term 2 & 4	F to 2

Reading

Assessment Tool	Purpose	Resources	When	Year Level(s)
English Online Interview (EOI)	The English Online Interview is a powerful online tool for assessing the English skills of students in Foundation. The Interview assesses students across the three modes of English in AusVELS – Reading, Writing and Speaking and Listening. Teachers record each student’s responses directly onto the online system. This data is used to generate reports that provide a point-in-time overview of student achievement and valuable diagnostic information to inform program planning and resource allocation.	EOI kit Teacher Login details	February	F
PM Benchmark Reading Assessment Resource	The PM Benchmark Reading Assessment Resources assist teachers to explicitly assess students’ instructional and independent reading levels using unseen, meaningful texts. The emphasis of the PM Benchmark assessment procedures is to ensure that students are comprehending the texts that they read.	PM Benchmark Kit	Benchmark All Children March, June, September & December Ongoing as per Dandenong Primary School Running Record Handbook schedule	F to 6 < Level 30
VCAA On Demand Reading	On Demand Testing is an online resource linked to curriculum and standards. Both general ability tests and topic-specific assessments are provided. It is a time-saving tool that can be administered to a single student and/or a whole class. The tests are scored by the system and teachers receive instant feedback via a suite of reports.	Student Login Details Session Keys for Teachers Teacher Login Details	March & September	Year 3 to 6
PAT Comprehension Online Testing	PAT Comprehension Test is an online tool for measuring and tracking student achievement in reading comprehension, word knowledge and spelling. It is administered once a year to measure growth & identify learning goals for students and strategies to achieve these goals by making use of the PAT Teacher Resource Centre.	Student Login details Teacher Login details Senior leadership to organise student & teacher access	March & September	Year 1 to 6

Assessment Tool	Purpose	Resources	When	Year Level(s)
Reading Conferences	Reading conferences allow teachers to listen to student's oral reading and ask questions to gauge understanding of the read text. Teachers view the student's Reading Journal and discuss the student's reading goal and collaboratively decide on new goals related to the reading strategies of: predicting, questioning, visualizing, stretching out words, making connections, summarizing, understanding text structure, inferring, self-correcting, using punctuation to understand expression and emphasis, fluency and identifying author's purpose and the strategies used by the author. These observations direct future teaching and subsequent learning.	Reading Conference Notes Conference Calendar Teacher observations recording in Evaluation Books	Minimum twice per term	Prep to 6
Magic Words	Magic Words are the most common words in English and are the most important words in learning to read. Magic 100 Words make up half of all the words in reading. Magic 100 Words (1-100 words) make up 50% of the words in reading. Magic 200 Words (101-200 words) make up 65% of the words in reading. Magic 300 Words (201-300 words) make up 70% of the words used in reading. Learning the Magic Words is argued to rapidly improve reading, increase fluency and develop comprehension.			
National Assessment Program: Literacy & Numeracy (NAPLAN) Reading	The NAPLAN reading tests measure literacy proficiency across the English learning area in line with the Australian Curriculum: English. These tests focus on the reading of written English. Knowledge and interpretation of language conventions in context are also an important part of reading and are drawn upon in many reading questions.		May	Year 3 & 5

Spelling

Assessment Tool	Purpose	Resources	When	Year Level(s)
Spelling Mastery	Spelling Mastery can help teach students the strategies they need to become successful, life-long spellers. Using a combined approach of phonemic, morphemic and whole-word strategies, Spelling Mastery helps students to understand the relationship between sounds, word parts and spelling patterns. Students are taught in small steps, using sufficient practice, so that they comprehend how spelling works and can become proficient writers.	Spelling Mastery Teacher Booklet Test Sheet	End of term 4 for level placement for the following year Start of term 1- for new enrolments Upon arrival for new enrolments throughout the year	Year 1 to 6
Magic Words	Magic Words are the most common words in English and are the most important words in learning to read. Magic 100 Words make up half of all the words in reading. Magic 100 Words (1-100 words) make up 50% of the words in reading. Magic 200 Words (101-200 words) make up 65% of the words in reading. Magic 300 Words (201-300 words) make up 70% of the words used in reading. Learning the Magic Words is argued to rapidly improves reading, increases fluency and develops comprehension.	Magic Words lists	Ongoing	Prep to 6
South Australian Spelling Test	The South Australian Spelling Test (SAST) is a standardised test of spelling achievement for students in the age range 6 to 15 years. SAST is based on a graded word list compiled by Dr Margaret Peters of Cambridge University. The main purpose of the test is to provide a quick screening instrument to enable teachers to determine the spread of spelling ability in their classes and to identify students who require additional help. The test can also be used before and after any specific intervention program designed to improve students' spelling skills. Used in this way the test provides a quantitative measure of the progress made by the students which can accompany the more descriptive or qualitative assessments based on students' written work samples. Close inspection of the errors a student makes in the spelling test will also yield some diagnostic information.	SAST word list	March & September	Year 1 to 6
National Assessment Program: Literacy & Numeracy (NAPLAN) Language Conventions	The language conventions tests assess spelling, grammar and punctuation. Literacy knowledge and skills are essential to effective communication across all learning areas. However, the tools of language, including language conventions, are explicitly developed in the English learning area. Therefore the content assessed in the language conventions tests is aligned to the Australian Curriculum: English.		May	Year 3 and 5

Writing

Assessment Tool	Purpose	Resources	When	Year Level(s)
Writing Moderation	Moderation allows teachers to work with other teachers of the same year level to observe, score and analyse students' writing so as to confidently assign an AusVELS level in the Student Report Card. Consultation with teachers of year levels above and below is also encouraged when assigning levels 6, 12 or more months above and below the student's present year level.	Allocation of whole unit meeting time Writing samples from VCAA writing samples VCOP assessment checklist	Term 1 – Week 8 Term 2 – Week 8 Term 3 – Week 8 Term 4 – Week 8	F-6
Writing Rubrics	Rubrics should be negotiated with students. They allow students to know what they need to include in their writing to be successful. Rubrics will also show what student should be aiming to do next in their development of writing skills. Writing rubrics may include reference to genre structure, genre features, punctuation, grammar, spelling, revising & editing	Genre specific rubrics	Ongoing	F to 6
Writing Conferences	To monitor and record progress and to provide an opportunity for one-to-one instruction. To establish and monitor goals with individual students. To identify areas of need for small group and whole class instruction.		Ongoing	F to 6
Big Write & VCOP Assessment	Big Write comes with a comprehensive, evidence-based assessment tool (linked to the Australian National Curriculum), that develops consistency and accuracy of writing assessment right across your school. The Student Friendly Criterion Scale empowers the children by allowing them to analyse where their skill set lies, and specifically what steps they need to take in order to move forward.	Big Write assessment rubric		F to 6
National Assessment Program: Literacy & Numeracy (NAPLAN) Writing	The Australian Curriculum: English requires students to be taught a variety of forms of writing at school. The three main text types (previously called genres) that are taught are imaginative writing – including narrative writing, informative writing and persuasive writing. In the writing tests, students are provided with a 'writing stimulus' (sometimes called a prompt – an idea or topic) and asked to write a response in a particular text type. To date the text types that students have been tested on are narrative writing and persuasive writing. Informative writing is not yet tested by NAPLAN The writing task targets the full range of student capabilities expected of students from Years 3 to 9. The same marking guide is used to assess all students' writing, allowing for a national comparison of student writing capabilities across these year levels.		May	Year 3 and 5

Mathematics

Assessment Tool	Purpose	Resources	When	Year Level(s)
Mathematics Online Interview	The Mathematics Online Interview was developed as part of the Early Numeracy Research Project (1999-2001). The interview consists of appropriate hands-on assessment tasks where students demonstrate mathematical understanding and preferred strategies for solving increasingly complex tasks. This assessment is used by teachers in a one-on-one interview situation to determine students' existing mathematical knowledge in relation to points of growth. Analysis of the responses provides teachers with powerful information to use when planning to meet student learning needs	MOI kit Teacher Login details	February Ongoing	F Years 1 to 6 for student <12months year level standard
VCAA On Demand Number Adaptive	On Demand Testing is an online resource linked to curriculum and standards. Both general ability tests and topic-specific assessments are provided. It is a time-saving tool that can be administered to a single student and/or a whole class. The tests are scored by the system and teachers receive instant feedback via a suite of reports.	Student Login details Teacher Login details Senior leadership to organise student & teacher access	March & September	Year 3 to 6
Pre and Post Test Common Assessment Tasks	Pre Tests are used to monitor and record students' existing mathematical knowledge on a specific concept in order to inform planning and teaching for small groups and whole class. Post Test monitor and record progress and achievement for individual students, and whole class to inform further term and unit planning.	Essential Assessment – Year 3-6 Student Login details Teacher Login details	Ongoing – for each Mathematics Unit	F to 6
PAT Mathematics Online Testing	PAT Numeracy Test is an online tool for measuring and tracking student achievement in Number & Algebra, Measurement & Geometry and Statistics & Probability. It is administered once a year to measure growth & identify learning goals for students and strategies to achieve these goals by making use of the PAT Teacher Resource Centre.	Student Login details Teacher Login details Senior leadership to organise student & teacher access	March & September	Year 1 to 6

Assessment Tool	Purpose	Resources	When	Year Level(s)
National Assessment Program: Literacy & Numeracy (NAPLAN)	The NAPLAN numeracy tests measure the achievement of students in numeracy. The main reference for numeracy as well as mathematical knowledge, skills and understanding is the Australian Curriculum: Mathematics. The numeracy tests assess the proficiency strands of understanding, fluency, problem-solving and reasoning across the three content strands of mathematics: number and algebra; measurement and geometry; and statistics and probability.		May	Year 3 and 5
Assessment for common misunderstandings	The Assessment for Common Misunderstandings is an assessment tool based on a series of highly focused, research-based Probe Tasks to address common misunderstandings involving: subitising, place value, multiplicative thinking and partitioning. Analysis of responses can be used to guide targeted teaching for intervention support	Probe Task manual and resource kit	Ongoing	Year 3 and 6 <12months year level
Fraction and Decimals Interview (FDOI)	The Fractions and Decimals Online Interview (FDOI) is a powerful tool to support teachers to assess the mathematical understandings and strategies of fractions, decimals, ratio and percentage of students in the Breadth stage of schooling. This assessment is used by teachers in a one-on-one interview situation to determine students' existing mathematical knowledge in relation to rational number concepts. It allows comprehensive collated data to better understand student achievement and monitor student progress	FDOI kit Teacher login details	Term 3	Year 5 and 6 >12months year level

Foundation to Year 6 Assessment Calendar

	Term 1	Term 2	Term 3	Term 4
Foundation	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking (March) ● English Online (Feb) ● Mathematics Interview (March) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Persuasive) 	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking (June) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Narrative) 	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking (Sept) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Persuasive) 	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking (Dec) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Narrative)
Year 1 and 2	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking (March) ● PAT Reading Comprehension (March) ● PAT Mathematics (March) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Persuasive) 	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking (June) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Narrative) 	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking (Sept) ● PAT Reading Comprehension (Sept) ● PAT Mathematics (Sept) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Persuasive) 	<ul style="list-style-type: none"> ● Reading Benchmarking (Dec) ● Running Records (see frequency table) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Narrative)
Year 3 and 4	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking <30 (March) ● PAT Reading Comprehension (March) ● PAT Mathematics (March) ● On Demand Reading (March) ● On Demand Number (March) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Persuasive) 	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking <30 (June) ● NAPLAN (May) – Year 3 and 5 only ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Narrative) 	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking <30 (Sept) ● PAT Reading Comprehension (Sept) ● PAT Mathematics (Sept) ● On Demand Reading (Sept) ● On Demand Number (Sept) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Persuasive) 	<ul style="list-style-type: none"> ● Reading Benchmarking <30 (Dec) ● Running Records (see frequency table) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Narrative)
Year 5 and 6	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking <30 (March) ● PAT Reading Comprehension (March) ● PAT Mathematics (March) ● On Demand Reading (March) ● On Demand Number (March) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Persuasive) 	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking <30 (June) ● NAPLAN (May) – Year 3 and 5 only ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Narrative) 	<ul style="list-style-type: none"> ● Running Records (see frequency table) ● Reading Benchmarking <30 (Sept) ● PAT Reading Comprehension (Sept) ● PAT Mathematics (Sept) ● On Demand Reading (Sept) ● On Demand Number (Sept) ● Fraction and Decimal Interview >12 months (Sept) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Persuasive) 	<ul style="list-style-type: none"> ● Reading Benchmarking <30 (Dec) ● Running Records (see frequency table) ● Pre and post mathematics common assessment task ● Moderated Writing Sample (Narrative)

Running Records Assessment Schedule

Reader	Level	Frequency
Emergent	0 – 9	Every 4 weeks
Upper emergent	10 – 14	Every 4 to 6 weeks

Early fluent	15 – 20	Every 6 weeks
Fluent	21+	Every 8 weeks

Asthma Policy

Policy Statement

Asthma is a chronic health condition affecting approximately 10% of Australian children and teenagers. Asthma is one of the most common reasons for child admissions to hospital and missed days of school. In order to meet the duty of care obligations and to ensure the health and wellbeing of all students attending, Dandenong Primary School recognises the importance of staff education and the implementation of an asthma policy. The school recognises the importance of involvement and engagement with parents and carers of students and the ability of students to self-manage their asthma where appropriate.

Purpose

- To ensure the whole school community (principals, staff, volunteers, parents and carers and students) are aware of their obligations and best practice management of asthma in the school setting
- To provide the necessary information to effectively manage episodes of asthma within the school

Procedures

- Staff will be provided a copy of the school's asthma management policy to ensure staff are aware of asthma management strategies
- Asthma education and first aid training will be provided for staff as required
- Parents and carers will be provided with a copy of the school's asthma policy upon enrolment of their child
- Identify students with asthma during the enrolment process and provide parents and carers with a blank asthma plan to be completed and signed by the child's medical practitioner and returned to the school
- Where possible, ensure that all students with asthma have a current written asthma plan (must be updated at least annually)
- Ensure a School Camp and Excursion Medical Update Form is completed by parents/carers for offsite activities where possible
- Ensure the parents and carers of all students with asthma provide reliever medication and a spacer (and a face mask if required) at all times their child attends the school
- Ensure adequate provision and maintenance of asthma emergency kits for the school and that each asthma emergency kit contains reliever medication, two spacer devices, instructions outlining the first aid procedure and a record form
- Identify and minimise, where possible, triggers of asthma symptoms for students
- Follow the written first aid instructions on the student's Asthma Action/Care Plan.

If no specific and signed instructions are available, the instructions are unclear, or the person does not have an Asthma Action/Care Plan, begin the first aid procedure immediately (as authorised by the Department of Education and Early Childhood Development).

Call emergency assistance 000 to attend if:

- the person's asthma symptoms are severe
- the person suddenly stops breathing
- the person's asthma symptoms continue to worsen
- there is no Asthma Action/Care Plan for the person
- blue/grey reliever medication is not available

- you are unsure what is causing the breathing difficulty

Relevant Documents/Links

School Policy and Advisory Guide, Department of Education and Early Childhood Development (2011), www.education.vic.gov.au/management/governance/spag/default.htm

Australian Guidelines for the Prevention and Control of Infection in Healthcare (2010), National Health and Medical Research Council, [www.nhmrc.gov.au/ files nhmrc/publications/attachments/cd33 infection control healthcare](http://www.nhmrc.gov.au/files/nhmrc/publications/attachments/cd33_infection_control_healthcare)

Asylum Seeker Transition Guidelines

Background

Successful transition between and within learning and development settings is essential to a child or young person's wellbeing and engagement with education. Whilst at its core transition involves a physical point of movement, the process of transition occurs over a period of time including stages of preparation, transfer of the student and their information, settling in and ongoing support. For asylum seekers, supportive and successful transitions can be affected by complex needs and a complicated policy and legislative context. Creating a supportive transition experience for asylum seekers requires special attention to health, structural, emotional and social support systems.

The City of Greater Dandenong has received the greatest number of people seeking asylum of any municipality in Victoria. Asylum seekers are among the most vulnerable in our community, with many having experienced forced displacement, exposure to violence and abuse of human rights, loss and separation from family members, poverty, and prolonged uncertainty about the future.¹

Schools play a major role in meeting the complex education, health and welfare needs of asylum seeker children, young people and families. Asylum seekers enter our school system requiring consideration and support from their point of enrolment and as they subsequently move through settings. The Department of Education and Training South Eastern Victoria Region has committed to improving the learning and development systems that support asylum seekers, and recognises supportive and successful transitions as an important first step.

Purpose

The purpose of this guide is to provide schools in the Dandenong, Casey and Cardinia Local Government Areas (LGA) with information and tools to implement a consistent process for transition in their setting. This guide will assist schools to work with asylum seekers, their families/carers and other learning and development providers to ensure that the foundations for supportive transition are in place across the education system in Dandenong.

This guide has been developed through a process of collaborative design. Transitions officers, EAL teachers and welfare officers from schools across Dandenong worked together to understand the transition experience for asylum seekers, their families/carers and schools. From this understanding they identified specific needs of those involved in transition, and isolated the essential elements of supportive and successful transition.

How to Use this Guide

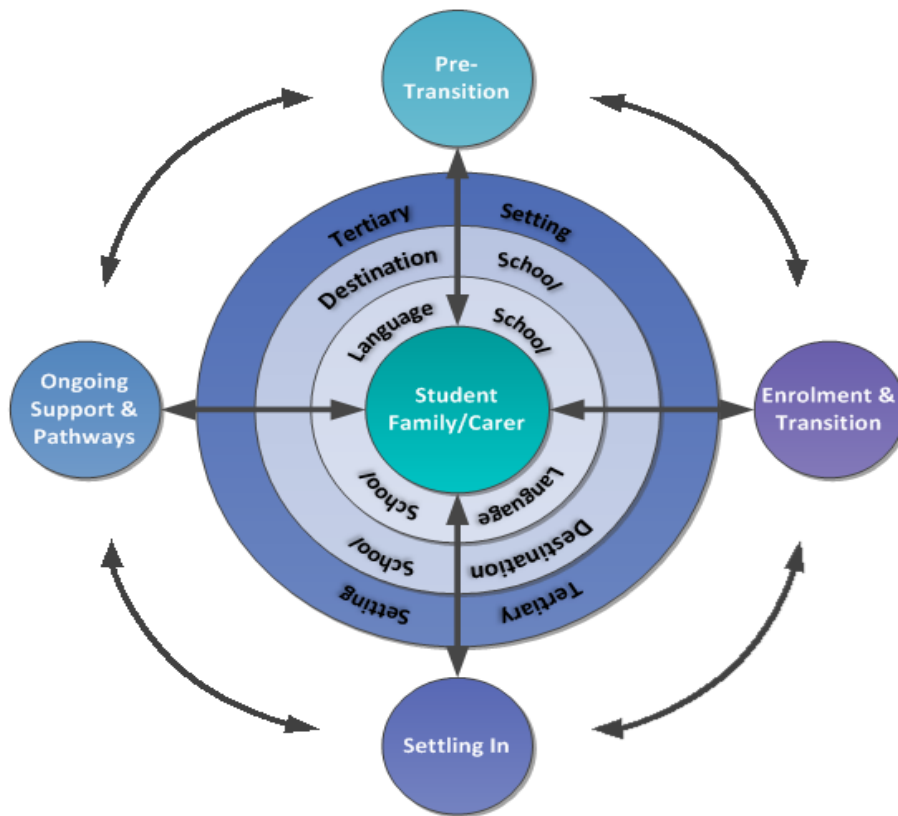
The guide is designed to support schools to reflect critically on the transition practices they currently have in place to support asylum seeker transition and to support development or enhancement of transitions processes against consistent criteria. Recommendations for best practice are given in the form of essential or recommended elements for successful transition, however it is vital that schools consider their own context as part of any reflection on practice, and take from the guide those elements that meet their local need.

The guide is organised by key phases of the transition process: Pre-transition; Enrolment and Transition; Settling In; and Ongoing Support and Pathways. As transition is not linear, many strategies will apply across the phases.

¹ VAGO Report May 2014 Section 1.3.

Each phase-specific section contains:

- a description of the transition phase
- information about the identified transition needs of asylum seekers and their families/carers
- essential or recommended strategies for success
- a simple process map as a visual representation of transition
- resources and tools that have been identified as useful in supporting transition



The Key Phases of the Transition Process

It is important to note that the transition process for asylum seeker children and young people is not linear. The above diagram demonstrates the fluid way in which asylum seeker students, their families or carers move between each phase of transition across multiple settings. It emphasises the importance of fostering and maintaining strong connections between students and their school and broader community to ensure supportive and successful transitions. With this in mind, the four phases outlined in this guide should be understood to be fluid rather than discrete, and that the essential and recommended elements within each phase are applicable across phases and settings.

The guide also includes a checklist to aid schools in auditing their transitions response to asylum seekers and planning for improvements where needed; a list of useful contacts; and a summary of key evidence drawn on in the development of this guide.

PHASE 1 – PRE-TRANSITION

About this phase

The pre-transition phase relates to the engagement of students and their families/carers to commence in the process of connecting to school. It enables the school or service to support them in being equipped with the knowledge, skills and resources to start or continue their education in the Victorian school system.

Identified concerns and needs in pre-transition

- Making friends and fitting in with new peers
- Coping with and managing school work
- Knowing what school looks like
- Understanding the Victorian education system
- Being understood and understanding the complexity of English language in new setting
- Leaving the feeder school/setting with the academic capacity in language, numeracy, literacy and resilience

Essential strategies for success – laying the foundations for transition

ESSENTIAL

Destination school teachers visits to feeder school

Primary/Secondary school staff understand EAL continuum and corresponding needs of students

Regular interaction with English speakers to improve oracy and build confidence

Regular information sessions for transitioning students and their parents/carers covering:

- Victorian education system
- pathways options
- ways to support students before and after transitions

Assessment of social and emotional needs of transitioning students

Assessment of health and wellbeing needs of transitioning students

Assessment of learning and development needs and education history of transitioning students

Record transitioning student needs in an Individual Learning and Development Plan

Obtain consent to share enrolment, learning, health and development information with destination school

RECOMMENDED

School discovery days (visits to destination schools)

Destination school open nights or expos for parents/carers of transitioning students

Destination school students visits to feeder school

Former NPELS student to visit feeder school as ‘ambassadors’

Obtain consent to share enrolment, learning, health and development information with destination school

Relevant resources and tools

Antoinette Tabe, Sue Asimoudis Transition Officers Noble Park English Language School Tel: 9546 9578
EAL school nurse
Student welfare teacher
Victorian Interpreting service <http://client.vits.com.au>
South Eastern Melbourne Primary Healthcare Network Tel: 5911 7902

Tools for Enhancing Assessment Literacy for Teachers of English as an Additional Language
<http://teal.global2.vic.edu.au>

DET, English as an Additional Language

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/default.aspx>

The Victorian Government 's vision for English as an additional language in education and development settings - <http://www.education.vic.gov.au/about/programs/cultures/Pages/eal.aspx>

PHASE 2 – ENROLMENT AND TRANSITION

About this phase

The enrolment and transition phase refers to the period of time where students and families/carers make contact, become familiar with, connect and commit to their new education setting.

Identified needs and concerns in Enrolment and Transition

- Fitting in at the destination school
- Being welcome at the destination school
- Leaving the familiarity, known teachers and peers of a feeder school (where relevant)
- Feeling unsettled during transition
- Understanding expectations and taking in a large amount of information
- Have a uniform and books ready to start the first day like everyone else
- Students don't want to be made to feel 'special' or that they 'stand out'
- Students don't want to have to re-tell their stories

Essential strategies for success – providing supportive and seamless transition

ESSENTIAL

Support students and families/carers to feel confident about their choice of destination school
Inform students and families/carers of the legal documentation required to enrol at destination school

Provide clear information to families/carers on:

- the Victorian education system – e.g. learning methods and pathways expectations
- ways to support students during and after transitions

Conduct enrolment meeting at destination school in the weeks prior to transition

Ensure an MEA and/or interpreter and transition officer attend the enrolment meeting

Ensure essential learning, health and wellbeing information has been transferred to destination school at enrolment

Reserve enough time at enrolment meetings for a tour of the school grounds and facilities and to meet with some staff

Provide clear information about any foundation/reception/bridging programs students will be required to attend at transition

Organise school uniform, stationery and books prior to transition (unless otherwise arranged)

Refer any student NOT coming from the English language school to the school nurse for eye, ear and teeth check.

Follow up any existing referrals (e.g. counselling, speech, Student Services Support Officer (SSSO), health)

Facilitate (via transitions officer) any necessary peer support conversations between feeder and destination school teachers

RECOMMENDED

During enrolment:

- provide a tour of the school and relevant facilities
- allow time to connect with destination school 'buddy'
- meet with teacher, coordinators, EAL staff and wellbeing staff (MEA or interpreter to be present)

Consider gradual transition options (2-3 transition days) for students with particular transition needs

Conduct a welcome and information evening for students and families/carers where 'buddy families' may be allocated (Multicultural Education Aide (MEA) or translator to be present)

Relevant resources and tools

Students NOT arriving from NPELS – contact the Outreach Coordinators at NPELS for an English Language Assessment Tel: 9546 9578

School nurse – only for those students NOT coming from NPELS

Victorian Interpreting service <http://client.vits.com.au>

South Eastern Melbourne Primary Healthcare Network Tel: 5911 7902

State Schools Relief Tel: 9575 7900 can help with school uniform, glasses, work boots for VET and VCE classes and scientific calculators. Contact must be through school leadership <https://www.ssr.net.au/>

SSSO staff

MEA staff

EAL staff

Student welfare teacher

Foundation House has a number of resources for teachers of EAL students

<http://www.foundationhouse.org.au/schools-support-program-resources/>

Beaut buddies:

<http://www.foundationhouse.org.au/schools-refugees-resource-1-beaut-buddies-school-based-peer-support-transition-program/>

Buddy programs – various

Advice for planning and implementing an effective EAL program

<http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/eslhandbook.pdf>

PHASE 3 – SETTLING IN

About this phase

The settling in phase encompasses the period of time after students have moved into their new learning environment. It is a critical time in which a sense of belonging and community is supported and cultivated.

Identified needs and concerns in settling in

- Feeling comfortable, welcome and settled in school
- Building positive relationships with adults and students in schools
- Connecting with students from their feeder school/setting
- Maintaining relationships with feeder school teachers and students
- Not wanting to be treated differently to other students
- Achieving in school and building a future pathway
- Meeting financial and family/carer pressures, particularly for older students
- Having the skills and knowledge to do school work in mainstream schools

Essential strategies for success – providing welcoming and supportive experiences while settling in

ESSENTIAL

Provide a welcoming and respectful environment for asylum seeker children, young people and families/carers

Provide an in-school reception program or applied reception approach to support new students as they settle in to mainstream school. A program may include:

- orientation to the school buildings and grounds
- buddy meet, greet and ongoing contact
- class visits
- learning the routines and rules of school
- information about pathways within and out of school
- assessment of academic skills and knowledge to assist teachers to appropriately target learning and development
- getting to know teachers and peers
- dedicated time to join class for lunch and play/recess
- support by MEAs or interpreters

Present and provide key information about starting and thriving in mainstream school, negotiating the school environment, expectations of school pathways, and settling in accessible and appropriate formats (e.g. translated resources, YouTube videos)

Ensure that teachers have access to academic, health and wellbeing information that is relevant to teaching and learning in the classroom

Establish and support regular follow ups by welfare or refugee officer

Provide support and capability building to teaching staff and the school community on how to work with and support asylum seekers in their classrooms or at school (e.g. impact of trauma)

Reflect and celebrate the cultures of asylum seeker students in curriculum and school community

Continue to follow up referrals - health, wellbeing, SSSO's

RECOMMENDED

- Establish and support a buddy system for students
- Establish and support a buddy system for families/carers
- Allocate a mentor teacher that a student or family/carer can go to for any support needed
- Promote positive connections between students and adults in school
- Facilitate and promote ongoing peer support relationships between feeder and destination school teachers/staff
- Provide opportunities for follow up contact between student and feeder school staff to share experiences and celebrate transition
- Connect students with out of hours learning support

Relevant resources and tools

- Buddy program for students
- Buddy program for parents
- MEA officers
- Centre for Multicultural Youth
- After and Before school homework clubs

[The EAL Developmental Continuum](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/Pages/default.aspx)

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/Pages/default.aspx>

The Languages and Multicultural Education Resource Centre (LMERC) is a specialist resource centre for schools across all sectors.

<http://www.education.vic.gov.au/school/teachers/support/Pages/lmerc.aspx>

Teaching Strategies

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/pages/teachingstrat.aspx>

Resources

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/default.aspx>

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealresources.aspx>

Teacher Professional Learning

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/learningcalendar.aspx>

Advice for planning and implementing an effective EAL program

<http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/eslhandbook.pdf>

PHASE 4 – ONGOING SUPPORT AND PATHWAYS

About this phase

The ongoing support and pathways phase relates to the ongoing support of students to enable them to participate academically and socially in an engaging and meaningful manner in the school. It prepares them for the best possible future transitions within and outside the school.

Identified needs and concerns in ongoing support and pathways

- Older students are particularly workforce oriented
- Students want the opportunities to build employment skills
- Students want to participate in work experience and achieve success
- Students and families/carers hold high expectations for education and pathways
- Having the same opportunities as peers
- Staying connected to school
- Coping with and managing more challenging school work over time
- Supporting family financial and emotional needs (particularly older students)

Essential strategies for success – building the necessary skills for success in school and beyond

ESSENTIAL

- Establish a teacher responsible for working with asylum seeker students to monitor and provide ongoing support to students throughout their time in school, not just at transition
- Establish a specialised follow-up mechanisms for at-risk or disengaged students
- Access regular information from Department of Immigration and Border Protection and share it
- Provide course selection support for all year levels based on strengths, interests and assessment
- Provide high and medium level support as required to build English language and literacy skills at all year levels
- Develop a pathways plan with asylum seeker students both inside and out of school, bringing in pathways experts where needed
- Provide individual ongoing pathways case support
- Provide opportunities for students to engage with VCE curriculum prior to moving into VCE
- Provide opportunities for students to visit secondary and tertiary institutions

RECOMMENDED

- Establish ongoing peer support mechanisms for students and for families/carers – e.g. buddy system, introduction evenings
- Provide ongoing support, professional learning and peer mentorship for teachers around best practice for teaching of students with asylum seeker backgrounds
- Provide out of hours learning support
- Support students to explore and describe what success in school and pathways looks like for them
- Provide opportunities to experience work and a range of industries (e.g. 'Job Club', work experience placements)

Relevant resources and tools

Foundation Senior Studies Pathways Program

Career Education Association of Victoria

Career Development: Resource for Teachers of English and as Additional Language

Centre for Multicultural Youth

Various Homework clubs

Foundation House

School career teacher

Community resources – after school/holiday work

Resources

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/default.aspx>

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealresources.aspx>

Teaching Strategies

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/pages/teachstrat.aspx>

Career Development and Youth Transition

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

Career resource guidelines for EAL and CALD Young People

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/secondlanguage.aspx>

ESL and CALS career resources

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/ealresources.aspx>

Checklist

The following checklist captures the essential and recommended success elements of all four phases of transition. It is designed to assist schools to audit their existing transitions response for asylum seeker and refugee students, and to support strategic planning for improvements where needed. The checklist includes a 'responsible' column to support identification of roles responsible for implementing elements not already in place.

E s s e n t i a l E l e m e n t s	PRE-TRANSITION	Yes	No	Responsible	N/A
	Destination school teachers visits to feeder school				
	Primary/Secondary school staff understand EAL continuum and corresponding needs of students				
	Provision of samples of work from Primary/Secondary settings				
	Regular interaction with English speakers to improve oracy and build confidence				
	Regular information sessions for transitioning students and their parents/guardians covering: the Australian education system – focusing on similarities and differences in own experiences				
	Assessment of social and emotional needs of transitioning students				
	Assessment of health and wellbeing needs of transitioning students				
	Assessment of learning and development needs and education history of transitioning students				
	Record transitioning student needs in an Individual Learning and Development Plan				
R e c o m m e n d e d E l e m e n t s	PRE-TRANSITION	Yes	No	Responsible	N/A
	School discovery days (visits to destination schools)				
	Destination school open nights or expos for parents/guardians of transitioning students				
	Destination school students visits to feeder school				
	Former NPELS student to visit feeder school as 'ambassadors'				
	Obtain consent to share enrolment and learning and development information				
E s s e n t i a l E l e m e n t s	ENROLMENT AND TRANSITION	Yes	No	Responsible	N/A
	Support parents and students to feel confident about their choice of destination school				
	Provide clear information to parents on the Australian education system, teaching and learning methods, pathways, expectations and ways to support students during and after transitions				
	Conduct enrolment meeting at destination school in the weeks prior to transition				
	Ensure an MEA and/or interpreter and transition officer essential attendees at enrolment meeting				
	Ensure essential learning, health and wellbeing information has been transferred from feeder to destination school <u>prior</u> to enrolment meeting				
	Reserve enough time enrolment meetings for a tour of the school grounds and facilities and to meet with some staff				
	Provide clear information about any foundation/reception/bridging programs students will be required to attend at transition				
	Provide school uniform, stationary and books <u>prior</u> to transition				

	Follow up an existing referrals (e.g. counselling, speech, SSSO)				
	Facilitate (via transitions officer) any necessary peer support conversations between feeder and destination school teachers				

Rec om me nde d E le me nts	ENROLMENT AND TRANSITION	Yes	No	Responsible	N/A
	At transition, provide an orientation/reception including a tour of the school and relevant facilities, connection with destination school 'buddy', and meetings with teacher, coordinators, EAL staff and wellbeing staff (MEA or interpreter to be present)				
	Consider gradual transition options (2-3 transition days) for students with particular transition needs				
	Conduct a welcome and information evening for parents and students where 'buddy families' are allocated (MEA or interpreter to be present)				
E s s e n t i a l E l e m e n t s	SETTLING IN	Yes	No	Responsible	N/A
	Provide a welcoming and respectful environment for asylum seeker children, young people and families				
	Provide an in-school reception program or applied reception approach to support new students as they settle in to mainstream school.				
	Present and provide key information about starting and thriving in mainstream school, negotiating the school environment, expectations of school pathways, and settling in accessible and appropriate formats (e.g. translated resources, YouTube videos)				
	Ensure that teachers have access to academic, health and wellbeing information that is relevant to teaching and learning in the classroom				
	Establish and support regular follow ups by welfare or refugee officer				
	Provide support and capability building to teaching staff and the school community on how to work with and support asylum seekers in their classrooms or at school (e.g. impact of trauma)				
	Reflect and celebrate the cultures of asylum seeker students in curriculum and school community				
	Continue to follow up referrals				
R e c o m m e n d e d E l e m e n t s	SETTLING IN	Yes	No	Responsible	N/A
	Establish and support a buddy system for students				
	Establish and support a buddy system for families				
	Allocate a mentor teacher that a student or family can go to for any support needed				
	Promote positive connections between students and adults in school				
	Facilitate and promote ongoing peer support relationships between feeder and destination school teachers/staff				
	Provide opportunities for follow up contact between student and feeder school staff to share experiences and celebrate transition				
	Connect students with out of hours learning support				

Essential Elements	Ongoing Support	Yes	No	Responsible	N/A
	Establish an ongoing asylum seeker or refugee support capacity (teacher, mentor, liaison officer) to monitor and provide support to students throughout their time in school, not just at transition				
	Established a specialised follow-up mechanisms for at-risk or disengaged students				
	Access regular information from Department of Immigration and Border Protection and share it				
	Provide course selection support for all year levels based on strengths, interests and formal assessment where relevant				
	Provide high and medium level support as required to build English language and literacy and numeracy skills at all year levels				
	Develop a pathways plan with asylum seeker students both inside and out of school, bringing in pathways experts where needed				
	Provide individual ongoing pathways case support				
	Provide opportunities for students to engage with VCE curriculum prior to moving into VCE				
Provide opportunities for students to visit secondary and tertiary institutions					
Recommended Elements	Ongoing Support	Yes	No	Responsible	N/A
	Establish ongoing peer support mechanisms for students and for parents/families – e.g. buddy system, introduction evenings				
	Provide ongoing support and peer mentorship for teachers around best practice for teaching of students with asylum seeker or refugee backgrounds				
	Provide out of hours learning support				
	Support students to explore and describe what success in school and pathways looks like for them				
	Provide opportunities to experience work and a range of industries (e.g. 'Job Club', work experience placements)				
Provide special VET courses which include a range of experiences and language support utilising and sharing resources/capability with other schools where necessary					

Useful Contacts

Asylum Seekers Resource Centre

Tel: 9326 6066 179 Lonsdale St Dandenong (Monday to Thursday) The Schools Program provides facts about asylum seekers to school students in our community in an interactive and positive learning environment.
<http://www.asrc.org.au/about-us/>

City Of Greater Dandenong Youth Network

Tel: 9793 2155 YStop, 39a Clow Street Dandenong CGD youth services provide free and confidential individual and family counselling and support. No mental health plan is required.
<http://youth.greaterdandenong.com/>

State Schools Relief Inc

Tel: 9575 7900 State School Relief provides assistance directly to the child through quality school clothing, footwear, socks and underwear, glasses, safety boots for VET and VCAL classes. Referrals must be through the principal, assistant principal or welfare teacher.
<https://www.ssr.net.au/>

The Smith Family

Tel: 03 9419 7666 The Smith Family is a national, independent children's charity helping disadvantaged Australians to get the most out of their education, so they can create better futures for themselves. <https://www.thesmithfamily.com.au/>

Embrace Education

Tel: 0467 736 188 Embrace Education is a non-profit, university student-run organisation that offers free educational support to disadvantaged high school students in Melbourne, Victoria.
<http://www.embrace-education.org/>

Foundation House

Tel: 8788 3333 155 Foster Street, Dandenong, 3175 Victoria, Australia Foundation House provides services to people of refugee backgrounds in Victoria who have experienced torture or other traumatic events in their country of origin or while fleeing those countries. The Schools Support Program recognises the expertise of teachers, the leadership of principals, and the commitment of schools, in providing for the education and wellbeing needs of all students, including those of refugee and asylum-seeker backgrounds. The Professional and Organisational Development program provides approximately 240 facilitated sessions a year to over 5,200 professionals on working with people from refugee backgrounds.
<http://www.foundationhouse.org.au/>

Centre for Multicultural Youth

Tel: 8571 1647 39a Clow Street, Dandenong To ensure that young people from migrant and refugee backgrounds have every opportunity to succeed in Australia. Also works with schools to develop homework clubs. <http://www.cmy.net.au/topic/about-us>

Try Australia

Tel: 8545 9504 TRY Mentoring: aims to support disadvantaged young people between the ages of 7-20 to help them reach their potential by matching them with a positive adult role model who is able to provide support, guidance and friendship. This is achieved through a range of opportunities including one to one and group environments.
<http://youth.try.org.au/node/103>

Sail Away at Somers

Tel 9510 7066 A fun program aimed at helping to build connections and strengthen the community among youth from a new migrant or refugee backgrounds. We run this weekend program in partnership with the Sudanese Australian Integrated Learning Program (SAIL) and the City of Casey.

info@lordsomerscamp.org.au

South Eastern Medicare Local

Tel: 8792 1911 314A Thomas Street Dandenong VIC 3175 The South Eastern Melbourne Medicare Local is part of a broad range of health care functions within the municipalities of Greater Dandenong, Casey and Cardinia that ensures our local communities receive the right care in the right place at the right time by: Making it easier for the community and health care providers to navigate the local health care system, providing more connected care, closing any gaps and making it easier for our communities to get the treatment and services they need and supporting local primary health care providers to assist in the provision of services that meets the needs and priorities of patients and the community. admin@semml.com.au

Victorian Multicultural Commission

The VMC has developed a Teachers' Resource Kit, to provide teachers with some inspiration for lesson plans, activities, excursions and events to explore themes around cultural diversity. <http://www.multicultural.vic.gov.au/projects-and-initiatives/cultural-diversity-week/cultural-diversity-week-and-schools>

VicTESOL

VicTESOL is a professional association committed to promoting excellence in Teaching English to Speakers of Other Languages and fostering and supporting cultural and linguistic diversity through high quality multicultural education. EAL professional development is also listed at this website <http://www.victesol.vic.edu.au/index.php>

The Languages and Multicultural Education Resource Centre (LMERC)

Tel: 9349 1418 150 Palmerston St. Carlton LMERC is a specialist resource centre for schools across all sectors. LMERC has been providing services to Victorian teachers and other school staff for over twenty years. Each year up to 1000 teachers, educators and pre-service teachers borrow around 20,000 items. These include books, posters, CDs, DVDs, policy documents and realia (cultural artifacts). This service is available at no cost. <http://www.education.vic.gov.au/school/teachers/support/pages/lmerc.aspx>

KidsMatter

KidsMatter is an Australian mental health and well-being initiative set in primary schools and early childhood education and care services (like preschools, kindergartens and day care centres). It's a framework that helps these places take care of children's mental health needs by: creating positive school and early childhood communities, teaching children skills for good social and emotional development, working together with families and recognising and getting help for children with mental health problems. <https://www.kidsmatter.edu.au/about-kidsmatter>

Life Without Barriers

Tel: 8752 8500 Services include family support and out-of-home care, disability services, home and community care for older Australians, support to refugees and asylum seekers. They also work in the areas of mental health, homelessness and youth justice and we have a strong commitment to Reconciliation and delivering culturally sensitive programs. <http://www.lwb.org.au/>

Southern Ethnic Advisory and Advocacy Council (SEAAC)

Tel: 9530 4986 SEAAC is a community based organisation that seeks to enable young people from migrant and refugee backgrounds to be active, informed and well skilled members of society. They explicitly seek to empower individuals and local communities to have greater influence over the decisions that influence their lives. SEAAC caseworkers provide individual support to migrant and refugee young people and their families around particular issues. Casework may involve: a comprehensive assessment of the settlement needs of the young person/family; and the development and implementation of strategies to address those needs, for example: practical help (e.g. filing in forms, enrolling in study), information, referral (e.g. help with legal information), and support.
<https://www.ourcommunity.com.au/directories/listing?id=40289>

Youthworks Victoria

Tel: 9796 3725 Youth Works aims to empower and equip young people in all aspects of their lives through a range of programs catering for the diversity of Australian society and the changing issues and needs of young people. The Youthworks team is passionate about improving the lives of each young person we encounter and creating pathways that benefit the individual and the community through Training, Diversion programs, Mentoring, Advocacy, Leadership programs, Healthy lifestyle programs, Out of home Care, Sports, Alternative learning programs.
<http://www.youthworksvictoria.org/>

Anglicare Parentzone

Tel: 5945 2000 Anglicare Victoria provides support to 70,000 children, young people and families every year. Through a range of diverse programs and services, they work towards strengthening families and communities so they can protect and nurture the children within them. Anglicare does this directly through services like foster care, emergency food and crisis accommodation, as well as indirectly through family and community support services such as financial counselling, parent education and group work. They also offer parenting programs. <http://www.anglicarevic.org.au/>

Headspace

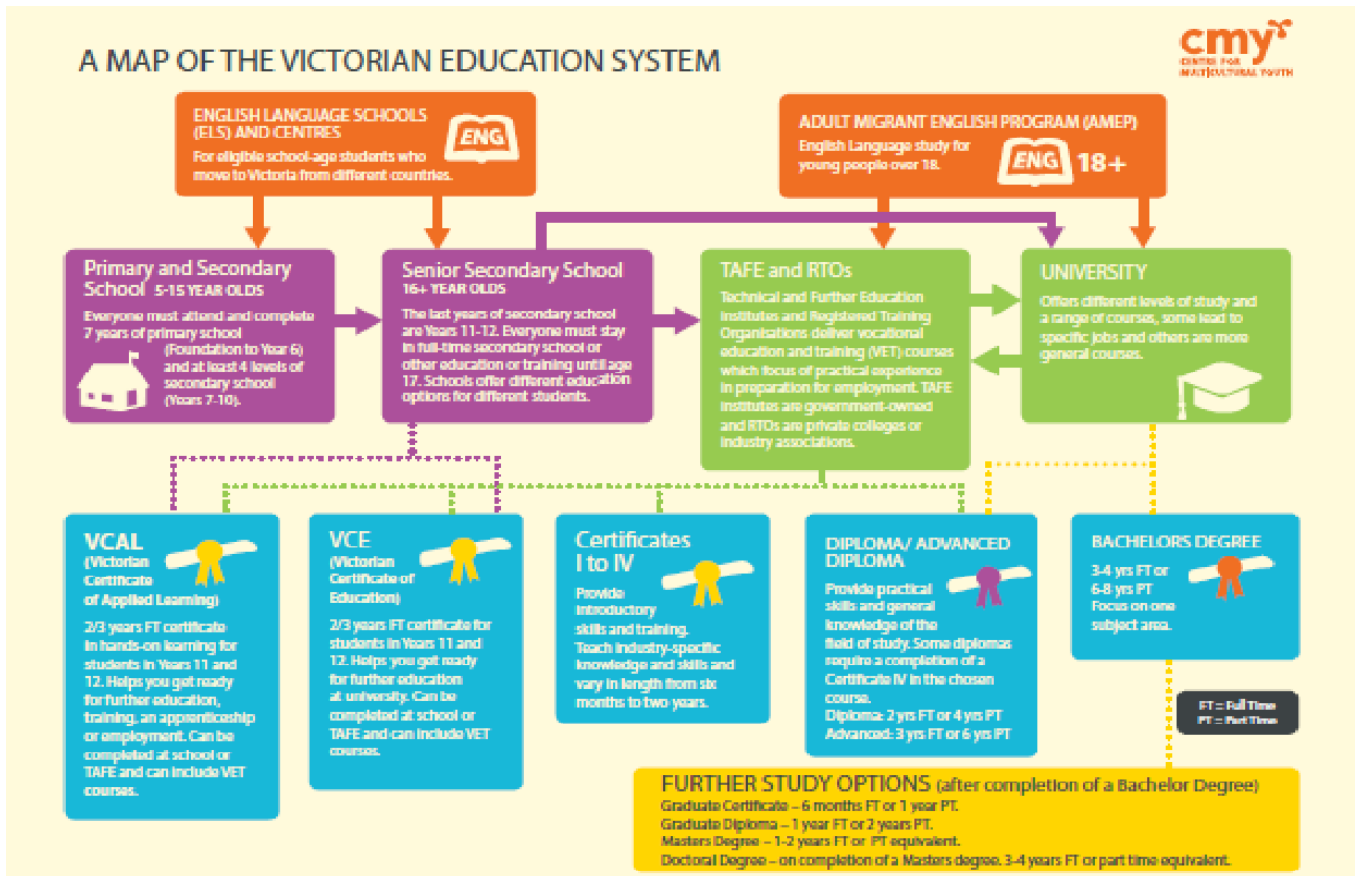
Tel: 1800 367 968 Headspace is the National Youth Mental Health Foundation providing early intervention mental health services to 12-25 year olds. The service is designed to make it easy as possible for a young person and their family to get the help they need for problems affecting their wellbeing. This covers four core areas: mental health, physical health, work and study support and alcohol and other drug services. The services can be accessed through headspace centres, online counselling service eheadspace and postvention suicide support program headspace School Support. <http://headspace.org.au/about-us/>

Tools for Enhancing Assessment Literacy for Teachers of English as an Additional Language (TEAL)

The TEAL project, launched in 2015, is an online resource for teachers of primary and secondary level students who are learning English as a second or additional (EAL) language in Australia. It brings together a range of tools and advice for the assessment and reporting of the English language proficiency and progress of students within an 'assessment for learning' framework. <http://teal.global2.vic.edu.au/>

Dandenong and Springvale Libraries.

The Vault is an online resource that provides help with English language skills, homework support for primary and secondary students, reading and fun interactive games, supportive information and resources for families and access to newspapers from around the world.
<http://www.greaterdandenong.com/document/27484/the-vault-unlock-your-potential>



Attendance Policy

Policy Statement

Ensuring that students attend school each day is the shared expectation of all parents/carers, students and the school. The Education and Training Reform Act 2006 describes a reasonable excuse for non-attendance as being due to:

- Illness, accident, an unforeseen event or an unavoidable cause.
- There is no government school within a prescribed distance of the child's residence and the child is receiving a distance education program through a registered school.
- The child is undertaking an educational program provided by a registered education and training organisation.
- The child being suspended or expelled and undertaking other educational programs provided by the department or another registered school
- The child's disobedience, not due to any fault of the parents/carers
- The child is attending/observing a religious event or obligation as a result of a genuinely held belief of the child's parents/carers.
- Exemption from attendance has been granted by the Minister.

Expectations

Parents/carers are required to:

- Ensure that their child attends school at all times when the school is open for instruction. (refer to Education Training and reform act 2006, Section 2.1.1)
- Provide and promote organisational support to their child for full attendance and participation at school on all designated school days.
- Ensure their child is on time for each school day.
- Notify the school of the child's absence as soon as possible on the first day of the child's absence.
- Notify the school in advance if an absence of any period is planned.
- Support the child's learning during continued or prolonged absences through the implementation of an agreed Student Absence learning Plan available through the school.
- Work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been unsatisfactory.
- Work cooperatively with the school in supporting the child to return to school and reintegrate after a period of prolonged absence.
- Ensure that contact details for the child are correct and up to date
- Where a student has been absent from school on at least five full days in the previous 12 months, the parent has not provided a reasonable excuse for these absences and measures to improve the student's attendance have been undertaken and been unsuccessful, or are inappropriate in the circumstances, principals can exercise their discretion to refer the matter to a School Attendance Officer for further action.
- School Attendance Officers can then issue a School Attendance Notice to the parent giving the opportunity to provide a reasonable excuse for the absences or, where necessary, nominate the parent responsible for the absences. Failure to comply with this Notice may result in the issue of an Infringement Notice, which carries with it a penalty of approximately \$70.

Students are expected to:

- Attend school at all times when the school is open for instruction
- Arrive on time for every class.
- Provide a written explanation from their/parents carers to the attendance officer when they have been absent from school.
- Remain on the school premises during school hours unless they have permission from both the school and parents/carers to leave the school.
- Work with their teachers to develop learning activities to be included in the Student Absence Learning plan to be completed during a prolonged absence.
- Work with the school to adhere to goals and strategies listed as part of the student absence staged response process when absences have been of concern.

Dandenong Primary School will:

- Promote student attendance through clear statements of expectations and procedures.
- Develop and maintain effective systems to record and monitor attendance.
- Ensure that student attendance is recorded in every class.
- Maintain accurate attendance records on Cases21.
- Ensure prompt processing of student transfers by immediately contacting the students transferring school upon the student's enrolment at their new school.
- Monitor and analyse school attendance records regularly to identify students at risk and to enable the provision of prompt targeted support to students at risk of poor attendance in accordance with the schools staged response to absenteeism plan.
- Monitor and follow up all individual cases of student absence promptly and consistently.
- Pursue and record an explanation for every absence.
- Work collaboratively with parents/carers and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time.
- Convene where necessary student support meetings in accordance with the schools staged response plans for student absenteeism.
- Provide ongoing intensive support for students if communication with parents/carers has not been possible. This may include notification to DHHS/SEVR.

Parents will be provided (with a minimum of 5 days warning) notice of a pending SSG meeting including the agenda/attendance list as well as an invitation to contribute to the agenda. These meetings will not exceed 30 minutes and will not be subject to parental requests to reschedule unless it can be demonstrated that the parent has a legitimate reason for not being able to attend and has shown a preparedness to attend the SSG meeting.

It will also be noted within this document that the meeting will proceed and be minuted irrespective of the parent's attendance. Minutes will be sent home by express post/registered mail and a hard copy retained in the students file.

In the instance of parent/carer non-attendance all parties will discuss and act in the best instance of the child.

The initial notification of the pending SSG will be forwarded to the parent/carer by express post/registered mail with a hard copy retained in the students file.

Dandenong Primary School Staged Response to Student Absence

- Telephone/SMS all unexplained whole day absences. (Daily)
- Daily reports of period/s absence generated for individual students. Parents/carers with unexplained student period/s absent contacted. (Daily)
- Monthly absence letters sent home requesting an explanation for student absences still not provided by parent/carer.
- Weekly reports to sub school coordinators for follow up if necessary. Staged response to student absences detailed in table below.

Days Absent	School Response
2 Days	Classroom teacher to phone call home. Conversation details recorded on student file.
5 Days	Support Group Meeting. Parents/Year level coordinator. Meeting minuted and recorded on student file.
10 Days	Notification to DHHS/Centrelink/SEVR

Attendance Improvement Plan

Student Name:
Class Teacher:

Parent Name:
Date Plan Agreed:

Previous Term's Attendance Result:

Attendance Goal:

Factors preventing good attendance:

- 1.
- 2.
- 3.

(Discuss with parents and child and record factors preventing good attendance here)

What the school will do to support improved attendance:

(X those strategies/actions agreed upon)

- | | |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> Send automated text/email to inform an absence has occurred | <input type="checkbox"/> Home visits by wellbeing or leadership staff |
| <input type="checkbox"/> Class teacher to make a personalised telephone call on the day of an absence | <input type="checkbox"/> Wellbeing check-in at school on a weekly basis |
| <input type="checkbox"/> School leadership team member to make a personalised telephone call on the day of an absence | <input type="checkbox"/> Special job at school |
| <input type="checkbox"/> Written letter recorded on student file after two absent days | Specify:
<input type="checkbox"/> Prize for reaching attendance goal |
| | Specify: |

As part of its duty of care to all students, the school may also refer the matter to DET Attendance Officer and/or DHHS attendance should attendance not show satisfactory improvement

What the student will do to support improved attendance:

I will...

What the home will do to support improved attendance:

(X those strategies/actions agreed upon)

- | | |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Talk to my child about the importance of attending school every day | <input type="checkbox"/> Keep an attendance chart at home. At the end of the week I will recognise my child for attending school every day with (specify) |
| <input type="checkbox"/> Find a relative, friend or neighbour who can take my child to school if I can't make it | <input type="checkbox"/> Make sure my child is in bed by __pm |
| <input type="checkbox"/> Set up medical/dental/other appointments for weekdays after school | <input type="checkbox"/> and the alarm clock is set for __am |
| | <input type="checkbox"/> Other (specify) |

The home should understand that the school is here to support improved attendance and should not hesitate in contacting the school's wellbeing or leadership team for support in working together to improve attendance

Signed:

Student

Parent(s)

School

Bullying Prevention Policy 2022



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration office on (03) 9792 2743 or via email at

dandenong.ps@education.vic.gov.au

Purpose

Dandenong Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

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

When responding to bullying behaviour, Dandenong Primary School aims to:

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

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

Scope

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

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

Policy

Definitions:

Bullying

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

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

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

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

Bullying has three main features:

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

There are four main types of bullying behaviour:

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

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

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

Other distressing and inappropriate behaviours

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

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

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

Single-episode acts of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour.

Dandenong Primary School will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

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

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

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

Bullying Prevention

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

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

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

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

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

Incident Response

Reporting concerns to Dandenong Primary School

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

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

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

We encourage students to speak to their classroom teacher or Mrs Skaftouros, Mrs Pereira or Mr. Riley

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Dandenong Primary School should contact Daniel Riley on 03 9792 2743.

Investigations

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

1. record the details of the allegations in Compass; and
2. inform the relevant Year Level PLC Leader, Student Wellbeing Team, Assistant Principal and/or Principal.

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

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parent/carer(s) of the students involved

- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

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

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

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

Responses to bullying behaviours

When the principal has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with the Student Wellbeing Team, teachers, SSS, Assistant Principal,, Department of Education and Training specialist staff where appropriate.

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

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

The principal may implement all, or some of the following responses to bullying behaviours:

- Offer wellbeing support, including referral to the Student Wellbeing Team, SSS, external providers to:
 - the target student or students
 - the students engaging in the bullying behaviour
 - affected students, including witnesses and/or friends of the target student.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.

- Facilitate a process using the Support Group Method, involving the target student(s), the students engaging in bullying behaviour and a group of students who are likely to be supportive of the target(s).
- Implement a Method of Shared Concern process with all students involved in the bullying.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan or Individual Management Plan restricting contact between target and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved..
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement cohort, year group, or whole school targeted strategies to reinforce positive behaviours..
- Implement proportionate disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

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

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

Communication

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in our Policy & Procedures Handbook
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Discussed at student forums/through communication tools
- Made available in hard copy from school administration upon request

Further Information & Resource

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

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

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

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

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

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

Evaluation

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

Data to inform this review will be collected through:

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

Proposed amendments to this policy will be discussed with student representative groups, parents groups and the school council.

Policy Review & Approval

Policy last reviewed	1 May 2022
Consultation	<ul style="list-style-type: none"> ● Student representative group ● Parent group ● School council
Approved by	Daniel Riley <i>Principal</i>
Next scheduled review date	1 May 2024

Camps & Excursion Policy

PURPOSE

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

SCOPE

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

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

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

DEFINITIONS

Excursions:

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

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

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

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

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

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

POLICY

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

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

Planning process for camps and excursions

All camps and excursions will comply with Department planning requirements.

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

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

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

Supervision

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

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

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

Parent volunteers

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

Volunteer and external provider checks

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

Parent/carer consent

For all camps and excursions, other than local excursions, Dandenong Primary School will provide parents/carers with a specific consent form outlining the details of the proposed activity. Dandenong Primary School informs parents about school camps and excursions by placing a note in student bags and asking parents/carers to return the part of the note that asks for parents/carers signature confirming they consent to their child's participation. Parents/carers

are encouraged to contact the school to discuss any questions or concerns that they or their child may have with a proposed camp or excursion.

For local excursions, Dandenong Primary School will provide parents and carers with an annual Local Excursions consent form at the start of each school year or upon enrolment if students enrol during the school year. Dandenong Primary School will also provide advance notice to parents/carers of an upcoming local excursion through [insert applicable notification method: email/online parent communication tool/a note home in the student's bag]. For local excursions that occur on a recurring basis (for example weekly outings to the local oval for sports lessons), Dandenong Primary School will notify parents once only prior to the commencement of the recurring event.

Cost of camps and excursions, refunds and support

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

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

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

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

Student health

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

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

Behaviour expectations

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

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

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

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

Electronic Devices

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

Food

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

Accident and Ambulance Cover

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

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

FURTHER INFORMATION AND RESOURCES

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

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

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

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

REVIEW CYCLE

This policy was endorsed by the Dandenong Primary School Council on 25 February 2021 and is scheduled for review in February 2024 or as required

Care Arrangements Policy

Policy Statement

All children have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid. The Care Arrangements are to be read in conjunction with Dandenong Primary School Student Health (First Aid) Policy which outlines Dandenong Primary 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".

Dandenong Primary School will:

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

Implementation

- A sufficient number of staff (including at least 1 administration staff member) to be trained to a level 2 first aid certificate, and with up-to-date CPR qualifications.
- A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a locked cupboard in the first aid room.
- First aid kits will also be available in each wing of the school, as well as the staff room and administration offices.
- A supply of medication for teachers will be available in a secure location
- 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.
- All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the staff member on duty in the first aid room.
- A confidential up-to-date register be kept of all injuries or illnesses experienced by children that require first aid.
- All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.
- Minor injuries only will be treated by staff members on duty, while more serious injuries-including those requiring parents to be notified or suspected treatment by a doctor - require a level 2 first aid trained staff member to provide first aid.
- Any children with injuries involving blood must have the wound covered at all times.
- No medication including headache tablets will be administered to children without the express written permission of parents or guardians.
- Parents of all children who receive first aid will receive a completed form indicating the nature of the injury, any treatment given, and the name of the teacher providing the first aid. For more serious injuries/illnesses, the parents/guardians must be contacted by the administration staff so that professional treatment may be organised. Any injuries to a child's head, face, neck or back must be reported to parents/guardian.
- Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than "minor" will be reported on Department of Education Accident/Injury form LE375, and entered onto CASES.
- Parents of ill children will be contacted to take the children home.
- Parents who collect children from school for any reason (other than emergency) must sign the child out of the school in a register maintained in the school office.

- All teachers have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a teacher may confer with others before deciding on an appropriate course of action.
- All school camps will have at least 1 Level 2 first aid trained staff member at all times.
- A comprehensive first aid kit will accompany all camps, along with a mobile phone.
- All children attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms to be taken on camps and excursions, as well as kept at school.
- All children, especially those with a documented asthma management plan, will have access to Ventolin and a spacer at all times.
- A member of staff is to be responsible for the purchase and maintenance of first aid supplies, first aid kits, ice packs and the general upkeep of the first aid room.
- At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma, diabetes and anaphylaxis management plans, high priority medical forms, and reminders to parents of the policies and practices used by the school to manage first aid, illnesses and medications throughout the year.
- General organisational matters relating to first aid will be communicated to staff at the beginning of each year. Revisions of recommended procedures for administering asthma, diabetes and anaphylaxis medication will also be given at that time.
- It is recommended that all students have personal accident insurance and ambulance cover
- The school will make parents and carers aware that any ambulance transport and associated costs will be the responsibility of parents

Reference

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

Condition Specific Medical Advice Form

for a student with Diabetes

This form is to be completed by the student's medical/health practitioner providing a description of the health condition and first aid requirements for a student with a health condition. This form will assist the school in developing a Student Health Support Plan which outlines how the school will support the student's health care needs.

Name of School: _____

Student's Name: _____ Date of Birth: _____

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

Description of the condition	Recommended support Please describe recommended care If additional advice is required, please attach it to this medical advice form
Diabetes Management Please provide relevant details in relation to the student's Diabetes management.	
Student self management Is this student usually able to self manage their own diabetes care? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, please provide details in relation to how the school should support the student in developing self-management.	
Relevant issues Please outline any relevant issues in relation to attendance at school and learning as well as support required at school.	
First Aid – Signs of Hypoglycaemia (low blood glucose) Below is a list of observable signs that school staff will look for in relation to a hypoglycaemia. Please provide comment, if required. Mild signs: sweating, paleness, trembling, hunger, weakness, changes in mood and behaviour (e.g. crying, argumentative outbursts, aggressiveness), inability to think clearly, lack of coordination Moderate signs: inability to help oneself, glazed expression, being disorientated, unaware or seemingly intoxicated, inability to drink and swallow without much encouragement, headache, abdominal pain or nausea. Severe signs: inability to stand, inability to respond to instructions, extreme disorientation, inability to drink and swallow (leading to danger of inhaling food into lungs), unconsciousness or seizures (jerking or twitching of face, body or limbs)	

First Aid – Hypoglycaemia

The following is the **first aid response that School staff will follow:**

Observable sign/reaction	First aid response
Mild / Moderate Hypoglycaemia signs ▽	Give glucose immediately to raise blood glucose (e.g. half a can of 'normal' soft drink or fruit drink (with sugar), or 5 – 6 jelly beans.) ▽
Mild / Moderate Hypoglycaemia signs ▽	Wait and monitor for 5 minutes. ▽
Mild / Moderate Hypoglycaemia signs ▽	If there is no improvement, repeat giving glucose (e.g. half a can of 'normal' soft drink or fruit drink (with sugar), or 5 – 6 jelly beans.) If the student's condition improves, follow up with a snack of one piece of fruit, a slice of bread or dried biscuits only when recovered. ▽
Severe Hypoglycaemia signs ▽	If there is still no improvement to the student's condition, call an ambulance. State clearly that the person has diabetes, and whether he or she is conscious. Inform emergency contacts. ▽
Severe Hypoglycaemia signs ▽	If unconscious, maintain A irway, B reathing and C irculation while waiting for the ambulance. Never put food/drink in mouth of person who is unconscious or convulsing. The only treatment is an injection of glucoses into the vein (given by doctor/paramedic) or an injection of Glucagon.

First Aid– Hypoglycaemia

If you anticipate the student will require anything other the first aid response noted above, please provide details, so special arrangement can be negotiated.

Observable sign/reaction	First aid response
 ▽	 ▽
 ▽	 ▽
 ▽	 ▽
 ▽	 ▽

Description of the condition	Recommended support Please describe recommended care If additional advice is required, please attach it to this medical advice form
<p>First Aid – Signs of Hyperglycaemia (High blood glucose)</p> <p>Below is a list of observable signs that school staff will look for in relation to Hyperglycaemia. Please provide comment, if required.</p> <p>Sings for this condition will emerge over two or three days and can include:</p> <ul style="list-style-type: none"> • frequent urination • excessive thirst • weight loss • lethargy • change in behavior 	
<p>First Aid Response– Hyperglycaemia (High blood glucose)</p> <p>The school will provide a standard first aid response and will call an ambulance if any of the following is observed or reported:</p> <ul style="list-style-type: none"> • Rapid, laboured breathing • Flushed cheeks • Abdominal pains • Sweet acetone smell to the breath • Vomiting • Severe dehydration. <p>Please provide comment, if required.</p>	

Privacy Statement

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

<u>Authorisation:</u>
Name of Medical/health practitioner:
Professional Role:
Signature:
Date:
Contact details:
Name of Parent/Carer or adult/independent student**:
Signature:
Date:

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

**Please note: Adult student is a student who is eighteen years of age and older. Independent student is a student under the age of eighteen years and living separately and independently from parents/guardians (See [Decision Making Responsibility for Students - School Policy and Advisory Guide](#)).

Condition Specific Medical Advice Form

for a student with Epilepsy and seizures

This form is to be completed by the student's medical/health practitioner providing a description of the health condition and first aid requirements for a student with a health condition. This form will assist the school in developing a Student Health Support Plan which outlines how the school will support the student's health care needs.

Name of School: _____

Student's Name: _____ Date of Birth: _____

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

Description of the condition	Recommended support Please describe recommended care If additional advice is required, please attach it to this medical advice form
Warning Signs Can you please outline the warning signs (e.g. sensations)	
Triggers Can you please outline the known triggers (eg illness, elevated temperature, flashing lights)	
Seizure Types Please highlight which seizure types apply:	
<input type="checkbox"/> Partial (focal) seizures Which side of the brain is affected? _____ <input type="checkbox"/> Simple partial <input type="checkbox"/> Staring, may blink rapidly <input type="checkbox"/> Only part of the brain is involved (partial) <input type="checkbox"/> Person remains conscious (simple), able to hear, may or may not be able to speak <input type="checkbox"/> Jerking of parts of the body may occur <input type="checkbox"/> Rapid recovery <input type="checkbox"/> Person may have a headache or experience sensations that aren't real, such as sounds, flashing light, strange taste or smell, 'funny tummy' These are sometimes called an aura and may lead to other types of seizures. <input type="checkbox"/> Complex partial <input type="checkbox"/> Only part of the brain is involved (partial) <input type="checkbox"/> Person staring and unaware. Eyes may jerk but may talk, remain sitting or walk around <input type="checkbox"/> Toward the end of the seizure, person may perform unusual activities, eg chewing movement, fiddling with clothes (these are called automatisms) <input type="checkbox"/> Confused and drowsy after seizure settles, may sleep. <input type="checkbox"/> Generalised seizures <input type="checkbox"/> Tonic clonic <input type="checkbox"/> Not responsive <input type="checkbox"/> Might fall down/cry out <input type="checkbox"/> Body becomes stiff (tonic) <input type="checkbox"/> Jerking of arms and legs occurs (clonic) <input type="checkbox"/> Excessive saliva <input type="checkbox"/> May be red or blue in the face <input type="checkbox"/> May lose control of bladder and/or bowel <input type="checkbox"/> Tongue may be bitten <input type="checkbox"/> Lasts 1-3 minutes, stops suddenly or gradually <input type="checkbox"/> Confusion and deep sleep (maybe hours) when in recovery phase. May have a headache. <input type="checkbox"/> Absence <input type="checkbox"/> Vacant stare or eyes may blink/roll up <input type="checkbox"/> Lasts 5-10 seconds <input type="checkbox"/> Impaired awareness (may be seated) <input type="checkbox"/> Instant recovery, no memory of the event. <input type="checkbox"/> Myoclonic <input type="checkbox"/> Sudden simple jerk <input type="checkbox"/> May recur many times.	Please indicate typical seizure frequency and length, and any management that is a variation from standard seizure management.
Duration	

Description of the condition	Recommended support Please describe recommended care If additional advice is required, please attach it to this medical advice form
How long does recovery take if the seizure isn't long enough to require Midazolam?	
Person's reaction during and after a seizure Please comment	
Any other recommendations to support the person during and after a seizure	
Signs that the seizure is starting to settle	

First Aid - Management of Seizures
 The following is the **first aid response that School staff will follow:**
 (Developed by Children's Epilepsy Program, Royal Children's Hospital)

	"Major Seizures"	"Minor Seizures"
	Convulsive seizures with major movement manifestations eg: tonic-clonic, tonic, myoclonic, atonic, and partial motor seizure	Seizures with staring, impaired consciousness or unusual behaviour e.g. complex partial seizures and absence seizures
1	Stay calm	Stay calm
2	Check for medical identification	Check for medical identification
3	Protect the person from injury by removing harmful objects close to them. Loosen any tight clothing or restraints. Place something soft under their head.	Protect the person from injury by removing harmful objects close to them
4	Stay with the person and reassure them. Do not put anything in their mouth and do not restrain them.	Stay with the person and reassure them
5	Time the seizure	Time the seizure
6	When the seizure is over, roll the person onto their side to keep their airway clear	If a tonic-clonic seizure develops, follow major seizure management
7	Treat any injuries	Stay with the person and reassure them, they may be sleepy, confused or combative after the seizure
8	Consider if an ambulance needs to be called. An ambulance should be called when: <ul style="list-style-type: none"> The seizure lasts longer than 5 -10 minutes. Another seizure quickly follows The person remains unconscious after the seizures ceases The person has been injured You are about to administer diazepam or midazolam You are unsure The seizure happens in water The person is pregnant or a diabetic The person is not known to have epilepsy. 	
9	Stay with the person and reassure them, they may be sleepy, confused or combative after the seizure	

First Aid - Management of Seizures

If you anticipate the student will require anything other than the first aid response noted above, please provide details, so special arrangements can be negotiated.

Observable sign/reaction	First aid response
▽	▽
▽	▽
▽	▽
▽	▽

Privacy Statement

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

<u>Authorisation:</u>
Name of Medical/health practitioner:
Professional Role:
Signature:
Date:
Contact details:
Name of Parent/Carer or adult/independent student**:
Signature:
Date:

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

**Please note: Adult student is a student who is eighteen years of age and older. Independent student is a student under the age of eighteen years and living separately and independently from parents/guardians (See [Decision Making Responsibility for Students - School Policy and Advisory Guide](#)).

Cash Handling Policy

Rationale

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

Implementation

- All monies collected in the classrooms will be forwarded to the Office in the plastic pockets 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. In the event that the computer system or CASES21 is down, a hand-written receipt will be issued.
- 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 once per week – more often if needed. Money will not be left at the school during school vacation periods.
- Bank deposit slips are to be prepared through CASES21 in duplicate. One copy is kept by the bank; the other copy is to be stamped by the bank, then filed at school for auditing purposes.
- The Administration Officer will prepare the banking and the second Administration Officer or 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.
- Banking routines will differ to reduce risk.
- The school will not cash personal cheques.
- This policy will be reviewed as necessary.

Certification

This policy was endorsed by the Dandenong Primary School Council on 25 February 2021 and is scheduled for review in February 2024 or as required.

CCTV Security Policy

Purpose

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

Scope

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

This policy is consistent with:

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

Policy

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

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

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

Use of CCTV

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

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

CCTV cameras are NOT:

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

Location of CCTV cameras in our school

In our school, a total of 16 CCTV cameras are located on external school building walls (as shown below) to monitor the perimeter of the school, exit and entry points along with various parts of outdoor playground areas.

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



Access to CCTV footage

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

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

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

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

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

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

Managing and securing the CCTV system

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

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

Ownership of CCTV footage

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

Disclosure of CCTV footage

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

Storage of Footage

CCTV footage is kept for no more than 21 days. If our school has not used CCTV footage in any of the ways set out above, and there has been no request to view or access footage during this period, the footage is deleted.

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

Access to information held about you

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

Freedom of Information Unit
Department of Education and Training
GPO Box 4367
MELBOURNE VIC 3001
Email: foi@edumail.vic.gov.au

Further information and resources

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

Review Period

This policy was last updated on 22 August 2019.

Child Safety Code of Conduct



Help for non-English speakers

If you need help to understand this policy, please contact the school administration office on (03) 9792 2743 or via email at dandenong.ps@education.vic.gov.au

Purpose

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

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

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

Acceptable behaviours

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

- upholding our Dandenong Primary School commitment to child safety at all times and adhering to our Child Safety Policy
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students
- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns to Daniel Riley (Principal)
- understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our [child safety responding and reporting policy and procedures](#) and the [PROTECT Four Critical Actions](#).
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

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

- ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, by offering gifts)

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

Breaches to the Child Safety Code of Conduct

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

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

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

If the breach or suspected breach relates to the principal, contact the Department of Education & Training on 1300 338 738

Staff/Volunteer Name: _____ Signature: _____

Date: _____

Approval and review

Created date	1 May 2022
Consultation	<ul style="list-style-type: none"> ● Student representative group ● Parent group ● School council
Endorsed by	Dandenong Primary School Council
Endorsed on	26 May 2022
Next review date	1 May 2024

Child Safety Responding & Reporting Obligations Policy & Procedures



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration office on (03) 9792 2743 or via email at dandenong.ps@education.vic.gov.au

Purpose

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

Scope

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

Definitions

Child abuse

Child abuse includes:

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

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

Grooming

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

School staff member

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

Policy

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

Information for students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Dandenong Primary School they should start with a trusted adult (a trusted adult might include our assistant principal or principal)

Identifying child abuse

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

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

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

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

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

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

School staff and volunteer responsibilities

1. Immediate action

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

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid (appropriate to their level of training) and call 000 for urgent medical or police assistance where required to respond to immediate health or safety concerns.
- Notify [insert nominated staff member, e.g. the principal, child safety officer, or a member of the leadership team or wellbeing team] as soon as possible, who will ensure our school follows the steps in these procedures.

NOTE for staff and volunteers:

- if you are uncertain if an incident, disclosure, allegation or suspicion gives rise to a concern about child abuse you must always err on the side of caution and report the concern to the principal.
- If the principal is unavailable, the assistant will take on this role.
- If the concerns relates to the conduct of the principal, contact or the assistant principal or the regional office who must then take on responsibility for ensuring our school follows these procedures.

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

2. Reporting to authorities and referring to services

As soon as immediate health and safety concerns are addressed, and relevant school staff have been informed, the [insert nominated staff member] must report all incidents, suspicions and disclosures of child abuse as soon as possible.

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

The nominated staff member must ensure:

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

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

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST or The Orange Door (in circumstances where the family are open to receiving support) DFFH Child Protection or Victoria Police.

3. Contacting parents or carers

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

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

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

4. Ongoing protection and support

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

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

5. Recordkeeping

The principal will ensure that:

- detailed notes of the incident, disclosure, allegation or suspicion are taken [optional but recommended: using the [Responding to Suspected Child Abuse: Template](#) or the [Responding to Student Sexual Offending: template](#)] including, where possible, by the staff member or volunteer who reported the incident, disclosure, or suspicion to them
- detailed notes are taken of any immediate or ongoing action taken by the school to respond to the incident, disclosure, allegation or suspicion
- all notes and other records relating to the incident, disclosure, allegation or suspicion, including the schools immediate and ongoing actions, are stored securely in the secure admin folder

For school visitors and school community members

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

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

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

Additional requirements for all staff

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

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

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

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

Communication

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

- Available publicly on our school’s website
- Included in staff induction processes and annual staff training
- Included in volunteer induction processes and training for relevant volunteers
- Discussed an annual staff briefings or meetings
- Included in staff handbook or manual
- Hard copy available from school administration upon request

Further Information & Resources

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

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

The following school policies are also relevant to this policy:

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

Policy Review & Approval

Policy last reviewed	1 May 2022
Consultation	School Council Parent Forum
Approved by	Daniel Riley <i>Principal</i>
Next scheduled review date	1 May 2024

APPENDIX A

LEGAL OBLIGATIONS RELATING TO REPORTING CHILD ABUSE

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

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

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

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

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

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

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

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

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

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

At our school, all mandated school staff must undertake the Mandatory Reporting and Other Obligations eLearning Module annually.

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

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

Reporting student wellbeing concerns to Child FIRST/Orange Door

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

Reportable Conduct

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

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

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

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

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

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

- Employee Conduct Branch: 03 7022 0005 or employee.conduct@education.vic.gov.au

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

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

Failure to disclose offence

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

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

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

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

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

"Reasonable excuse" is defined by law and includes:

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed to Victoria Police and you have no further information to add (for example, through a mandatory report to DFFH Child Protection or a report to Victoria Police from another member of school staff).

Failure to protect offence

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

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

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

Further information

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

APPENDIX B:

MANAGING DISCLOSURES OF CHILD ABUSE

Important information for staff

When managing a disclosure relating to child abuse you should:

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

When managing a disclosure you should AVOID:

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

Child Safety Policy



Help for non-English speakers

If you need help to understand this policy, please contact our school administration office on (03) 9792 2743 or via email at dandenong.ps@education.vic.gov.au

Name

Child Safety and Wellbeing Policy

Purpose

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

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

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

Scope

This policy:

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

Definitions

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

- Child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school staff
- school governing authority
- school boarding premises governing authority
- Student
- volunteer.

Statement of commitment to child safety

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

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

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

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

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

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

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

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

Roles and responsibilities

School leadership team

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

Principals and assistant principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings

- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

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

School council

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

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe (Please note that at our school, school council employment duties are delegated to the principal who is bound by this policy)

Specific staff child safety responsibilities

Dandenong Primary School has nominated a child safety champion to support the principal to implement our child safety policies and practices, including staff and volunteer training.

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

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

Our principal is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the principal if they have any concerns about the school's compliance with the Child Safety Policy.

Our principal is responsible for informing the school community about this policy, and making it publicly available

Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our school has also established a Child Safety and Wellbeing Team and a Student Reference Group on child safety. The Child Safety and Wellbeing Team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. The Student Reference Group provides an opportunity for students to provide input into school strategies.

Our Risk Management Committee monitors the Child Safety Risk Register.

Child Safety Code of Conduct

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

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

The [Child Safety Code of Conduct](#) also includes processes to report inappropriate behaviour.

Managing risks to child safety and wellbeing

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

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

Establishing a culturally safe environment

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

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

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

Our Aboriginal and Torres Strait Islander Education Plan outlines the measures we have in place to maintain an inclusive and culturally safe school for Aboriginal children and students

Student empowerment

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

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through implementing our whole school approach to Respectful Relationships, our student Code of Conduct, our school values.

We inform students of their rights through our whole school approach to Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at <https://www.dandenongps.vic.edu.au/policies>

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

Family engagement

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

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

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

We do this by:

- Seeking input from families and the community through the school website, newsletters, other communications, school council, subcommittees of school council, student, staff, and parent meetings
- all of our child safety policies and procedures will be available for students and parents at <https://www.dandenongps.vic.edu.au/policies>
- Newsletters will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- Displaying PROTECT Child Safety across the school

Diversity and equity

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

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

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

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

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

Suitable staff and volunteers

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

Staff recruitment

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

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

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

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

Staff induction

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

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

Ongoing supervision and management of staff

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

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by the Principal and Business Manager monitoring Victorian Institute of Teaching (VIT) teacher registration and Working With Children Check status via the Department of Education & Training eduPay platform.

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

Suitability of volunteers

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

Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters. In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

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

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

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

School council training and education

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

Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Dandenong Primary School child safety and wellbeing policies, procedures, codes and practices

Complaints and reporting processes

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

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found at

<https://www.dandenongps.vic.edu.au/policies>

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

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

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

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

Communications

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

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

Privacy and information sharing

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

Records management

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

Review of child safety practices

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

We will:

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

Related policies and procedures

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

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy

- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

Related Department of Education and Training policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Other related documents

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

Policy status and review

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

Approval

Created date	1 May 2022
Consultation	<ul style="list-style-type: none"> • Student Representative Group on • Parent group • School Council on 26 May 2022
Endorsed by	Daniel Riley <i>Principal</i>
Endorsed on	
Next review date	1 May 2024

Communications Procedures and Schedule

Rationale

The policies of the school guide and describe the main processes, functions and operations of the school. The development and review of policies is part of an agreed process to ensure that key stakeholders are part of the consultation and review process.

Aim

To ensure that Dandenong Primary School policies frame and accurately reflect the school operations, directions, and goals and meet all legislative, compliance and duty of care requirements.

Implementation

The policies describe the rationale, aims and implementations of the operations and directions of the school as a whole
The process of considering school policies will be managed by the principal and will be a continuous cycle, and will use a transparent and consultative process

New policies will be added and modified to reflect the growth and evolution of the new school and new programs
All policies will use the school policy layout, meet legislative and compliance requirements, and have a designated review period
When developing a new policy, the principal will consult with appropriate personnel in order to draft the initial policy statement. The draft policy may be circulated for comment to the appropriate committee/s, to staff members, to parents, to students before ratification by School Council.
Policies will be developed taking into account DET policies, memos and circulars relating to a particular policy area.
A database of policies and a review schedule to provide a timeline for reviews either annually or on a three-year basis is to be maintained.
When reviewing an existing school policy as per the three-year review cycle, the principal will consult with staff and the appropriate Committee/s, and to School Council for ratification.

Changes as a result of policy developments and / or reviews will be widely advised to students, staff and parents.
Staff will be given opportunity to provide input into the policy development or review process.
The focus of all school policies must remain the needs of students and school operations. Refer to the Duty of Care Policy
Any concerns relating to the structure of the school should be directed to the principal or School Council president.
Relevant policies will also be loaded onto the school server and school website for community observation and comment

Policy	Staff	Students	Parents	General Community
Anaphylaxis Policy	Staff Handbook Policy Handbook School Server Meeting at start of each semester to review policy and anaphylactic children Yearly mandated training program	Individual meetings with students and parents of anaphylactic children Classroom discussion re food handling issues Peer Support Leaders meetings	All policies mentioned in the newsletter and available on request School website Parent Information Night Enrolment Information Individual parent meetings with anaphylactic children	School Website
Complaints Policy	Staff Handbook Policy Handbook School Server		Enrolment Pack School newsletter School website	School Website
Duty of Care Policy	Brief on 1st Pupil Free Day Staff Handbook Policy Handbook School Server		All policies mentioned in the newsletter and available on request School website	School website
Emergency Management & Critical Incident Policies	Staff Handbook Policy Handbook School Server Review of policy and procedures in 1st 3 days of school Evacuation & Lockdown Drills	Mentor group sessions Evacuation drills	School website	School Website

Policy	Staff	Students	Parents	General Community
Excursion, Incursion and Outdoor Education Policies & Procedures	Brief on 1st Pupil Free Day Staff Handbook Policy Handbook School Server		All policies mentioned in the newsletter and available on request School website	School website
Equal Opportunity Policy	Staff Handbook Policy Handbook Intranet Review of policy and procedures in 1st 3 days of school		All policies mentioned in the newsletter and available on request School website Information Guide (in enrolment pack)	School Website
First Aid Policy & Administering Medication Policy	Staff Handbook Policy Handbook School Server Meeting at start of year to review each policy & provide medical details of students. Update first aid qualifications, CPR qualifications & asthma procedures OH&S and Evacuation Planning cycle	Enrolment pack	All policies mentioned in the newsletter and available on request School website Information Guide (in enrolment pack) Parent Information Night Parents sent medical information & asthma plans to update at start of each year	School Website

Policy	Staff	Students	Parents	General Community
Digital Learning	Brief in 1st PL days Staff Handbook Policy Handbook School Server	Enrolment pack Mentor Group meetings ICT Student Leaders Assemblies	All policies mentioned in the newsletter and available on request School website Enrolment Pack	School website
Staff Leave Policy Teaching and Learning Policy	Staff Handbook School Server Staff meetings Local Agreement implementation		School Website	School Website
Student Engagement, Welfare and Discipline Policy Mandatory Reporting Policy	Brief on 1st Pupil Free Day Staff Handbook Policy Handbook School Server Student engagement workshops – staff meetings Restorative Practices Training		All policies mentioned in the newsletter and available on request School website Information Guide (in enrolment pack) Parent Information Night	School website
Sunsmart Policy	Staff Handbook School Server Review of policy and procedures in 1st 3 days of school	JSC Enrolment pack	Enrolment Pack School newsletter School website	School Website
Uniform Policy	Staff Handbook Policy Handbook School Server Staff meetings and briefings	Student Diary Circle Time Assemblies Enrolment pack SRC meetings	Enrolment Pack School newsletter School website Information Night	School Website

Complaints Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration office on (03) 9792 2743 or via email at dandenong.ps@education.vic.gov.au

Purpose

The purpose of this policy is to:

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

Scope

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

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

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

Policy

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

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

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

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

Complaints and concerns process for students

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

Students with a concern or complaint can raise them with a trusted adult at school, for example, your classroom teacher, principal, wellbeing staff, Koorie Education Support Officers, Multicultural Education Aides, Education Support staff. This person will take your concern or complaint seriously and will explain to you what steps we can take to try to resolve the issue and support you.

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

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

- talking to a member of the student representative council about your concern and any suggestions you have for resolving it
- participating in our Attitudes to School Survey (for Grades 4-6)
- participating in our student forums held every term
- writing a note for our anonymous student suggestions box at the school administration office

Detailed information and guidance for students on how to raise a concern or complaint at school is available at:

- Resolving complaints at school – A resource for students

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

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

Complaints and concerns process for parents, carers and community members

Preparation for raising a concern or complaint

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

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

Support person

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

Raising a concern

Dandenong Primary School is always happy to discuss with parents/carers and community members any concerns that they may have. Concerns in the first instance should be directed to the relevant teacher (e.g. the child's classroom teacher). Where possible, school staff will work with you to ensure that your concerns are appropriately addressed.

Making a complaint

Where concerns cannot be resolved in this way, parents or community members may wish to make a formal complaint to the principal. If you would like to make a formal complaint, in most cases, depending on the nature of the complaint raised, our school will first seek to understand the issues and will then convene a resolution meeting with the aim of resolving the complaint together. The following process will apply:

1. Complaint received: Please either email, telephone or arrange a meeting through the front office with the principal, to outline your complaint so that we can fully understand what the issues are. We can discuss your complaint in a way that is convenient for you, whether in writing, in person or over the phone.
2. Information gathering: Depending on the issues raised in the complaint, the Principal, Assistant Principal or nominee may need to gather further information to properly understand the situation. This process may also involve speaking to others to obtain details about the situation or the concerns raised.
3. Response: Where possible, a resolution meeting will be arranged with the principal to discuss the complaint with the objective of reaching a resolution satisfactory to all parties. If after the resolution meeting we are unable to resolve the complaint together, we will work with you to produce a written summary of the complaint in the event you would like to take further action about it. In some circumstances, the Principal may determine that a resolution meeting would not be appropriate. In this situation, a response to the complaint will be provided in writing.
4. Timelines: Dandenong Primary School will acknowledge receipt of your complaint as soon as possible (usually within two school days) and will seek to resolve complaints in a timely manner. Depending on the complexity of the complaint, Dandenong Primary School may need some time to gather enough information to fully understand the circumstances of your complaint. We will endeavour to complete any necessary information gathering and hold a resolution meeting where appropriate within 10 working days of the complaint being raised. In situations where further time is required, Dandenong Primary School will consult with you and discuss any interim solutions to the dispute that can be put in place.

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

Resolution

Where appropriate, Dandenong Primary School may seek to resolve a complaint by:

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

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

Escalation

If you are not satisfied that your complaint has been resolved by the school, or if your complaint is about the Principal and you do not want to raise it directly with them, then the complaint should be referred to the Department of Education & Training's South Eastern Victorian Region (SEVR) by contacting 1300 338 738.

Dandenong Primary School may also refer a complaint to the SEVR if we believe that we have done all we can to address the complaint.

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

Record keeping and other requirements

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

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

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

Communication

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

- Available publicly on school website
- Included in staff induction processes
- Included in our staff handbook/manual
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Included in student diaries so that it is easily accessible to parents, carers and students
- Annual reference in school newsletter
- Discussed at student forums/through communication tools
- Hard copy available from school administration upon request

Further Information & Resources

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

- [Complaints - Parents](#)

The Department's parents' website:

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

[Dandenong Primary School policies](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	1 May 2022
Consultation	<ul style="list-style-type: none">• Student representative group• Parent group• School council
Approved by	Principal
Next scheduled review date	1 May 2024

Continuous Improvement Policy

Rationale

Dandenong Primary School is committed to continuous improvement.

Aims

- To establish a workplace and professional learning community where continuous improvement is embedded in the school's ethos and culture.
- To provide the best education that we can for our students by constantly and strategically identifying and implementing improvements in all facets of our school.

Implementation

- Continuous improvement is as much about attitude as it is about process.
- All staff at our school are committed to continuous improvement, and understand that a high performing school is to the benefit of everybody.
- Our school values and relies upon robust, authentic and valid performance data.
- Discussions relating to continuous improvement data will focus on opportunities for development and enhancement as opposed to shortcomings or deficits.
- A School Improvement Team will analyse whole school data and develop strategic plans to improve performance in identified areas of need.
- The Leadership Team will set high and realistic expectations, and clearly articulate expected levels of performance by students and staff.
- Individual staff members will, in consultation with others, analyse their own performance related data and propose strategic plans to the principal class for consideration, to improve their own performance levels in targeted areas.
- Targeted whole school and personal professional development will provide significant support in the achievement of identified improvement goals.
- Mentors will be identified for all staff members, and staff with expertise in specific fields will be identified and made available to all.
- Achievement progress will be closely monitored and constructive and precise feedback based on data will feature prominently.
- Achievements will be publicly and enthusiastically celebrated, and will set benchmarks for new improvements.

The table below provides insight into how school improvement is continuously pursued at Dandenong Primary School:

Quality Principle	Principle into Action
1. Clear direction enables focus on the achievement of goals.	For the whole school, in each classroom, for each learning activity, the purpose and expected outcomes must be clear to everyone.
2. Goals are best achieved when everyone agrees on the best methods of doing our work.	We involve teachers, students and parents in the design and improvement of our job processes.
3. Our students and parents judge the quality of the school's services.	Parents, students and the wider community are invited to assess the educational services the school provides. The school strives to delight its clients.
4. To improve services we strive to improve the school's work routines.	Learning by students is the result of many events in which they are involved. By studying these events, opportunities for improvement can be identified and put into place.
5. All our work is connected in a complex system.	We improve when we work on the parts and the connections. Our focus is on identifying opportunities to improve what people do, through reflection and learning rather than trying to change people directly.
6. Effective use of facts, data and knowledge leads to improved decisions.	When decisions are backed by valid data they will be of a higher order. The school conducts extensive testing and surveying to inform its improvement agenda.
7. All systems and work processes (including learning) have variable results.	We can expect that not all work, e.g. learning to spell, will produce the desired results in all cases. We work to improve the steps to reduce any unintended outcomes and may need to take special measures for some students.
8. People's enthusiasm, resourcefulness and participation is the basis for improvement.	This applies not only to teachers and other staff, but to students as well. Class teachers use students' creativity to improve the classroom, and as far as possible, involve them in decisions that affect them.
9. Continual improvement and innovation depend on continual learning.	We are all learners at Dandenong Primary School.
10. Our actions to ensure a clean, safe, fair and prosperous society build our value to the community.	The school is conscious of its responsibility to act in the interest of all. It constantly monitors its performance in light of community values and concerns.
11. Ongoing success relies on our ability to create and deliver value for all stakeholders.	The school constantly seeks feedback to remain informed and relevant.
12. Leaders at all levels must be effective role models.	We must 'walk our talk'.

Critical Incident Recovery Policy & Plan

Responding to a Traumatic or Critical Incident in Which the School is Involved
Dandenong Primary School may become directly or indirectly involved in a tragic or traumatic event.

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.

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.

While school should operate as normally as possible, some degree of flexibility should exist. 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.

Action to be Taken as a Result of a Tragic/Traumatic Event Which Involves the School
Incidents vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases.

However, the following 4 principles must be followed:

1. provide clear, accurate information
2. describe the actions to be followed
3. provide help for all affected
4. maintain a normal school program as close as possible

Obtain accurate information. Deal only with substantiated facts.

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.

Appoint a skilled Critical Incident Recovery Team to assist in the management of the incident. The team may include staff members, psychologists, counsellors, external DET 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.

As soon as possible provide information to the community as to what has happened, and what is being done.

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 contact with the media. Advice regarding this may be obtained from the DET Emergency Communications Centre and the DET Media Unit.

Establish an open line of contact with the family or families directly involved. 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.

Continue contact with the family to identify their expectations of the school, e.g. student participation in funeral or memorial service.

Try to identify those most likely to need help, e.g. classmates, teacher, special friends. Some students not directly affected may become distressed.

Ensure that counselling help is available. Contact the Regional Office and/or DET 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 (03) 9589 6266.

Continue to keep staff, students and parents informed, especially about what has happened and what the school is doing about it.

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. 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.

The class teacher may be the person to whom students first turn for help. Children wishing to attend funerals should do so in the company of their parents or in the company of other adults as nominated by the parents. Provide meaningful participation for those not actually attending the service.

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.

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. Be sensitive to staff and student's needs over a period of time.

Links & Appendices (including processes related to this policy)

Links which are connected with this policy are:

- [DET Emergency Management Planning](#)
- [Emergency and Critical Incident](#)

Appendices which are connected with this policy are:

- Appendix A: Critical Incident Recovery Plan (CIRP)
- Appendix B: Critical or Traumatic Incident Plan – First 24 hour Short Term Tasks
- Appendix C: Emergency Message Record Form – Template

Evaluation

Evaluation of the Plans will follow any critical incident at the school.

Critical Incident Recovery Plan (CIRP)

Responsibilities and Procedures

1. PLAN STATEMENT

This Plan is an integral part of the Emergency Management processes of the school.

2. IMPLEMENTATION

- 2.1 The Recovery Team will be responsible for coordinating and implementing the Plan (refer to 4.3 for the composition of the team).

It will need to consider:

- establishing the facts as soon as possible
- developing an action plan of short, medium and long term tasks
- contact with the Department of Education and Training (DET)
- liaising with external bodies including the media
- communicating with the whole staff as soon as possible
- meeting with staff both as a whole and with individuals or groups for debriefing
- communicating with the student body
- meeting with students in groups or individually for debriefing
- contacting parents/guardians
- short term and long term counselling requirements for groups or individuals

The relevance of each of the above will depend on factors such as the nature and magnitude of the incident, the intensity of the impact on the School community and the number of people affected.

3. DEBRIEFING

Critical Incident Stress Debriefing has three components:

1. initial discussion about feelings and an assessment of the intensity of the stress responses
2. detailed discussion of signs and symptoms of stress responses
3. closing stage - provides overview and information with referral to an outside agency if required

- 3.1 The Recovery Team will assist the Principal to facilitate the recovery of staff and students and those of the School community affected by the critical incident.

- 3.2.1 The debriefing meeting of the Recovery Team should include a mental health professional and one peer who were not involved in the incident.

3.2.2 The Recovery Team will decide the structure and composition of debriefing meetings; such meetings should be held within eight hours of the critical incident. These meetings will review the impressions and reactions of the persons involved during or following the incident.

3.3 Counselling support and referrals for students and their families will be provided initially by the Principal or their nominee and a Regional Guidance Officer.

4. REVIEW

4.1 The Recovery Team will meet to review the implementation of the Critical Incident Recovery Plan within seventy-two (72) hours of the critical incident.

4.2 As part of the Critical Incident Recovery Plan, the Principal will set up a Recovery Team as required

4.3 Following a critical incident, the Principal will convene the Recovery Team as soon as possible.

The composition of the Recovery Team will be:

- the Principal
- the Assistant Principal
- a member of the teaching staff
- a member of the Educational Support staff (first aid trained)
- other support staff as appropriate
- as necessary, psychologists, counsellors and DET personnel.

4.4 The Principal will convene the Recovery Team once each semester to review planning and strategies for the Critical Incident Recovery Plan.

5. EVALUATION

Evaluation of the Plans will follow any critical incident at the school.

Responsibilities and Procedures

1. Emergency Record

Record Information

- nature of the incident
- location of the incident, number and names of persons involved
- name of the person reporting the incident
- time incident reported
- contact telephone number if away from school

Verify all Details

- confirm that the information given about the event is accurate

Record the Incident

- notify principal workplace coordinator
- ensure emergency services have been called notify the Department's 24 hour Emergency Communications Centre on (03) 9589 6266

2. Ensure students and staff are safe from harm or injury

- cordon off any 'crisis' area and keep students away from there
- manage the grounds while staff are briefed and ensure media do not intrude
- check corridors, toilets etc for stray students - try to prevent students leaving on their own particularly if distressed
- send all very stressed students to the designated recovery area
- ensure that students do not make hysterical calls out of school
- ensure the school continues as normally as possible

3. Establish Critical Incident Recovery Team

The composition of the Recovery Team will be:

- the Principal
- the Assistant Principals
- a member of the teaching staff
- a member of the Educational Support staff (first aid trained)
- other support staff as appropriate
- as necessary, psychologists, counsellors and DET personnel.

4. Allocate responsibilities

- emergency message register
- emergency contact list
- evacuation and assembly of staff and students
- cordon off area of 'crisis'
- establish a Support Team and Communications Centre to:
 - manage information and phone calls
 - coordinate media requests for information
 - provide information to parents arriving at school
 - coordinate routine school activities – maintain where practical
 - notify students, staff and ancillary about the emergency
 - notify parents first, and then siblings in the school
 - establish a recovery room and supervisor for affected students
 - establish a waiting room for parents
 - inform students
 - inform School Council
 - inform School Community by newsletter
 - monitor School Community's reactions
 - liaise with outside agencies and emergency services
 - brief key personnel and review responses

4.1 Recovery Room(s)

Set Up Recovery Room

- set up Library, and if necessary the Staffroom
- empty adjoining rooms if possible and relocate to other rooms
- screen windows
- have available pens, textas, paper, scissors, envelopes, tissues

Appoint Recovery Room Supervisors

- First Aid staff

Recovery Room Supervisors' Responsibilities

- keep calm
- monitor students for shock reactions, provide first aid if necessary
- encourage students to gather in small friendship groups rather than bigger ones
- keep a list of students attending the recovery room
- give the students a task to undertake such as making a card or writing a letter
- contact parents of students who remain in the recovery room and alert them to possible concerns

5. Informing Staff

- provide teachers and ancillary staff with a brief outline of the incident
- Restate to ensure that staff understand and it sinks in
- outline recovery management arrangements
- discuss procedures to be followed by staff during the day
- discuss the general procedures that Critical Incident Team will be following
- discuss guidelines for informing students and ways of answering questions from them
- give staff time to discuss this among themselves
- provide a brief factual outline to others in the community on a need to know basis
- inform staff as soon as possible about a serious emergency involving death or injury which occurs after hours, on the weekend or during the school holidays
- inform staff as soon as possible about arrangements for holding a brief meeting before informing students at the start of the next school day
- review with staff afterwards any issues and needs
- provide staff with contact numbers for counselling or support services for themselves

6. Informing Students

Principal or senior staff

- contact the bereaved family or police to ascertain what information may be released within the school
- prepare a written factual statement, without graphic detail, for use as a reference by teachers when discussing the incident with students
- determine whether to tell students about the incident at a whole school assembly, by year levels or individual classes, depending on the nature of the incident
- discuss with teachers who feel uncomfortable raising the event with students and arrange for support from another teacher or a member of the recovery team
- identify staff who may be too distraught to take classes and arrange replacements
- inform students soon after briefing staff
- ask teachers to mark a roll to identify who has been informed and who has not

Teachers

- provide a factual account of the incident at the beginning of the first class in a way that ensures all students hears the same information
- limit speculation and rumours
- inform students about arrangements of counselling and recovery rooms
- inform students about arrangements for services, and appropriate ways to express condolences
- outline the arrangements for the day

Notifying close friends

- notify close friends especially girl friends and boyfriends prior to making an announcement to other students
- take these students aside when they arrive at school and inform them privately
- consider contacting their parents
- prior to the start of the day
- ensure individual attention is given to intimate friends who are likely to have special needs beyond those of other students

7. Communication Centre

Organise the following to be on hand:

- telephone - dedicated line in case of jamming by incoming calls
- telephone message if necessary
- message records
- phone lists
- rolls
- excursion list
- timetable
- maps
- computer and printer
- photocopier
- display instructions

8. Media Coverage

- nominate a media coordinator, prepare the School Council President and Principal to provide on camera interviews
- contact DET Media Unit on 9637 2871 or 9264 5821
- prepare a three paragraph report:
 - briefly outline the facts
 - outline what the school has done to assist those affected
 - outline support and recovery arrangements
 - include a name and contact number for the school media coordinator
- liaise with the family about any statements made to media
- exclude discussion of policy matters, limit comment to the emergency and the school response
- set rules for persistent media
- keep a record of media enquiries
- offer scheduled interviews in return for media commitment not to seek uninvited access to staff, students, parents
- negotiate accepted areas for filming e.g. school/church boundary and not within
- check that information provided does not conflict with court requirements or police proceedings
- anticipate renewed interest arising from anniversaries, court proceedings

9. Long Term Actions

- monitor and support members of the school community, particularly on significant dates such as anniversaries
- consider longer term intervention activities such as counselling or specialist support
- consider establishing an area within the school as a place of remembrance
- reconvene key people at regular intervals to review the school response and effectiveness of planning arrangements
- review the school emergency management plan in light of experience gained
- consider a ritual of marking significant dates
- prepare for legal proceedings if necessary
- remove students name from the roll if deceased
- consider article in school newsletter

10. Reference

- DET's Managing School Emergencies - Minimising the impact of trauma on staff and students



Managing School
Emergencies Booklet.

Appendix C

Emergency Record Form – Template

Date: ___/___/___

Time of notification: ___ : ___ am/pm

Name of person taking the call _____

Position: _____

Name of person reporting the incident _____

Contact telephone number _____

Details

Describe:

Where everyone is now

What action is being taken to help?

Who: _____

When: _____

Where: _____

How: _____

Nature and extent of injury: _____

Immediate Actions Required

Principal notified? Yes Time: ____ : ____ am/pm

Other school staff? Yes Time: ____ : ____ am/pm

Emergency Services notified? 132 500 Yes Time: ____ : ____ am/pm

Emergency & Security Management notified? Yes Time: __ : __ am/pm
(03) 9589 6266

Emergency Contact Telephone Numbers

POLICE 000

AMBULANCE 000

FIRE BRIGADE 000

STATE EMERGENCY SERVICES (SES) 132 500

LOCAL HOSPITAL Dandenong Hospital 03 9554 1000

REGIONAL DIRECTOR 03 8765 5600

EMERGENCY SECURITY MANAGEMENT 03 9589 6266

Emergency Message Record Form

Time: ____ ____ : am/pm

Message from _____

Action required? Yes No

If 'YES', please detail:

Completed

Message taken by _____

Emergency Message Record

Time: ____ ____ : am/pm

Message from _____

Action required? Yes No

If 'YES', please detail:

Completed

Message taken by _____

Curriculum Framework Policy

Policy Statement

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

Our school is committed to the provision of outstanding educational opportunities for every child through a spirit of collaboration and in an environment of respect. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Each year the school will map out its curriculum offerings. It will be in the form of a Curriculum Plan (see Appendix A).

Guidelines

Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan (see Appendix A).

Our school will comply with all Department of Education and Training guidelines about the length of student instruction time required in Victorian schools.

There will be a broad offering of extra-curricular programs to meet the needs of students. The Victorian Curriculum will be implemented from Years F to 6 at our school.

The Department of Education and Training (DET) places a high priority on the teaching of English as a Language (EAL), Physical and Sport Education, French, Information and Communication Technologies (ICT), and Visual Arts. Our school also places a high priority on the teaching of these learning areas.

Our school curriculum programs are aligned to support current researched based best practice to enhance effective learning.

Our school supports students with transition into school, through school and on to secondary education.

Teaching and learning programs will be resourced through Program Budgets.

Program

Our school will provide a variety of programs that will address the specific needs of students in relation to students from language backgrounds other than English, special learning needs, disabilities and impairments, gender and giftedness.

Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.

Our school, when developing its Curriculum Plan, will provide at least 25 hours of student instruction per week.

The Curriculum Professional Learning Teams (PLTs) will determine the curriculum program for the following year, based on student needs and the school's Curriculum Plan and Annual Implementation Plan (AIP). Input will be sought from the relevant staff in the year levels and curriculum area when determining programs for the following school year.

The Victorian Curriculum will be used as a framework for curriculum development and delivery at years F to 6 in accordance with DET policy and guidelines.

To facilitate this implementation documentation for teaching, learning and assessment will be produced that reflects the Victorian Curriculum.

Professional Learning Communities (PLCs) meet regularly to track year level data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Demand, Progressive Achievement Tests, school based testing and teacher judgments based on learning outcomes in the Victorian Curriculum.

Student learning outcome data will be reported in the Annual Report to the School Community, provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority (VRQA) and on the school website.

Links And Appendices (including processes related to this policy)

Links which are connected with this policy are:

<http://victoriancurriculum.vcaa.vic.edu.au/>

<http://www.vcaa.vic.edu.au/>

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

Appendices which are connected with this policy are:

Appendix A: Curriculum Plan – including time allocations

Evaluation

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

Appendix A

Curriculum Plan for 2017 – including time allocations

Years F-6

The curriculum is based on the Victorian Curriculum and Aus/VELS standards. The timetable is structured on a fortnightly basis. Each session, aside from Library and French, is 60 minutes. The breakdown of the cycle is as follows:

Year F – 2		Year 3 -6	
Learning Area	Minutes per week	Learning Area	Minutes per week
English	780	English	600
Mathematics	300	Mathematics	300
Inquiry (Science, The Humanities)	120	Inquiry (Science, The Humanities)	240
Health and Physical Education (Social and Emotional Learning and PE)	120	Health and Physical Education (Social and Emotional Learning, PE and Sport)	180
Languages (French)	30	Language (French)	30
The Arts (Visual arts)	60	The Arts (Visual arts)	60
Technologies (ICT)	60	Technologies (ICT)	60
Library	30	Library	
TOTAL per week	1500	TOTAL per week	1500

Digital Learning (Internet, Social Media & Digital Devices) Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration office on (03) 9792 2743 or via email at

dandenong.ps@education.vic.gov.au

Purpose

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

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

Scope

This policy applies to all students and staff at Dandenong Primary School.

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

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

Staff, volunteers and school councillors also need to adhere to codes of conduct relevant to their respective roles. These codes include:

- Dandenong Primary School's Child Safety Code of Conduct
- [The Victorian Teaching Profession Code of Conduct](#) (teaching staff)
- [Code of Conduct for Victorian Sector Employees](#) (staff)
- [Code of Conduct for Directors of Victorian Public Entities](#) (school councillors)

Definitions

For the purpose of this policy, "digital technologies" are defined as digital devices, tools, applications and systems that students and teachers use for learning and teaching; this includes Department-provided software and locally sourced devices, tools and systems.

Policy

Vision for digital learning at our school

The use of digital technologies is a mandated component of the Victorian Curriculum F-10. Safe and appropriate use of digital technologies, including the internet, apps, computers and tablets, can provide students with rich opportunities to support learning and development in a range of ways.

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

Dandenong 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 interconnected world. Our school's vision is to empower students to use digital technologies safely and appropriately to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.

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

Safe and appropriate use of digital technologies

Digital technologies, if not used appropriately, may present risks to users' safety or wellbeing. At Dandenong Primary School, we are committed to educating all students to use digital technologies safely, equipping students with the skills and knowledge to navigate the digital world.

At Dandenong Primary School, we:

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

- refer suspected illegal online acts to the relevant law enforcement authority for investigation
- support parents and carers to understand the safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates in our newsletter, information sheets, website/school portal and information sessions.

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

It is the responsibility of all students to protect their own password and not divulge it to another person. If a student or staff member knows or suspects an account has been used by another person, the account holder must notify Mr Nigel Willcock, immediately.

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

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

Social media use

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

If your school uses particular social media platforms for student learning on a permanent or regular basis, you can insert parent notification information here and ensure they have the option to 'opt-out' if they have concerns about student participation. See the [Social Media Use to Support Learning](#) policy resources for a consent form template.

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

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

Student behavioural expectations

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

When a student acts in breach of the behaviour standards of our school community (including cyberbullying, using digital technologies to harass, threaten or intimidate, or viewing/posting/sharing of inappropriate or unlawful content), Dandenong Primary School will institute a staged response, consistent with our student engagement and behaviour policies.

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

- removal of network access privileges
- removal of email privileges
- removal of internet access privileges
- removal of printing privileges
- other consequences as outlined in the school’s Student Wellbeing and Engagement and Bullying Prevention policies.

Communication

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

- Available publicly on our school’s website [or insert other online parent/carer/student communication platform]
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Included in our staff handbook/manual
- Discussed at parent information nights/sessions
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Discussed at student forums/through communication tools
- Made available in hard copy from school administration upon request

Policy Review & Approval

Policy last reviewed	1 May 2022
Approved by	Daniel Riley <i>Principal</i>
Next scheduled review date	1 May 2024

ANNEXURE A: ACCEPTABLE USE AGREEMENT

When using digital resources at Dandenong Primary School (including the student network, internet, email, Google Apps for Education (GAFE), laptops, etc):

- I will only use Google Apps for Education for school purposes.
- I will not share personal or sensitive information on Google Apps for Education.
- I will use school technology only with the permission of a teacher.
- I will follow all instructions from teachers when using school technology.
- I will not let anyone else know my passwords or usernames.
- I know that I am responsible for anything that happens when my account is used.
- I know that the school receives information about anything that I send or receive.
- I will tell my teacher if I think someone has gained access to my account.
- I will make sure any work that I wish to have published or any email I send is polite, carefully written and presented.
- I will respect other students' work.
- I will not read other people's emails.
- I will not tell anyone my address or telephone number or the address or telephone number of anyone else
- I will not send photos or videos of myself or others to anyone.
- I will use material from other websites only if I have permission to do so.
- If I use material in my work that I have found on the internet, I will say where it comes from.
- If I see or receive any information on the computer that makes me feel uncomfortable or is inappropriate I will tell a teacher straight away.
- I will not damage or disable technology, computer systems or computer networks of the school.
- I will not send, produce, show or search for things that might upset or have the potential to bully others.

I have read and understand the Dandenong Primary School Acceptable Use Agreement. I understand that disciplinary action may be taken if I do not follow this agreement, which may include loss of access to the internet, school network or the use of ICT for a period of time.
Student:

I agree to follow the Agreement and any other relevant rules that are set by Dandenong Primary School:

Student name: _____ Class: _____

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Please return completed form to the Administration Office.

Duty of Care Policy

PURPOSE

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

POLICY

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

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

- Yard duty and Supervision
- Bullying Prevention
- Camps and Excursions
- First Aid
- Tree Maintenance
- Grounds Maintenance
- Student Private Property
- Child Safe Standards
- External Providers
- Emergency Management
- Volunteers
- Visitors
- Working with Children and Suitability Checks
- Mandatory Reporting
- Occupational Health and Safety

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

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

External Providers

Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our *Visitors Policy* and *Camps and Excursions Policy* include information on the safety and care of our students when engaged with external providers. Our school also takes steps to ensure student safety when they are engaging in off-site workplace learning programs with external providers, such as when students are participating in work experience, school-based apprenticeships and traineeships, structured workplace learning and any other workplace learning program involving external providers. Our School will follow all applicable Department

of Education and Training policy and guidelines in relation to off-site learning and will ensure that the safety and welfare of the students engaging in these activities is paramount. The Department's guidelines in relation to Workplace Learning are available at the following link:

<https://www2.education.vic.gov.au/pal/structured-workplace-learning/policy>

FURTHER INFORMATION AND RESOURCES

- the Department's Policy and Advisory Library: [Duty of Care](#)
- the Department's Policy and Advisory Library: [Structured Workplace Learning](#)

REVIEW CYCLE

This policy was last updated on 17 February 2021 and is scheduled for review in February 2024 or as required.

English as an Additional Language (EAL) Student Policy

Policy Statement

Newly arrived EAL learners are able to access an intensive full-time program or targeted support to help them in the initial stages of learning English. EAL learners are also supported to learn English in the mainstream schools.

Aims

For all stakeholders to understand Dandenong Primary School's approaches to giving every EAL student the best learning and development experience.

Section 1: Understanding EAL Students

Who is an EAL Student?

An EAL student is generally considered to be one who:

- is learning English as a second or additional language
- is not as proficient in English as a student of the same age who has been learning only English
- exhibits English language structures and features that are typical of those in the process of learning English
- needs assistance in classroom activities because of their stage of English language development.

A student may exhibit EAL features in their production and understanding of oral and written English for a long time.

It has long been established through research by Cummins (1996) and others that an EAL student starting primary school with little or no English can take from 5–7 years to reach the same level of English as his or her age-equivalent peers. Adolescent students are generally able to make more rapid progress in language development in the initial stages than young children (see, e.g. Yates, de Courcy and Nicholas 2007) but their language will continue to exhibit EAL features and they will still benefit from EAL support for some time.

Cummins also writes about two types of competence:

- Basic Interpersonal Communicative Skills, which are usually quickly acquired, in the classroom and through interaction with peers
- Cognitive Academic Language Proficiency.

It is this latter competence which often needs to be the focus of EAL teaching at the more advanced stages, and especially in the secondary school. A student's facility with everyday spoken English, and even their Australian accent, may lead teachers to believe they are no longer 'EAL', but this may not be the case, and the student may still need targeted teaching and support to reach the same level of academic proficiency as their peers.

Relationship to the English Standards

Using the English Standards will not be an accurate reflection of an EAL student's learning, and can indicate that there are problems in the student's learning progress, when in fact the

student is actually making adequate progress learning English as their second or subsequent language.

As EAL students learn more English, their learning begins to correspond to the English Standards. If an assessment of an EAL student on the English Standards is within acceptable year level parameters, then it is time to start using the English Standards for assessing and reporting progress. If not, then the EAL Standards should continue to be used.

Explaining the Pathways

The EAL Standards acknowledge the diversity in EAL students' backgrounds and their varying points of entry to school by describing stages of EAL learning within three broad bands of schooling.

These stages describe the development of students who are literate in their first language and who have had educational experiences similar to those that would be expected for their age group.

Two additional stages are also included, to describe the initial learning of students who commence school in Australia after normal starting age, and who have little or no literacy in any language. These are:

- BL for middle/upper primary students
- CL for secondary students.

The section below describes the pathways that students are likely to take, according to the research base for the continuum.

Years Foundation to Year 2

Some EAL students commence school at usual starting age with minimal or no exposure to English, and may have been born overseas or in Australia to parents from language backgrounds other than English. Others come to Australia from overseas and commence their English learning after school starting age. Some students may have started their EAL learning before arrival in Australia and may therefore be assessed on arrival at any point in the A Stages.

When a student commences school in years P–2 with little or no English, the typical path of their English language development will be as follows:

- A1
- A2

EAL students in Year 2 may not have achieved Stage A2 by the end of Year 2. Such students should continue to have their progress measured using the EAL Continuum, moving on to the appropriate stage on the B scale.

EAL students in Years F–2 who have little prior experience with literacy or formal education in their first language may take longer to move through the A Stages than students who have had such experiences. This is likely to be particularly the case in reading and writing.

Years 3 to 6

When a student commences school in years 3–6 with little or no English, their language development would typically follow one of two pathways. The first is for students who have had

age-equivalent schooling in a language other than English (Stage B1), and have some knowledge of literacy in that language, the other is for students with little or no experience of literacy in any language (Stage BL).

Students who are new arrivals who have had some school experience will typically follow this pathway:

- BL
- B1
- B2
- B3

Some students who may have started their EAL learning before arrival in Australia (or who move from the A Stages as they enter Year 3) may be assessed on arrival at any point in the B Stages.

The other pathway (beginning at Stage BL) is for students who have had disrupted or no schooling and have low or no literacy in any language, even their first. When students have reached BL Standard, they will usually be assessed for some time at Stage B1 (particularly for Reading and Writing), in order to pick up the extra skills and understandings they will need, in order to be assessed as B1 Standard. Note that the indicators for BL and B1 Speaking and Listening are very similar, as BL students can make quite fast progress in acquiring oral English.

Note that students moving from Stage BL Listening and Speaking may move into Stage B2 Listening and Speaking rather than Stage B1. In Reading and Writing the pathway is likely to be into Stage B1.

Students who have not achieved Stage B3 by the time they enter Year 7 will need to continue being assessed using the EAL VELs at the C Stages.

If they do reach B3, and begin to be assessed against the year level-appropriate Victorian Curriculum F - 10 English standard, they are likely to continue to exhibit some EAL features, and they will need extra scaffolding and support to continue to develop in English.

Section 2: Supporting EAL Students at Dandenong Primary School

EAL Specialist Program

Dandenong Primary School provides an intensive English literacy learning and teaching program for EAL students across Year 3 to 6 which runs parallel to the mainstream two-hour literacy learning and teaching timetable.

The intensive English literacy learning and teaching program for EAL students is provided according to year levels cohorts (ie. Year 3/4 and Year 5/6).

EAL students across Foundation to Year 2 engage in Classroom level learning sequences designed to support English language learning targeted at Stage A1 and A2 of the EAL curriculum. These students also have access to Tier 2 small group targeted intervention as required.

EAL Specialist Program Learning Focus

For speaking and listening and reading, the EAL specialist program is concerned with the development of:

- Oral language
- Letter-sound knowledge (phonics)
- Phonemic awareness
- Vocabulary
- Fluency
- Comprehension

For writing, the EAL specialist program focuses on the development of understandings around:

- Genre
- Spelling
- Punctuation
- Grammar
- Editing skills
- Vocabulary
- Handwriting

EAL Specialist Program Learning & Teaching Implementation

The EAL specialist program implements learning and teaching according to:

- The Dandenong Primary School Instructional Model for Reading
- VCOP/Big Write processes
- Themes/inquiry topics of interest

Entering the EAL Specialist Program

- On enrolment at Dandenong Primary School, administrators will conduct [Phase 1 of the Language and Learning Questionnaire](#) with Parents/Guardians of the incoming student/s.
- EAL students will be assessed on enrolment at Dandenong Primary School by the school's EAL specialist staff (eg. EAL teacher, Speech Pathologists or Intervention staff) to determine each student's learning, engagement, wellbeing and cultural awareness needs.
[Phonics and Phonemic awareness assessment guidelines for EAL](#)
[RAPT assessment guidelines for EAL](#)

EAL specialist staff will also complete [Phase 2 of the Language and Learning Questionnaire](#) with the incoming student/s.

- In consultation with Dandenong Primary School leadership, data from the EAL specialist staff assessment processes will be used to determine a student's eligibility for participation in the EAL specialist program.
- Eligibility is based on student learning needs and the capacity of the EAL specialist program.

Exiting/Transitioning from the EAL Specialist Program

- Students will be transitioned from the EAL specialist program into full-time mainstream classroom participation when the student is deemed ready according to achievement against the EAL Standards

OR

When the cohort of students in the EAL specialist program is not consistent with the EAL student and the student is best matched to continue learning in the mainstream classroom setting.

eg. A student achieving B3 standard will gain greater benefit from a mainstream classroom setting than an EAL specialist class consisting predominantly of B1 or B2 students.

- The decision to transition an EAL student into full-time mainstream classroom participation will be made in consultation between EAL specialist staff, classroom teacher(s) and school leadership based on the Student Assessment data.
[RAPT EAL guidelines](#)
[Motif EAL guidelines](#)
- The EAL specialist staff will support the transition of the EAL student with a prepared ILP outlining the targeted learning goals for the EAL student for the following term in addition to a written handover report highlighting the students assessment data, learning behaviours, strengths and learning goals.
- A Student Support Group (SSG) comprising an EAL teacher and the mainstream classroom teacher will monitor and support each exiting student's transition from the EAL specialist class into the mainstream classroom through the development and implementation of an Individual Learning Plan (ILP)
- The EAL teacher OR Literacy Leader will conduct 6 weekly pulse checks with the EAL students classroom teacher for the purpose of checking in and monitoring the students progress and assessment data following their transition to the mainstream classroom.
- Each student's ILP will be reviewed on a termly basis until such time as the student has successfully exited the EAL specialist program (minimum 6 months SSG monitoring)

EAL Students in the Mainstream Classroom

All teachers will ensure a range of effective EAL strategies will be developed to support the needs of every student.

[Supporting EAL Learners In the Classroom](#)

[Supporting New Arrivals in the Mainstream Classroom NPELS](#)

EAL students in the mainstream classroom may be supported through the development and implementation of:

- Individual Learning Plan (ILPs)
- Classroom modifications and/or
- Additional assistance provided by additional assistance teachers and support staff including the Speech Therapy Assistant (STA) Program

Section 3: Assessment and Reporting for EAL Students at Dandenong Primary School

Assessing and Reporting Against the EAL Standards

According to DET's *Reporting for Students Where English is an Additional Language*:

"If a teacher's assessment of an EAL student against the English achievement standards places the student well below their peers, and the student still requires substantial support in learning English as an additional language, then teachers should continue to use the EAL standards".

Further to the recommendations above, Dandenong Primary School staff met on May 22, 2018 to define the following:

- a) **Well below** is defined as 12 months below or more
- b) **Substantial support** in the context of EAL students can include support provided through:
 - Individual Learning Plan (ILPs)
 - Classroom modifications and/or
 - Additional assistance provided by additional assistance teachers and support staff including the Speech Therapy Assistant (STA) Program, RTI team.

Therefore, EAL students who are 12 months or more behind in literacy and who are receiving any of the additional supports outlined above, should be reported on against the EAL Standards.

The stage of the EAL curriculum in which each EAL student is performing can be established using the assessment data collected from the Renfrew Action Picture Test (RAPT) and it's equivalent EAL curriculum Stages.

RAPT guidelines for EAL stages

Generally speaking, once an EAL student begins to be assessed against the year level-appropriate Victorian Curriculum F-10 English standard then that student should not 'revert back' to being assessed against the EAL Standards.

Student progress will be monitored using a range of assessment tools such as running records, writing samples and speaking and listening activities. Refer also to the *Dandenong Primary School Assessment Scope & Schedule*

EAL Specialist Program Participant Reporting

EAL specialist program participants will be provided with a written report from EAL specialist staff as per the wider Dandenong Primary School reporting schedule (ie. June and December).

Section 4: Other EAL Student Supports

EAL Homework Club

Dandenong Primary School runs a weekly EAL Homework Club for students in Year 5/6 supported by volunteers.

Section 5: Resources

Student Wellbeing Team

The School Welfare Officer/team will support students and families from different language backgrounds including new arrivals, refugees and other families.

Foundation House

Foundation House provides services to advance the health, wellbeing and human rights of people of refugee backgrounds in Victoria who have experienced torture or other traumatic events in their country of origin or while fleeing those countries.

<http://www.foundationhouse.org.au/>

Websites

DET EAL Continuum

<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/relationship.aspx>

DET Reporting for Students Where English is an Additional Language

<http://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/reportseal.aspx>

DET Website

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal>

TEAL Website

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/default.aspx>

The Department has an Interpreter/Translation Service able to support communication with families with a language other than English spoken at home.

Noble Park English Language School

Noble Park English Language School has a New Arrivals program

Departmental Support is available from Sarah Culican, Regional EAL Officer

Sarah.Culican@education.vic.gov.au

Publications

- *Scaffolding Language, Scaffolding Learning* by Pauline Gibbons
- *Teaching English Language Learners in Mainstream Classes* by Margery Hertzberg.
- *The EAL Handbook* - Department of Education and Training 2016
- *Beginning ESL Support material for Primary New Arrivals* Department of Education and Training
- *School's in for Refugees. A Whole School Approach to Supporting Students of Refugee Background.* 2nd Edition Foundation House.
- *Classroom of Possibility-Supporting at risk EAL Students* by Jennifer Hammond and Jennifer Miller. PETAA
- *Intensive Language Scaffolding Across the Curriculum An EAL Literacy Model* by Jennifer Hammond and Jennifer Miller. Monash University.

The above resources are generally available from LMERC Resource Library, Carlton.

Telephone: (03) 9349 1418

Email: lmerc.library@edumail.vic.gov.au

Policy updated September 2021

Epilepsy and Seizures Policy

Purpose of this policy

To ensure that schools support students diagnosed with epilepsy and students having a non-epileptic seizure event appropriately.

Policy

Schools must implement strategies to assist students with epilepsy according to their specific needs.

Schools are required to ensure appropriate health and management plans are in place for students with epilepsy. For each student diagnosed with epilepsy, schools must have a current written [Epilepsy Management Plan](#) - signed by a doctor and provided to the school by the student's parents/carers. There are five different plans, however the doctor will provide one plan to the family depending on the type of treatment required.

Where the student's Epilepsy Management Plan states that emergency medication has been prescribed then the school must hold a current Emergency Medication Management Plan (EMMP) signed by a doctor and provided by the student's parents/guardians. The Staff will also need to be trained by a recognised epilepsy provider to provide medical assistance in accordance with that plan.

[Student Health Support Plan](#) - developed by the school in consultation with the parents/carers and where appropriate, the student's treating medical team.

Schools must also provide appropriate emergency first aid response and post seizure support when a student has a non-epileptic seizure event.

Definition

Epilepsy is characterised by recurrent seizures due to abnormal electrical activity in the brain.

Epileptic seizures are caused by a sudden burst of excess electrical activity in the brain resulting in a temporary disruption in the normal messages passing between brain cells. Seizures can involve loss of consciousness, a range of unusual movements, odd feelings and sensations or changed behaviour. Most seizures are spontaneous, brief and self-limited. However multiple seizures known as seizure clusters can occur over a 24 hour period.

Non-epileptic seizures (NES), also known as 'dissociative seizures'. There are two types of non-epileptic seizures:

- organic NES which have a physical cause
- psychogenic NES which are caused by mental or emotional processes.

Seizure triggers is a term used to describe known circumstances where the individual may have an increased likelihood of having a seizure. Seizure triggers are unique to the person and are not always known. Common seizure triggers can include stress, lack of sleep, heat, illness or missed medication. A detailed description of seizure types and triggers can be found on the Epilepsy Foundation website, see Other resources below.

Impact at school

Many students with epilepsy have their seizures well-controlled with medication and can participate fully in school life. However, studies indicate that students with epilepsy are at a higher risk of:

- psychological issues or mental health problems
- memory, attention and concentration problems
- behaviour problems
- fatigue
- school absences

All of these may negatively impact the student's learning and academic achievements. The impact on learning following a seizure event can vary. Many types of seizures are non-epileptic, and may never be accurately diagnosed.

Further information and resources for school staff can be found on the Epilepsy Smart Schools website, see Other Resources below.

Strategies

First Aid

For all seizure events:

- remain calm
- ensure other students in the vicinity of the seizure event are being supported
- note the time the seizure started and time the event until it ends
- talk to the student to make sure they regain full consciousness
- stay with and reassure the student until they have fully recovered
- provide appropriate post seizure support or adjustments - see Epilepsy support, below

A tonic-clonic seizure (convulsive seizure with loss of consciousness) presents as muscle stiffening and falling, followed by jerking movements.

During this type of seizure:

- protect the head e.g. place a pillow or cushion under the head
- remove any hard objects that could cause injury
- do not attempt to restrain the student or stop the jerking
- do not put anything in the student's mouth
- as soon as possible roll the student onto their side – you may need to wait until the seizure movements have ceased.

For a seizure with impaired awareness (non-convulsive seizure with outward signs of confusion, unresponsiveness or inappropriate behaviour) avoid restraining the student. You may need to guide the student safely around objects to minimise risk of injury.

When providing seizure first aid support to a student in a wheelchair

- protect the student from falling from the chair, secure seat belt where available and able
- make sure the wheelchair is secure
- support the students head if there is no moulded head rest
- do not try to remove the student from the wheelchair
- carefully tilt the student's head into a position that keeps the airway clear.
- Schools should call an ambulance immediately if:
 - you do not know the student
 - there is no Epilepsy Management Plan
 - a serious injury has occurred
 - the seizure occurs in water
 - you have reason to believe the student may be pregnant.

Epilepsy support

This table provides information on how the school can support the student living with epilepsy.

Strategy	Description
Epilepsy Management documentation	<p>Must:</p> <ul style="list-style-type: none"> be signed by the treating medical professional before being provided to the school by the student's parents/guardians. be readily accessible to all relevant school staff with a duty of care responsibility for the student living with epilepsy. remain current for 12 months and must be reviewed and updated annually. <p>The Epilepsy Management Plan is an important document that not only defines what an emergency is for the student, and the appropriate response, but also:</p> <ul style="list-style-type: none"> whether emergency medication is prescribed how the student wants to be supported during and after a seizure identified risk strategies (such as water safety, use of helmet) potential seizure triggers. <p>Where emergency medication is prescribed, the Emergency Medication Management Plan provides information on the dose, route of administration and emergency response required in the event of a seizure.</p>
Student Health Support Plan	<p>The Student Health Support Plan outlines how the school will support the student's health care needs and must be in place for each student with epilepsy. It is to be completed by the school in consultation with parents/guardians and guided by medical advice provided in the Epilepsy Management Plan.</p>
Training of staff	<p>School staff with a direct teaching role or other staff as directed by the principal who have a duty of care responsibility for a student living with epilepsy are required to receive training in:</p> <ul style="list-style-type: none"> Epilepsy: An Introduction to Understanding and Managing Epilepsy and where indicated, Epilepsy: Administration of Emergency Medication Parts 1 & 2. <p>Training must be refreshed every two years, or sooner when there is a change in the:</p> <ul style="list-style-type: none"> dose of medication, and/or route of administration, and/or seizure type/description. <p>Training is available face to face or online, For further information on course options and to register for training, see: Epilepsy Foundation</p>
Storage and access to Emergency Medication Kits	<p>Individual Emergency Medication Kits (Kits) should be held for each student that has been prescribed emergency medication. Kits should include the required medication and tools to provide medical assistance in accordance with the students Emergency Medication Management Plan.</p> <p>The location of the Kit/s should be known to all school staff with a duty of care responsibility for the student living with epilepsy.</p> <p>Schools are required to make plans for the transport of the Individual Emergency Medication Kits to camps, excursions and special events as required.</p>

Students with epilepsy can generally participate fully in school life, including sport and physical activities, camps, excursions and special events. Subject to medical advice, participation in these activities should be encouraged.

Healthy eating

Some students with epilepsy may be on a medically prescribed ketogenic diet, which is a high fat diet sometimes used to control seizures. It involves a restricted fluid, high fat and very low carbohydrate and protein diet which produces a high ketone state (ketosis). This state decreases seizure activity in some circumstances.

The inclusion of students on the ketogenic diet within the school setting requires schools to be mindful of the restrictive and potentially isolating impact this diet may have on the student and the implications for discussing 'healthy eating' in the classroom, attending camps, excursions and special events.

Swimming and water safety

Being in and around water represents a serious potential risk for all people living with epilepsy.

The level of support and supervision a student needs will vary depending on specific risk mitigation strategies that the doctor has instructed in the student's Epilepsy Management Plan. Unless otherwise specified in writing by the doctor, a dedicated staff member must keep the student under visual observation at all times while the student is in the water and be able to get assistance to the student quickly if a seizure occurs.

Encouraging student participation

Additionally, a dedicated staff member must remain within close response distance to a student with epilepsy when bathing/showering e.g. standing outside the bathing/shower door.

Schools are required to make reasonable adjustments in the classroom and in assessments related to the student's seizure activity or attendance at medical appointments. These adjustments should be outlined in the student's Student Health Support Plan.

Reasonable adjustments may include:

development of an Individual Learning Plan (ILP); for an ILP sample and template, see: [Epilepsy Smart Schools](#)

setup of a [Student Support Group](#)

adjustment of assessment tasks related to time or reasonable expectations in group work

examination adjustments related to increased reading time; breaks; or identified trigger considerations

Seizure response

engagement of specialist services such as neuropsychologists; psychologists; occupational therapists or speech pathologists.

Because the diagnosis of epilepsy can be complex and evolving, communication between schools and parents/carers is important to inform diagnosis and treatment as well as to ensure that the student's needs are identified and met. This should be outlined in the Student Health Support Plan.

A good communication strategy would include:

identification of the key staff member for the parent/carer to liaise with regular communication about student's health, seizure occurrences, learning and development, changes to treatment or medications, or any health or education concerns via communication books, seizure diary, emails or text messages.

Communication

Related legislation

Medical conditions, such as epilepsy, are considered a disability under both state and federal anti-discrimination laws. Under the Equal Opportunity Act 2010 (Vic) and the Disability Discrimination Act 1992 (Cth), schools have a positive obligation to make reasonable and necessary adjustments for students with medical conditions such as epilepsy, to enable them to access and to participate in their education on the same basis as their peers.

This legal obligation arises regardless of whether they are funded under the Program for Students with Disabilities (PSD).

Occupational Health and Safety Act 2004

Related DET policies

[Complex Medical Needs](#)

[Duty of Care](#)

[Health Care Needs](#)

[Health Support Planning Forms](#)

[Swimming Supervision and Water Safety](#)

Other DET resources

[Epilepsy Foundation](#)

[Epilepsy Smart Schools](#)

This policy was endorsed by Dandenong Primary School Council September 2017

This policy will be reviewed in 2019 or earlier as determined by the Dandenong Primary School Council

Enrolment Policy

Rationale

Dandenong Primary School is a government school. All children who are Australian citizens or permanent residents, and who are under eighteen years, are entitled to be enrolled in a government school. They are guaranteed a place in their neighbourhood school and may choose any other school in which space is available.

Children may enter primary school at the beginning of the year that they turn 5 if their birthday falls before the 30th April. Students are not legally obliged to attend school until they turn 6 and many parents delay the entry of children so that they commence school in their 7th year. Dandenong Primary School caters for students for 7 years, from Prep to Year 6.

Aims

- To provide an efficient process of enrolment that satisfies the needs of both students and the school
- To provide a fair and equitable opportunity to attend Dandenong Primary School

Implementation

As Dandenong Primary School may from time to time face a demand for Prep (and other grade level) enrolments that often exceeds capacity, the Department of Education and Early Childhood Development policy is fully implemented.

- All primary age students residing in the Neighbourhood Area, (permanent residence is closer to Dandenong Primary School than any other government school except where the student's residential address meets the defined boundaries of another government school), are guaranteed entry
- Students will be allocated to classes according to a combination of class size and student need
- Students who then move outside of this Neighbourhood Area after they have been successfully enrolled are able to maintain their enrolment status at Dandenong Primary School

Where there are insufficient places for students from outside this Neighbourhood Area students will be enrolled in the following priority order:

1. Siblings of students already enrolled at the school but who live outside the Neighbourhood area
2. Students seeking enrolment on specific curriculum grounds
3. All other students in order of closeness of their home to the school. The Principal may decide to enrol a student on compassionate grounds where there are significant individual or family circumstances.

Where there are sufficient places for students at Dandenong Primary School the following guidelines are employed:

- As all children must be aged 5 by April 30th in the year of entry, proof of age is required
- An application for enrolment form must be completed for each child. These are available by post or by calling in to the school office or by email
- An original birth certificate or passport as proof of date of birth must be sighted and the school will make a photocopy
- Parents or guardians must provide an immunisation status certificate to the school regardless of whether the child is or is not immunised. Note: Homeopathic immunisation

is not a recognised form of immunisation, and therefore cannot be listed on an immunisation status certificate.

- Documentation to demonstrate to the satisfaction of the school that the student is a permanent resident of the neighbourhood area. This could include proof of purchase or a utilities bill

Early Enrolment

Parents that seek early entry for their child, who is not of minimum age, must obtain written approval from the Regional Director before they are able to enrol. A child who is less than the minimum age of entry for Victorian schools but has transferred from an interstate school is eligible for enrolment. Evidence of age and full-time enrolment at the interstate school must be provided.

Overseas Enrolment

- Entry criteria in terms of neighbourhood area apply
- Students must not be enrolled in any other school (proof may be required).
- The year level at which the student is enrolled is the decision of the school.
- Enrolment is dependent on the correct Visa subclass. Visa subclass numbers are checked that the visa is at least 12 months or covers the duration of the school year prior to any offer is made.
- If families state permanent residency then this may need to be proven. A copy of passport/residency certificate is required.
- New Zealand entrants may enrol directly but will be identified on CASES 21.
- International students who do not have the correct visa are referred to the International Unit for placement. They will be subject to full fees which need to be confirmed with IU and may not enrol directly into school.
- If the child has no English an enquiry to the Noble Park English Language School may be necessary.
- Information regarding the enrolment of overseas students can be obtained from the International Studies Unit (03) 9637 2202.

Children With Disabilities

Students with Disabilities and Impairments will be enrolled along with all other eligible children. Concerns relating to resources are insufficient grounds for a delayed admission. Delayed admissions can only be authorised by the Regional Director

Transfers

Students wishing to enrol at our school from a neighbouring school will be able to do so if:

- the Principal of the previous school is in agreement with the transfer
- there has been a change of address that places the student closer to our school than the previous school,
- if the student seeking enrolment is from a non-government school

Principals of previous schools of all students seeking transfers will be contacted to:

- discuss the circumstances of the transfer
- seek a transfer note and immunisation certificate
- discuss any academic, wellbeing or behavioural matters.

The Principal has the authority to defer admission for a reasonable period of time in order that enquiries of the previous school are carried out in the interests of the student.

External Providers Policy

Policy Statement

External providers may be engaged to deliver specific outdoor or adventure activities or a whole program. They may provide expertise in a certain activity and can form a valuable addition to a program. Clear and open communication that occurs well in advance of the planned program is the key to an effective and well-informed relationship between a school and an external provider. Before an external provider is selected to assist with the delivery of a program, a thorough check should be completed by the school to ensure that they are appropriate for the program.

Government schools using residential campsites in Victoria as a venue for their camp or excursion are required to use only accredited campsites. For more information see: School Policy and Advisory Guide - Venue Selection

Schools cannot sign 'Waivers of liability' on behalf of students. Regardless of the role of the external provider, schools retain overall responsibility for the program and any activities involving students.

Where not directly responsible for the instruction of the activity or assisting the instructor, the teacher present must understand the activity and the environment in which it will be conducted. This teacher must confer with the designated instructor about the supervisory role and establish areas of responsibility. If the teacher is not the designated instructor he/she is to act on the advice of the designated instructor on technical safety issues.

Procedures

Prior to commencement of a program the school should ensure that the external provider has:

- a current public liability insurance certificate (minimum \$10 million) provided by an APRA approved insurer
- discussed with the school who has responsibilities for first aid, emergency communications and other specialist equipment
- demonstrated that staff have the correct qualifications and/or experience for their specific role/s
- a documented system in place to ensure that students are supervised by either a registered teacher or an approved staff member with a current Working With Children Check
- ensure that supervision of students is overseen at all times by a staff member or other individual that has a completed Working With Children Check
- discussed with the school who will be responsible for emergency procedures, and that these are well understood prior to the excursion taking place
- read the relevant sections of the Department's Safety Guidelines for Education Outdoors and understood their obligations under these guidelines

The following materials are essential to guiding the planning and approval process:

- [Planning](#) - these pages support your decision-making role
- [Forms](#) - these checklists will inform external providers about the responsibilities of principals, teachers and school councils in preparing for outdoor and adventure-based excursions.

First Aid Policy

PURPOSE

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

SCOPE

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

- *Anaphylaxis Policy*
- *Asthma Policy*

POLICY

From time to time Dandenong Primary School staff might need to administer first aid to students at school or school activities.

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

Staffing

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

Dandenong Primary School's trained first aid officers are:

Name	First Aid Level 2 Expiry	CPR HLTAID001 Expiry	Anaphylaxis 22099VIC Expiry	Asthma 22282VIC Expiry
Kylie Southgate	30/1/22		30/1/22	30/1/22
Kane Douglas-Sonnett	30/1/22	16/12/22	30/1/22	30/1/22
Terri Truscott	30/1/22	16/12/22	30/1/22	30/1/22
Ani Arzoyan	30/1/22		30/1/22	30/1/22
Elizabeth Carpenter	30/1/22		30/1/22	30/1/22
Evangeline Sukumar	30/1/22		30/1/22	30/1/22
Felicia Runcan	30/1/22		30/1/22	30/1/22
Findlay Rayson	30/1/22		30/1/22	30/1/22
Janelle Jarvis	30/1/22		30/1/22	30/1/22
Marie Yallappa	30/1/22		30/1/22	30/1/22
Mary Andara	30/1/22		30/1/22	30/1/22
Maryanne Bell	30/1/22		30/1/22	30/1/22
Maureen Fernandez	30/1/22		30/1/22	30/1/22
Narelle Albert	30/1/22		30/1/22	30/1/22
Nicolette Pratt	30/1/22		30/1/22	30/1/22
Nigel Wilcock	30/1/22		30/1/22	30/1/22
Paul Krol	30/1/22		30/1/22	30/1/22
Rebecca Harris	30/1/22		30/1/22	30/1/22
Rod Martinez	30/1/22		30/1/22	30/1/22

Samantha Hill	30/1/22		30/1/22	30/1/22
Susanna Presti-farkas	30/1/22		30/1/22	30/1/22
Suzanna Bowman	30/1/22		30/1/22	30/1/22
Wendy Sinclair	30/1/22		30/1/22	30/1/22
Yasemin Yesil	30/1/22		30/1/22	30/1/22
Christine Broderick	11/12/21		11/12/21	11/12/21
Donna Mersin	11/12/21		11/12/21	11/12/21
Sharyn Tour	11/12/21		11/12/19	11/12/21
Tilly De Silva	11/12/21		11/12/19	11/12/21
Denece O'shea	11/12/21	16/12/22	11/12/21	11/12/21
Morgan Gunning	11/12/21	16/12/22	11/12/21	11/12/21
Fahima Mirza	11/12/21		11/12/21	11/12/21
Jaihoona Kakar	11/12/21		11/12/21	11/12/21
Joyani Pererira	11/12/21		11/12/21	11/12/21
Kathy Wilson	11/12/21		11/12/21	11/12/21
Michelle Parker	11/12/21		11/12/21	11/12/21
Sengjul Rasidovski	11/12/21		11/12/21	11/12/21
Vasiliki Brannan	11/12/21		11/12/21	11/12/21
Leanne Skaftorous		16/12/22		
Rebekah Petersen		16/12/22		

First aid kits

Dandenong Primary School will maintain:

- A major first aid kit which will be stored in the school first aid room/sick bay
- 8 portable first aid kit/s which may be used for excursions, camps, or yard duty. The portable first aid kit/s will be stored in the first aid room/sick bay (5) and BER Buildings (2)

Donna Mersin will be responsible for maintaining all first aid kits.

Care for ill students

Students who are unwell should not attend school.

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

First aid management

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

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero “000” for emergency medical services at any time.
- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
- If first aid is administered for a minor injury or condition, Dandenong Primary School will notify parents/carers by written notice.
- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practical.
- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
- Whenever first aid treatment has been administered to a student Dandenong Primary School will:
 - record the incident on CASES21
 - if first aid was administered in a medical emergency, report the incident to the Department’s Security Services Unit on 03 9859 6266.

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

FURTHER INFORMATION AND RESOURCES

Refer to the school’s *Health Care Needs, Administration of Medication, Anaphylaxis, Asthma Policies*

REVIEW CYCLE

This policy was endorsed by the Dandenong Primary School Council on 25 February 2021 and is scheduled for review in February 2024 or as required.

Hazardous Materials Register

What is a Hazardous Materials Register?

Hazardous Materials Registers go hand in hand with Material Safety Data Sheets (MSDS) to provide information and instruction to workers to safely manage the risk from exposure to hazardous substances in the workplace.

What information is in a Hazardous Materials Register?

It is a requirement for all companies, self employed persons, or partnerships to assess if the products they use, or their employees or contractors use, are hazardous. If they are, they need to maintain a Hazardous Material Register, containing the following information (at a minimum):

- Product name
- Storage location, quantity and use
- Product labelling
- Current MSDS
- Is substance hazardous? Yes/No
- What personal protective equipment (ppe) is required?

It is also a requirement for all companies, self employed persons or partnerships to make sure that copies of the hazardous materials register and MSDS are available at the place of use of the product. This means work vehicles must carry copies of these documents if they also carry any products that require MSDS.

As a brief example of the reason for this requirement- some products, if swallowed, require the affected person to drink milk as an immediate treatment whereas other products may require the affected person to vomit. If you get this wrong it may result in further damage to the affected person, therefore it is vital that all relevant information is close to hand if needed.

What information is in an MSDS?

An MSDS is a document that contains important information about a substance and must state:

- The name of the substance,
- Its classification – Hazardous or Non Hazardous,
- Health hazard information including short and long term health effects on the person using the substance,
- P.P.E requirements for persons working with the product,
- The chemical and physical properties of the hazardous substance,
- Precautions for safe use and handling, and
- The manufacturers or importer's name, Australian address and telephone number.

Health Care Needs Policy

PURPOSE

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

OBJECTIVE

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

SCOPE

This policy applies to:

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

POLICY

This policy should be read with Dandenong Primary School's *First Aid, Administration of Medication, Anaphylaxis and Asthma* policies.

Student health support planning

In order to provide appropriate support to students at Dandenong Primary School who may need medical care or assistance, a Student Health Support Plan will be prepared by Donna Mersin and/or Assistant Principal or Principal in consultation with the student, their parents, carers and treating medical practitioners.

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

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

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

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

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

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

Student Health Support Plans will be reviewed:

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

Management of confidential medical information

Confidential medical information provided to Dandenong Primary School to support a student will be:

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

FURTHER INFORMATION AND RESOURCES

- the Department's Policy and Advisory Library:
 - [Health Care Needs](#)
 - [Health Support Planning Forms](#)
 - [Complex Medical Care Supports](#)

REVIEW CYCLE

This policy was endorsed by the Dandenong Primary School Council on 25 February 2021 and is scheduled for review in February 2024 or as required

Health Support Plan Proforma

This plan outlines how the school will support the student's health care needs, based on health advice received from the student's medical/health practitioner. This form must be completed for each student with an identified health care need (not including those with Anaphylaxis as this is done via an Individual Anaphylaxis Management Plan – see

www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxischl.aspx

This Plan is to be completed by the principal or nominee in collaboration with the parent/carer and student.

School:		Phone:
Student's name:		Date of birth:
Year level:		Proposed date for review of this plan:
Parent/carer contact information (1)	Parent/carer contact information (2)	Other emergency contacts (if parent/carer not available)
Name:	Name:	Name:
Relationship:	Relationship:	Relationship:
Home phone:	Home phone:	Home phone:
Work phone:	Work phone:	Work phone:
Mobile:	Mobile:	Mobile:
Address:	Address:	Address:
Medical /Health practitioner contact:		
<input type="checkbox"/> General Medical Advice Form - for a student with a health condition <input type="checkbox"/> School Asthma Action Plan <input type="checkbox"/> Condition Specific Medical Advice Form – Cystic Fibrosis <input type="checkbox"/> Condition Specific Medical Advice Form – Acquired Brain Injury <input type="checkbox"/> Condition Specific Medical Advice Form – Cancer <input type="checkbox"/> Condition Specific Medical Advice Form – Diabetes		
<input type="checkbox"/> Condition Specific Medical Advice Form – Epilepsy <input type="checkbox"/> Personal Care Medical Advice Form - for a student who requires support for transfers and positioning <input type="checkbox"/> Personal Care Medical Advice Form - for a student who requires support for oral eating and drinking <input type="checkbox"/> Personal Care Medical Advice Form - for a student who requires support for toileting, hygiene and menstrual health management		
List who will receive copies of this Student Health Support Plan :		
1. Student's Family 2. Other: _____ 3. _____ Other: _____		
The following Student Health Support Plan has been developed with my knowledge and input		
Name of parent/carer or adult/mature minor** student: _____ Signature: _____ Date: _____		
**Please note: Mature minor is a student who is capable of making their own decisions on a range of issues, before they reach eighteen years of age. See: Decision Making Responsibility for Students - School Policy and Advisory Guide		
Name of principal (or nominee): _____ Signature: _____ Date: _____		
Privacy Statement		
The school collects personal information so as the school can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant school staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected. Please contact the school directly or FOI Unit on 96372670.		

HOW THE SCHOOL WILL SUPPORT THE STUDENT'S HEALTH CARE NEEDS

Student's name:	
Date of birth:	Year level:
What is the health care need identified by the student's medical/health practitioner?	
Other known health conditions:	
When will the student commence attending school?	
Detail any actions and timelines to enable attendance and any interim provisions:	

Below are some questions that may need to be considered when detailing the support that will be provided for the student's health care needs. These questions should be used as a guide only.

Support	What needs to be considered?	Strategy – How will the school support the student's health care needs?	Person Responsible for ensuring the support
Overall Support	Is it necessary to provide the support during the school day?	<i>For example, some medication can be taken at home and does not need to be brought to the school.</i>	
	How can the recommended support be provided in the simplest manner, with minimal interruption to the education and care program?	<i>For example, students using nebulisers can often learn to use puffers and spacers at school.</i>	
	Who should provide the support?	<i>For example, the principal should conduct a risk assessment for staff and ask: Does the support fit with assigned staff duties, the scope of their position, and basic first aid training (see the Department's First Aid Policy www.education.vic.gov.au/hrweb/ohs/health/firstaid.htm Are additional or different staffing or training arrangements required?</i>	
	How can the support be provided in a way that respects dignity, privacy, comfort and safety and enhances learning?	<i>For example, detail the steps taken to ensure that the support provided respects the student's dignity, privacy, comfort and safety and enhances learning.</i>	
First Aid	Does the medical/health information highlight any individual first aid requirements for the student, other than basic first aid?	<i>Discuss and agree on the individual first aid plan with the parent/carer. Ensure that there are sufficient staff trained in basic first aid (see the Department's First Aid Policy www.education.vic.gov.au/hrweb/ohs/health/firstaid.htm Ensure that all relevant school staff are informed about the first aid response for the student.</i>	
	Are there additional training modules that staff could undertake to further support the student, such as staff involved with excursions and specific educational programs or activities?	<i>Ensure that relevant staff undertake the agreed additional training Ensure that there are contingency provisions in place (whilst awaiting the staff member to receive training), to facilitate the student's attendance at school.</i>	

Complex medical needs	Does the student have a complex medical care need?	<p><i>Is specific training required by relevant school staff to meet the student's complex medical care need?</i></p> <p><i>The Schoolcare Program enables students with ongoing complex medical needs to have their health care requirements met safely at school. This program is available to students who would be unable to attend school without the procedure being performed by appropriately trained staff. Following the referral process, RCH nurses will attend your school and provide specialist training to nominated school staff.</i></p> <p><i>Further information about the Schoolcare Program may be found in the Schoolcare Program Guidelines and Referral form at: www.education.vic.gov.au/school/teachers/learningneeds/Pages/programsupp.aspx</i></p>	
Personal Care	Does the medical/health information highlight a predictable need for additional support with daily living tasks?	<p><i>Detail how the school will support the student's personal care needs, for example in relation to nose blowing, washing hands, toileting care (including menstrual health management and other aspects of personal hygiene)</i></p> <p><i>Would the use of a care and learning plan for toileting or hygiene be appropriate?</i></p>	
Routine Supervision for health-related safety	Does the student require medication to be administered and/or stored at the School?	<p><i>Ensure that the parent/carer is aware of the school's policy on medication management.</i></p> <p><i>Ensure that written advice is received, ideally from the student's medical/health practitioner for appropriate storage and administration of the medication – via the Department's Medication Authority Form.</i></p> <p><i>Ensure that a medication log or equivalent official medications register is completed by the person administering the taking of the medication.</i></p>	
	Are there any facilities issues that need to be addressed?	<p><i>Ensure the school's first aid room/sick bay and its contents provide the minimum requirements and discuss whether other requirements can be facilitated in this room to meet the student's health care needs.</i></p> <p><i>Ensure the school provides necessary reasonable adjustments to assist a student who requires a wheelchair or other technical support. Discuss requirements and possible modifications with the parent/carer/student.</i></p>	
	Does the student require assistance by a visiting nurse, physiotherapist, or other health worker?	<p><i>Detail who the worker is, the contact staff member and how, when and where they will provide support.</i></p> <p><i>Ensure that the school provides a facility which enables the provision of the health service.</i></p>	
	Who is responsible for management of health records at the school?	<p><i>Ensure that information privacy principles are applied when collecting, using, retaining or disposing of personal or health information.</i></p>	
	Where relevant, what steps have been put in place to support continuity and relevance of curriculum for the student?	<p><i>For example, accommodation in curriculum design and delivery and in assessment for a student in transition between home, hospital and school; for a student's attendance (full-time, part-time or episodically).</i></p>	

Other considerations	Are there other considerations relevant for this health support plan?	<p><i>For example, in relation to behaviour, such as special permission to leave group activities as needed; planned, supportive peer environment.</i></p> <p><i>For example, in relation to the environment, such as minimising risks such as allergens or other risk factors.</i></p> <p><i>For example, in relation to communication, is there a need to formally outline the communication channels between the school, family and health/medical practitioner?</i></p> <p><i>For example, is there a need for planned support for siblings/peers?</i></p>	
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Heat Health Policy

Purpose of this policy

To ensure schools have measures in place to prepare for and manage the risks associated with extreme hot weather.

Policy

Extreme heat or heatwave is a period of unusual and uncomfortable hot weather that can negatively affect health. Children and young people are more susceptible to heat stress therefore schools must be able to recognise and treat heat related illness and have strategies to manage prolonged periods of extreme heat.

Hot Day Indoor Timetable

Dandenong Primary School will enact a Hot Day Indoor Timetable (as per Wet Day Timetable) when the outside temperature reaches 35 degrees Celsius. The temperature is measured at the nearest [Bureau of Meteorology weather station to the school site site](#).

Early intervention

It is important that school staff know the signs and symptoms of heat stress and how to respond. See the Better Health website [Heat stress and heat-related illness](#) for detailed information.

Some heat-related illnesses and common symptoms include:

- deterioration in existing medical conditions
- heat rash
- heat cramps - these include muscle pains or spasms
- dizziness and fainting
- **heat exhaustion** - warning signs may include paleness and sweating, rapid heart rate, muscle cramps headache, nausea and vomiting, dizziness or fainting.
- **heatstroke** - The person may stagger, appear confused, have a fit, collapse and become unconscious. This is a medical emergency and requires urgent attention.
- Treatment options vary according to the type of heat-related illness. ***If a student, staff member or visitor shows any sign of heat exhaustion or heatstroke schools must apply first aid and seek medical assistance immediately.***

Prevention

To minimise the risks associated with extreme hot weather schools must review and where practicable and appropriate implement the following strategies:

- ensure the schools emergency management plan risk assessment considers extreme heat and responses for power outage(s), transport delays and/or cancellation
- ensure adequate shade on school grounds from man-made structures (tents, sails and umbrellas) and/or trees.
- educate and encourage students and school staff to stay hydrated and display heat guidelines and charts in prominent locations in the school for reminders around hydration and symptoms.
- have drink stations located around the school premises
- review first aid kits and consider the inclusion of additional ice packs and hydrolytes

Preparedness

Schools must subscribe to the Department of Health and Human Services Heat Health Alerts, advisories and newsletters for regular monitoring of outdoor weather conditions, download and subscribe to the [VicEmergency App](#) and set up a watch zone to receive these health alerts.

During a period of extreme heat schools should also actively consider:

- utilising large industrial fans and /or ensuring indoor spaces have open doors and windows or air conditioning access during activities, especially during activity rest periods
- modifying or postponing any planned vigorous activity
- rescheduling/moving classes from classrooms with direct sunlight/no cooling.
- closing any internal and external blinds
- selecting suitable uniform options
- varying [school hours](#) by reducing midday recess to no less than thirty minutes and adjusting the dismissal time accordingly.

Note: Schools do not close at a certain temperature threshold during days of extreme heat; however, under emergency circumstances, schools may contact their regional director to consider appropriate actions.

Heat Health Alerts

Upon receiving advice of a Heat Health Alert schools should:

- notify parents/carers about school heat conditions and remind them to provide their child with water and apply SPF 30 sunscreen
- include information on the school's heat protective procedures and processes in a school newsletter or communication
- brief staff to be extra vigilant during periods of prolonged heat.

Other heat health messages

- Drink water - even if you don't feel thirsty, drink water. Take a bottle with you always.
- Hot cars kill - never leave children, adults or pets in hot cars. The temperature inside a parked car can double within minutes.
- Keep cool - seek out air-conditioned buildings, draw your blinds, use a fan, take cool showers and dress in light and loose clothing made from natural fabrics.
- Plan ahead - schedule activities in the coolest part of the day and avoid exercising in the heat. If you must go out, wear a hat and sunscreen and take a bottle of water with you.
- Help others - look after those most at risk in the heat – your neighbour living alone, the elderly, the young, people with a medical condition and don't forget your pets.

References

DET Heat Health Policy

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

CFMEU Rules Regarding Heat

<https://vic.cfmeu.org.au/faq/what-are-rules-regarding-heat>

Homework Policy

Purpose

To outline to our school community the Department's and Dandenong Primary School's policy requirements relating to homework.

Scope

This policy applies to students in all year levels and staff responsible for setting and monitoring homework at Dandenong Primary School.

Rationale

Dandenong Primary School has developed this Homework Policy in consultation with the school council to support student learning and wellbeing by:

- providing opportunities for students to review, revise and reinforce newly acquired skills
- providing opportunities for students to apply new knowledge
- providing opportunities for students to prepare for future lessons
- encouraging students to enrich or extend knowledge individually, collectively and imaginatively
- fostering good lifelong learning and study habits
- supporting learning partnerships with parents/carers.

Definitions

Homework is tasks assigned to students by teachers that are meant to be carried out during non-school hours.

POLICY

At Dandenong Primary School all homework set by teachers will be:

- Purposeful
- Curriculum-aligned
- appropriate to students' skill level and age
- designed to help students develop as independent learners
- monitored by the teacher
- where appropriate, provide opportunities for parents/carers to partner in their child's learning.

The types of homework that teachers at Dandenong Primary School will include are:

Foundation	Year 1 and 2	Year 3 and 4	Year 5 and 6
Home Reader (15 mins daily)	M100 Words (10 mins daily)	Reading home reader (15-20 mins daily)	Reading home reader (15-20 mins daily)
M100 Words (10 mins 5 x per week)	Home Reader (15-20 mins daily)	Book review (1 per week)	Book review (1 per week)
Share SeeSaw Journal (Once weekly)	Big Write 'Talk Homework' (10-15 mins x 1 per week)	SeeSaw Set Tasks (30 mins x 3 per week)	SeeSaw Set Tasks (30 mins x 3 per week)
		Big Write 'Talk Homework' (10-15 mins x 1 per week)	Big Write 'Talk Homework' (10-15 mins x 1 per week)
		EAL Learners: As above <i>plus</i>	EAL Learners: As above <i>plus</i> :
		Read and spell high frequency word list	Read and spell high frequency word list
			Homework Club Participants: As above <i>plus</i> : Set Reading Task

Other types of homework that teachers at Dandenong Primary School may include are:

- completing consolidation exercises for mathematics
- completing science investigation exercises
- making or designing an artwork
- practising spelling words
- practising sports skills
- practising words/phrases learnt in a language other than English
- reading background material for a subject
- reading English texts prior to class discussion
- researching topics associated with set class work
- revising/preparing for tests
- applying new skills to home context such as:
 - planning and cooking food, including following a recipe
 - helping to plan a day trip or holiday, including timings, directions and costs
 - growing plants
 - reviewing their favourite film or book
 - writing a diary entry
- engaging with parents in learning activities such as:
 - rehearsing a presentation with parent/carers, and seeking their feedback
 - interviewing a family member as part of a research project.

Shared expectations and responsibilities

Responsibilities and expectations for **leaders** at Dandenong Primary School are to advise teachers, students and parents/carers of homework expectations at the beginning of the school year and provide them with access to the homework policy.

Responsibilities and expectations for **teachers** at Dandenong Primary School are to:

- set homework that is curriculum-aligned and appropriate to the student's skill level and age
- ensure homework tasks are purposeful – this means they are deliberately designed and planned to support student learning (so, they are not 'busy work' or where students 'finish off' work they did/could not complete in class)
- assess homework and provide timely and practical feedback
- ensure the amount of homework set supports a student to engage with a range of recreational, family and cultural activities outside of school hours
- offer opportunities for families to engage in their children's learning.

Responsibilities and expectations for **students** are:

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

Responsibilities and expectations for **parents/carers** are:

- ensuring there is a balance between the time spent on homework and recreational, family and cultural activities
- talking to teachers about any concerns they have about the homework
- discussing homework with their child in their first language, if English is not the main language spoken at home,
- in dialogue, linking homework to:
 - previous experiences the child and/or parent/carer may have had
 - family culture(s), history(ies) and language(s)
 - relevant services, clubs, associations and community.
- ensuring there is a quiet study area for their child to complete homework.

Support for students and parents/carers

Dandenong Primary School understands that students have different learning strengths, preferences and interests and may approach learning activities and homework differently. If parents/carers are concerned their child may not understand the homework tasks that have been set or is spending a long period of time completing their homework, we encourage parents/carers to speak to their child's teacher.

Related policies and resources

- [Homework – Department Policy](#)

Review period

This policy was last updated in March 2021 and is scheduled for review in March 2023 or as required.

Inclusion and Diversity Policy

(includes Equal Opportunity and Sexual Harassment)

PURPOSE

The purpose of this policy is to explain Dandenong Primary School's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Dandenong Primary School strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff. For staff, this policy should be read alongside the Department of Education and Training's [Respectful Workplaces](#) policies (including [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#)) as these whole of Department policies apply to all staff at Dandenong Primary School.

POLICY

Definitions

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

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

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

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

Disability harassment: humiliating comments or actions about a person's disability.

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

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

Inclusion and diversity.

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

Dandenong Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At Dandenong Primary School we value the

human rights of every student and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

Dandenong Primary School will:

- Actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities (eg schools sports, concerts etc on the same basis as their peers)
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students
- respond to complaints and allegations appropriately and ensure that students are not victimised.

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes will not be tolerated at Dandenong Primary School. We will take appropriate measures, consistent with our Student Wellbeing and Engagement and Bullying policies to respond to students who demonstrate these behaviours at our school. Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

Reasonable adjustments for students with disabilities

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

RELATED POLICIES AND RESOURCES

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

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

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

REVIEW PERIOD

This policy was last updated on 7 March and is scheduled for review in March 2024 or as required.

Internet Banking Policy

Rationale

Internet Banking offers an online facility (via a website) providing users with the ability to undertake various banking functions including checking balances, transferring funds between accounts, Direct Debit and Credit and BPay. Where a Direct Debit facility is available there is minimal data security and therefore the School must implement internal control procedures to minimise risk and ensure accuracy of data transactions. It is an efficient means of receiving monies and processing payments.

Aims

To utilise the benefits of Internet banking whilst ensuring the schools procedures and internal controls meet the Department of Education and Early Childhood Development requirements in accordance with 'Education Training and Reform Regulations 2007.'

Implementation

- Payments through Internet banking software must be authorised by the Principal, Assistant Principal or School Council Treasurer.
- The school Business Manager cannot be nominated as an authoriser even if he/she is a member of School council
- Internet Banking may be used for payment of Invoices, reimbursement to parents including 'Direct Debit' and staff reimbursements transactions.
- Setting up of initial transaction details and any changes will be the responsibility of the Business Manager or Office Manager. An authorised officer will verify accuracy of all details.
- Changes to creditor and payee details will be in writing and authorised by an approving officer
- All documentation required for electronic payments will be obtained, completed, checked and authorised by approving officers as per Department guidelines.
- Transactions will be checked and authorised by the Principal and a second authorised signatory. The Business Manager or delegate will be responsible for inputting payment details from CASES21 for processing.
- The school will provide Bpay & Direct Deposit facilities to enable parents to make payments directly into the school bank account, as facilitated through CASES21 program when providing statements to parents.

Certification

This policy was endorsed by the Dandenong Primary School Council on 25 February 2021 and is scheduled for review in February 2024 or as required

Investment Policy

Rationale

School Council has a responsibility to manage school funds and in doing so, has a responsibility to invest excess funds in a manner that generates the maximum interest revenue with institutions that represent low risk.

Purpose

To ensure maximum interest returns on low-risk investments.

To ensure the cash-flow needs of the school are not compromised by the investment of funds into inaccessible accounts.

Guidelines

- The onus is on the school council, as trustee of school funds, to ensure that money is adequately protected by placing it in secure investments.
- Due to the risk and complexity associated with some investments, schools should aim to minimize their exposure to risk when investing school funds.
- All school council bank accounts, except the High Yield Investment Account (HYIA), must be in the name of the School Council.
- Registered signatories at the bank for these accounts must comprise the principal as a mandatory signatory, and a second co-signatory who must be a member of school council and approved by council as a signatory. The business manager, cannot be nominated as a signatory to school accounts, even if that person is a school council member. However the business manager can be nominated as the contact person for the accounts.
- All school council bank accounts are to be maintained on CASES21 Finance and regular (monthly) financial reports provided to school council. Each bank account must be reconciled each month and audited in accordance with DET policy.
- School bank accounts are not permitted to become overdrawn. The transfer of money from one bank account to another should be authorised by the Principal and transfers must be presented to school council each month

Investment Of Excess Funds In Other Investment Accounts

Where school councils elect to operate investment accounts in addition to the HYIA, the following guidelines are in place to assist council in discharging their responsibilities as trustees of school funds.

School councils are required to ensure that school funds are only invested with:

- financial institutions (specifically Banks and Credit Unions), which are regulated by the Australian Prudential Regulation Authority (APRA), and are listed by them as an Authorised Deposit –taking Institution (ADIs). A full list of these financial institutions can be obtained from the APRA website at <http://www.apra.gov.au/adi>
- Treasury Corporation of Victoria (TCV)
- Victorian Funds Management Corporation (VFMC)

Schools are able to invest in the following types of products with these institutions:

- Cash Management accounts
- Term deposit accounts
- Accepted or endorsed bills of exchange
- Negotiable, convertible or transferrable certificates of deposit

The investment of school funds in shares or other financial products, or with other financial institutions not listed as an ADI under the APRA guidelines is not allowed.

Where schools retain separate investments it remains essential to ensure that the maturity profile of the deposits is appropriate to the school's needs and that the following internal controls are in place.

(a) School Council approved investment policy

School Councils should formally minute, and review annually, an investment policy which details the:

- level of funds to be invested
- term of the investment(s)
- type of investment(s), with reference to the school's required cash flow during the year.
- School Councils should monitor investments for compliance with their policy.
- All investments, or changes to investments, should be approved by school council and authorised by the principal and a school council delegate.

(b) Treatment of investments

- All investment accounts must be recorded on CASES21 Finance and, except for the High Yield Investment Account, should be in the name of the School Council and recorded in an Investment Register.
- Schools should not deposit money directly to, or make payments directly from, an investment account. All receipts and payments must go through the school's Official Account with investment funds transferred to/from the investment account.
- Exceptions to this are:
 - interest earned and paid directly into an investment account
 - funds deposited by the Department directly to the High Yield Investment Account
 - schools with Australian Taxation Office endorsement for Deductible Gift Recipient status to operate a gift deductible trust fund (e.g. school library or building fund).
- On maturity of an investment, the School Council should review the cash requirements of the school and decide whether the funds are to be reinvested or utilised.

(c) Investment register

Where schools choose not to use the HYIA as the sole investment instrument, details of all other investments must be recorded in a manual investment register using headings such as:

- Bank account
- Bank title
- Account type
- Interest rate %
- Investment date
- Maturity date
- Account Balance
- Deposits
- Withdrawals

The Investment Register must be updated with any changes to invested monies and regularly reconciled with bank statements and certificates.

Keeping the register up-to-date will facilitate end of year reporting requirements.

(d) *Information to be retained by schools*

Schools should retain the following information in regards to investment of funds:

- School Council minutes containing approval of investment policy, approval of investments and details of changes to investment account particulars
- The School's approved 'School Council Investment Policy'
- Investment Register
- Bank statements or Certificates
- Relevant CASES21 Finance reports

Implementation

Dandenong Primary School will comply with all of the guidelines which have been detailed in this document.

Investments will only be made that do not prohibit school council from accessing school funds when needed. It is acknowledged that interest may be lost because of an early withdrawal from a term deposit.

All investment, or changes to investments, will be approved by School Council and authorised by the Principal and a School Council delegate.

Mandatory Reporting Policy

This content has been developed to support all Dandenong Primary School staff (principal, teachers, education support staff, allied health professionals, contractors and administrative staff etc.) to take action if they suspect, or are witness to any form of child abuse.

As professionals who work with children, we play a vital role in protecting children from abuse by responding and reporting any incidents, disclosures or suspicions. We are often best placed to identify signs and behaviours that may indicate that a child has been subject to abuse, or that a school community member or a school staff member may be a perpetrator of abuse.

The easiest way to comply with our legal and moral obligations (pg. 2) is to remember that we must report any reasonable suspicion that a child has been abused, or is at risk of being abused

Ministerial Order No. 870 – Child Safe Standards

All Victorian schools must comply with the new Ministerial Order No. 870 - Child Safe Standards - Managing the Risk of Child Abuse in Schools in order to be registered, and remain registered with the Victorian Registration and Qualifications Authority (VRQA).

The Order came into effect on 1 August, 2016 and specifies how every Victorian schools must: embed a culture of 'no tolerance' for child abuse comply with the prescribed seven minimum child safe standards.

In meeting the requirements of Ministerial Order No. 870, schools must be inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or indigenous, cultural or linguistic background.

Our Obligations

All school staff members have a moral and legal obligation and a Duty of Care to protect any child under their care from foreseeable harm (not just staff who are classified as mandatory reporters)

As a school staff member, you must respond to any reasonable suspicion that a child has been, or is at risk of being abused by following the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse

Recent changes to Victorian legislation create additional legal obligations in relation to reporting suspected sexual child abuse. Failing to meet these obligations can constitute a criminal offence, including a:

- failure to disclose a sexual offence
- failure to protect a child (where it is known that a person associated with their organisation poses a substantial risk of sexually abusing children)

Mandatory Reporting Obligations

There are certain classes of professionals, who are classified as "mandatory reporters". Within a school mandatory reporters include all:

- Victorian Institute of Teaching (VIT) registered teachers (including Principals)
- staff who have been granted permission to teach by the VIT
- registered doctors and nurses.

All mandatory reporters must make a report to Victoria Police and/or DHHS Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:

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

It is a criminal offence not to report in these circumstances.

Mandatory reporters must also follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Student Sexual Offending



YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must** act by following the 4 critical actions as soon as you witness an incident, receive a disclosure or form a suspicion that a student is a victim of a student sexual offending and/or a student has engaged in sexual offending
- You **must** act even if you are unsure and have not directly observed student sexual offending (e.g. if a victim, or another person tells you about the offence)
- You **must** use the *Responding to Student Sexual Offending template* to keep clear and comprehensive notes.

PROTECT



1 IMMEDIATE RESPONSE TO AN INCIDENT

If there is no risk of immediate harm go to **Action 2**.

If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed you **must** report incidents, suspicions and disclosures of student sexual offending as soon as possible:

VICTORIA POLICE

All instances on **000**

DHHS CHILD PROTECTION

If you believe that:

- the victim's parent/carers are unable or unwilling to protect the child
- the student who is alleged to have engaged in the student sexual offending is:
 - aged over 10 and under 15 years and may be in need of therapeutic treatment to address these behaviours
 - may be displaying physical and behavioural indicators of being the victim of child abuse*.

INTERNALLY

ALSO report internally to:

- **School Principal and/or leadership team** (all instances)
- **Government Schools:** DET Security Services Unit
- **Catholic Schools:** Diocesan education office

You must identify a contact person at the school for future liaison with Victoria Police and/or Child Protection and seek advice about contacting parents/carers (see **Action 3**).

*See the *Four Critical Steps for Schools: Responding Incidents, Disclosures and Suspicions of Child Abuse* for further guidance in these circumstances.

3 CONTACTING PARENTS/CARERS

Your Principal **must** consult with **Victoria Police** or **DHHS Child Protection** to determine what information can be shared with parents/carers of all impacted students. They may advise:

- **not to contact the parents/carers** (e.g. in circumstances where contacting the parents/carers is likely to adversely affect a **Victoria Police** investigation or where the student is a mature minor and has requested that their parent/carer not be notified)
- **to contact the parents/carers** and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for students who are victim to a student sexual offence AND students who have engaged in a sexual offence. This is an essential part of your duty of care requirements.

This support should include the development of a *Student Support Plan* in consultation with wellbeing professionals, outlining support strategies. Strategies may include the development of a safety plan, direct support and referral to wellbeing professionals.

CONTACT

DHHS CHILD PROTECTION

AREA

North Division **1300 664 9777**

South Division **1300 655 795**

East Division **1300 360 391**

West Division (Rural) **1800 075 599**

West Division (Metro) **1300 664 9777**

AFTER HOURS

After hours, weekends, public holidays **13 12 78**

CHILD FIRST

www.dhs.vic.gov.au

VICTORIA POLICE

000 or contact your local police station

DET SECURITY SERVICES UNIT

(03) 9589 6266

STUDENT INCIDENT AND RECOVERY UNIT

(03) 9637 2934

EMPLOYEE CONDUCT BRANCH

(03) 9637 2595

DIOCESAN OFFICE

Melbourne **(03) 9267 0228**

Ballarat **(03) 5337 7135**

Sale **(03) 5622 6600**

Sandhurst **(03) 5443 2377**

INDEPENDENT SCHOOLS VICTORIA

(03) 9825 7200



Child Abuse

Child abuse includes any instance of physical or sexual abuse (including grooming), emotional or psychological harm, serious neglect and family violence involving a child.

You Must Act

As a school staff member, you must act as soon as you witness an incident or form a reasonable belief that a child has been, or is at risk of being abused.

You must act if you form a suspicion/ reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).

You should make sufficient enquiries to form a reasonable belief and to determine a child's immediate needs. However once a reasonable belief has been formed, it is not your role to investigate. This is the role of DHHS Child Protection or Victoria Police

If you hold significant concerns for a child's wellbeing, which do not appear to be a result of child abuse you must still act.

Forming a Suspicion

All suspicions that a child has been, or may be in danger of being abused must be taken seriously. This includes abuse that is suspected to have occurred outside of school grounds and hours.

If you form a reasonable belief that a child has been, or may be at risk of being abused, you must act, even if you have not directly witnessed the child abuse.

Receiving a Disclosure (current student)

If a child discloses that they have been, are being, or are in danger of being abused, you must treat the disclosure seriously and take immediate action by following the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse (pg 3)

If another child or adult, discloses that they believe another child has been, is being, or is at risk of being abused, you must also treat these disclosures seriously and take immediate action.

Receiving a Disclosure (former student)

If you receive a disclosure from a former student of your school about historical abuse you must act.

If the former student is currently of school age and attending a Victorian school you must follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse (pg 3).

If the former student is no longer of school age or attending a Victorian school you must also still act.

Please visit: <http://www.education.vic.gov.au/about/contact/Pages/reportingabuse.aspx>

This guidance will support you to:

- report any allegations of abuse, by contacting your local Victoria Police station and/ or by contacting the SANO Task Force at sanotaskforce@police.vic.gov.au
- respond to a belief that you or another person is at **immediate risk by contacting Victoria Police on 000.**

This guidance will also support:

- government schools to report to relevant areas within the Department (this may include the Principal of the school, the regional office, and the Security Services Unit)
- Catholic schools to contact their Diocesan education office
- independent schools to notify their School Board.
- Documenting Your Actions

As a Dandenong Primary School staff member, you must keep clear and comprehensive notes relating to incidents, disclosures and allegations of child abuse using the [Responding to Suspected Child Abuse Template](#).

Your aim should be to provide as much information within the template as possible. These records will be helpful in making a report of the abuse to the relevant authorities.

This information may be sought at a later date if the matter is the subject of Court proceedings. These notes may also later assist you if you are required to provide evidence to support their decisions.

Strategies for Managing a Disclosure

When managing a disclosure, staff should:

- listen to the child and allow them to speak
- stay calm and not display expressions of panic or shock
- use a neutral tone with no urgency and where possible use the child's language and vocabulary
- be patient and non-judgmental throughout
- highlight to the child that they are doing the right thing in telling you about what has happened and that it is not their fault
- do not ask leading questions, but instead, gently ask, "What happened next?" rather than "Why?"
- be patient and allow the child to talk at their own pace and in their own words
- not pressure the child into telling you more than they want to
- reassure the child that you believe them and that disclosing the matter was the right thing to do
- use verbal facilitators such as, "Okay, I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way
- tell the child you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate.

When managing a disclosure, staff should AVOID:

- asking questions that are investigative and potentially invasive. This may make the child feel uncomfortable and may cause the child to withdraw
- going over the information time and time again (you are only gathering information to help you form a belief on reasonable grounds that you need to make

When managing a disclosure of abuse, it is important that you respond in an appropriate and supportive manner. All disclosures of abuse must be taken seriously and addressed immediately by following the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse

It is the role of school staff members to listen and respond appropriately to a child's concerns. When a disclosure of abuse is made and/or you are concerned that a child has been abused or is at risk of being abused, you must inform the student that their confidentiality cannot be maintained.

This should be done in language appropriate to the student's age and stage of development. For example:

- To a younger student: 'I am not going to be able to keep your story a secret. I really have to tell someone who is going to be able to help you.'
- To an older student: 'The information you have given me has made me very concerned for your welfare and I need to tell you that it is my responsibility to report this information to the Department of Education and Training and the Department of Health and Human Services to help you get some assistance'.

You must document any disclosures within the [Responding to Suspected Child Abuse: Template](#). This may be critical for further investigations and/or legal proceedings.

Forming a Reasonable Belief

If you have witnessed behaviour, have a suspicion, or received a disclosure of child abuse, you will need to determine whether you have formed a 'reasonable belief' or a 'belief on reasonable grounds' that a child has or is being abused or is at risk of being abused.

A reasonable belief is a deliberately low threshold:

- so that people are encouraged to report suspected abuse to the relevant authorities and agencies, enabling authorities to investigate the allegations and take further action to prevent or stop any further abuse
- which does not require proof, but does require something more than a mere rumour or speculation
- is met if a reasonable person in the same position would have formed the belief on the same grounds

Most of the reporting provisions in the Children Youth and Families Act 2005 and Crimes Act require people to report suspected child abuse that has occurred, is occurring, or is at risk of occurring where they have formed a 'reasonable belief' or 'a belief on reasonable grounds'.

Forming a belief on reasonable grounds may include:

- a child stating that they have been abused
- any person telling you they believe someone has been abused (sometimes the child may be talking about themselves)
- physical indicators of abuse such as non-accidental or unexplained injuries; persistent neglect, or inadequate care and supervision lead you to believe that the child has been abused
- behavioural indicators of abuse lead you to believe that the child has been abused
- other signs such as family violence, parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child's safety, stability or development

How to Proceed if the Principal or Leadership Team Advise You Not to Report

- In some circumstances the Principal and/or leadership team may advise you not to proceed with reporting suspected abuse.
- Regardless of this advice, if you hold a reasonable belief that a child has been, or is at risk of being abused you must still make a report to DHHS Child Protection and/or Victoria Police. This report may be critical in protecting a child from abuse
- If you fail to report you may not discharge your duty of care and in some circumstances you may be subject to criminal charges.
- If you decide not to report, this decision should be documented within the [Responding to Suspected Child Abuse: Template](#).

References

<http://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActionsChildAbuse.pdf>

http://www.education.vic.gov.au/Documents/about/programs/health/protect/SSO_Policy.pdf

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx>

<http://www.vrqa.vic.gov.au/childsafepages/documents/Min Order 870 Child Safe Standards.pdf>

Mobile Phone Policy

PURPOSE

To explain to our school community the Department's and Dandenong Primary School's policy requirements and expectations relating to students using mobile phones and other personal mobile devices during school hours.

SCOPE

This policy applies to:

1. All students at Dandenong Primary School and,
2. Students' personal mobile phones and other personal mobile devices brought onto school premises during school hours, including recess and lunchtime.

DEFINITIONS

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

POLICY

Dandenong Primary School understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At Dandenong Primary School:

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

Personal mobile phone use

In accordance with the Department's [Mobile Phones — Student Use Policy](#) issued by the Minister for Education, personal mobile phones must not be used at Dandenong Primary School during school hours, including lunchtime and recess, unless an exception has been granted.

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

Secure storage

Mobile phones owned by students at Dandenong Primary School are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so.

Please note that Dandenong Primary School does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items.

Where students bring a mobile phone to school, Dandenong Primary School will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Dandenong Primary School students are required to store their phones at the school's administration office.

Enforcement

Students who use their personal mobile phones inappropriately at Dandenong Primary School may be issued with consequences consistent with our school's existing student engagement policies and bullying prevention policies.

At Dandenong Primary School inappropriate use of mobile phones is any use during school hours, unless an exception has been granted, and particularly use of a mobile phone:

- in any way that disrupts the learning of others
- to send inappropriate, harassing or threatening messages or phone calls
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gyms
- during exams and assessments

Exceptions

Exceptions to the policy:

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

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

1. Learning-related exceptions

Specific exception	Documentation
For specific learning activities (class-based exception)	Unit of work, learning sequence
For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty	Individual Learning Plan, Individual Education Plan

2. Health and wellbeing-related exceptions

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

3. Exceptions related to managing risk when students are offsite

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

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

Exclusions

This policy does not apply to

- Out-of-School-Hours Care (OSHC)
- Out-of-school-hours events
- Travelling to and from school

RELATED POLICIES AND RESOURCES

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

REVIEW PERIOD

This policy was last updated on 6 March 2021 and is scheduled for review in March 2024 or as required.

Norms for Collaborative Work & A.C.E Habits of Mind

Our Agreed Staff Norms

In order to make the most of our collaborative work, staff have agreed to:

- Take an inquiry stance
- Ground statements in evidence
- Assume positive intentions and take responsibility for impact
- Stick to task and hear all voices
- Start and end on time
- Be here now

Our A.C.E Habits of Mind

At Dandenong Primary School, our staff maintain A.C.E Habits of Mind which includes a:

Shared commitment to **A**ction, assessment and adjustment
Intentional **C**ollaboration
Relentless focus on **E**vidence

Occupational Health & Safety Policy

Purpose

Dandenong Primary School is committed to ensuring the safety, health and wellbeing of its employees, students and visitors through the provision of a safe workplace.

This policy applies to all employees, students, visitors, volunteers and contractors.

Guidelines

As a Department of Education and Training (DET) government school, Dandenong Primary School:

- values its people and recognises that health and safety is integral to achieving a high level of educational and work performance outcomes
- is legally and morally committed to providing employees, students, contractors and visitors with a healthy and safe working and learning environment
- will so far as is reasonably practicable, take action to improve and promote Occupational Health and Safety (OHS) to prevent workplace injuries and illnesses within the School's environment.

In the promotion of a safe workplace, the School will:

- consult with staff, so far as reasonably practicable, on OHS decisions and changes that affect their workplace
- identify and reduce OHS risks through a documented process of hazard identification, assessment, implementation and review of controls
- comply with relevant legislation, DET procedures and guidelines relating to OHS
- provide a clear statement of OHS accountabilities and responsibilities for personnel across the organisation and detail these responsibilities within the School's 'OHS Activities Calendar'
- strengthen leadership capability and accountability for OHS through attending and staying aware of DET professional learning in reference to OHS
- maintain, monitor and review the School's 'OHS Management System (OHSMS)' through the DET online portal, to ensure it is consistent with the nature and risk profile of DET operations
- actively support the physical and psychological wellbeing of staff by providing access to specialist OHS advice and services which are provided through DET
- monitor, report and respond to OHS performance outcomes to drive continuous improvement allocate adequate resources to maintain a healthy, safe and supportive workplace environment
- provide appropriate OHS information and training for all staff in order to provide a safe and supportive workplace and to meet the School's legislative obligations
- report and investigate incidents where appropriate, and act to prevent re-occurrence.

In the promotion of a safe workplace, employees, visitors, volunteers and contractors are required to:

- take reasonable care for their own OHS and act in a manner that does not put others at risk
- actively contribute to identifying, reporting and reducing OHS hazards and risks
- cooperate with the School on OHS matters including following DET procedures and actively participating in consultation and training as deemed appropriate by the School.

Implementation

DET's OHS Management System (OHSMS) was developed to clarify management of OHS and improve workplace safety for schools and workplaces. An OHSMS is a set of plans, actions and procedures to systematically manage health and safety in the workplace.

For detailed information and forms related to the OHSMS refer to:

<http://www.education.vic.gov.au/school/principals/management/Pages/ohsmgtsystem.aspx>

For the purposes of a clear and concise policy document which is to be made available to the community, a summary of the major sections is referenced below:

Contractors Working On-Site

Contractors must comply with the School's OHS policies and procedures as a part of their contract and complete the required Risk Management documentation (referred to as 'Permits to Work') prior to beginning works. They must report any hazards or accidents. Failure to comply or observe a direction of the School will be considered a breach of the contract and sufficient grounds for termination of the contract.

Refer to:

<http://www.education.vic.gov.au/school/principals/management/Pages/contractormgtohsms.aspx>

Visitors and Volunteers On-Site

Visitors and volunteers must comply with the School's OHS policies and procedures, taking reasonable steps to keep themselves and others safe. Upon signing-in to the "Visitor's Register" all visitors and volunteers to the school are made aware of emergency and first-aid procedures in place.

They must report any hazards or accidents. Failure to comply or observe a direction of the School, will result in the visitor or volunteer being asked to leave the School grounds.

First Aid and Infection Control

It is important to identify first aid requirements and implement appropriate arrangements to ensure all injured people get immediate and adequate treatment for injuries and illness. All incidents are recorded by the School and families are notified according to DET guidelines.

Refer to:

<http://www.education.vic.gov.au/school/principals/management/Pages/firstaidohsms.aspx>

OHS Consultation and Communication

Occupational Health and Safety information is regularly communicated and employees are consulted on issues and allowed to contribute to decisions that may impact on their health and safety.

Refer to:

<http://www.education.vic.gov.au/school/principals/management/Pages/ohscomms.aspx>

OHS Hazard Management

In order to successfully manage OHS hazards the School will: identify health and safety hazards; assess any risks associated with them; control the hazard; regularly review controls to ensure they remain effective. OHS hazard management requires the School to take suitable action in all situations in which a reasonable person could foresee a risk that may cause a hazard in the workplace.

Refer to:

<http://www.education.vic.gov.au/school/principals/management/Pages/hazardmgt.aspx>

OHS Induction and Training

Training starts at induction when an employee or contractor commences work. Every role within the School has specific OHS responsibilities, each requiring particular levels of competency. The provision of adequate information, instruction and training in a structured and timely manner will ensure employees and contractors understand their health and safety obligations and that they are competent to perform tasks associated with their roles safely.

Refer to:

<http://www.education.vic.gov.au/school/principals/management/Pages/ohsinduction.aspx>

OHS Policy, Procedures and Planning

As part of the ongoing approach to the management of OHS risk, the School has established documented procedures to assist with the planning of OHS activities in the workplace. The OHS Activities Calendar provides the School with a guide to OHS activities that must be undertaken over a 12-month period. This calendar is communicated to staff through the 'OHS Staff Communication Board'. The calendar also provides details of responsible parties for the implementation and sign-off of these OHS activities.

Refer to:

<http://www.education.vic.gov.au/school/principals/management/Pages/ohspolicyplan.aspx>

OHS Purchasing Controls

To ensure that "new" risks are not brought into the workplace, the School must make certain that any new equipment, plant, chemicals or products are safe at the point of purchase. Any risks associated with new equipment, plant, chemicals or products must be understood and controlled before they are introduced into the workplace. This responsibility is shared in conjunction with the Principal Class members and the Business Manager.

Refer to:

<http://www.education.vic.gov.au/school/principals/management/Pages/ohspurchasing.aspx>

OHS Risk Management

The School must ensure OHS hazards in the workplace are routinely identified, in consultation with relevant persons, including reviewing existing OHS hazards and new hazards that may be introduced when work practices, substances or premises change. These must be recorded on the School's 'OHS Risk Management Register'.

Refer to:

<http://www.education.vic.gov.au/school/principals/management/Pages/ohsriskmgt.aspx>

Reporting an Injury, Incident or Hazard

All incidents, injuries or hazards which occur whilst a person is engaged in an activity approved by the School must be entered onto the DET online database, referred to as 'edusafe'.

EduSafe is the Department's Incident Reporting & Hazard Management System. It allows all Departmental employees to report incidents, injuries and hazards themselves or on behalf of other employees if they are not able to. When lodged, the reports go to the Principal for appropriate action. Visitors and contractors who are unable to access eduSafe should fill out the 'Incident and Hazard Report Proforma' (click here) and give it to the Business Manager to enter into eduSafe on their behalf.

An eduSafe poster is to be displayed on the School's OHS Bulletin Board in the staffroom and is to be reviewed by staff on a cyclical basis or as part of the School's induction program.

Refer to:

<http://www.education.vic.gov.au/school/principals/management/Pages/reportinjuryhazard.aspx>

Workers' Compensation and Return to Work

The Victorian WorkCover Authority (VWA) is responsible for administering the Victorian Workers' Compensation Scheme. The legislative basis for the Workers' Compensation Scheme is the Workplace Injury Rehabilitation and Compensation Act (WIRCA) 2013.

The Workers' Compensation scheme is a 'no fault' work related injury compensation scheme. This means that a worker's entitlement to compensation is not a question of who was responsible for the injury, but is determined by whether the injury was employment related, according to the provisions of the WIRCA (2013).

The key objective of the scheme is to ensure that the social and economic costs of workplace injuries and illnesses are minimised by:

- improving the health and safety of people at work and the rehabilitation of injured employees
- ensuring that injured employees receive appropriate entitlements as compensation for workplace injuries
- ensuring that employers provide suitable employment for employees who have been injured at work
- ensuring employers contribute equitably to the costs of the scheme through the payment of Workers' Compensation premiums
- DET employees are entitled to make a workers' compensation claim in the event of an injury being sustained in the course of their employment.

In the case of an employee seeking compensation, the following agencies may be contacted by either the School or the employee:

Employee Safety and Wellbeing Branch
Ground Floor, 2 Treasury Place
East Melbourne, VIC, 3002
E-mail: employeehealth@edumail.vic.gov.au

The OHS Advisory Service (Marsh P/L)
Telephone: 1300 074 715
E-mail: safety@edumail.vic.gov.au

Workers' Compensation Advisory Service
Telephone: (03) 9637 2441
E-mail: worksafe.claims.advisory@edumail.vic.gov.au

Insurer - Gallagher Bassett 1300 975 609

Victorian WorkCover Authority
Level 24, 222 Exhibition Street
Melbourne 3000
Telephone: (03) 9641 1555
Toll Free: 1800 136 089
Fax: (03) 9641 1222
Website: <http://www.vwa.vic.gov.au/>

Employee Safety and Support Services

The School is committed to maintaining a safe working environment. As a DET government school, employees have access to a range of DET employee safety and support services including:

The OHS Advisory Service

A dedicated Occupational Health and Safety (OHS) Advisory Service is available to all employees. This service is focused on providing effective and timely advice to Principals, Managers and employees on any aspect of workplace health, safety and wellbeing.
Contact: 1300 074 715 or e-mail safety@edumail.vic.gov.au

Employee Assistance Program, including Manager Assist

The Employee Assistance Program (EAP) is a short term, solution focused and strictly confidential counselling service. The EAP is available 24/7 for up to four sessions for DET's employees to discuss any personal or work related issues.

The service is provided by OPTUM (formerly known as PPC Worldwide) who are an independent organisation experienced in delivering similar services in other workplaces. DET funds this service as part of its commitment to health, safety and wellbeing.
Contact: OPTUM directly on 1300 361 008 or Employee Safety and Wellbeing Branch on (03) 9637 2414.

Conflict Resolution Support Service

The Conflict Resolution Support Service is available to assist all DET employees to address workplace conflict. This includes disputes and miscommunications that impact on wellbeing and work performance.

Contact: Converge International incorporating resolutions RTK, on 1300 687 633 or e-mail: mediation@resolutionsrtk.com.au

Medical Advisory Service

The Medical Advisory Service is a free of charge telephone and email advisory service for Business Managers and Principals provided by a team of occupational health professionals who are familiar with DET's human resource management policies, employee health obligations and the operational requirements of schools.

The service provides advice to Principals and Managers on the management of employees experiencing (psychological and physical) health related difficulties that impact on their ability to perform the duties associated with their employment.

The service can also assist in the arrangement of independent medical examinations by appropriate medical practitioners on behalf of the Department, at a cost to the workplace. Contact: injuryNET, 1300 031 057 or email DET@injury.net.com.au

Workers' Compensation Advisory Service

DET provides a dedicated Workers' Compensation Advisory Service to assist Principals and Business Managers with the management of complex workers' compensation claims. This service is designed to improve return to work outcomes for employees by ensuring that Principals and Business Managers can access timely injury management and return to work advice at the time of the work related illness or injury. It also provides Principals and Business Managers with 'just in time training' and support for the management of the more complex 'time lost' worker's compensation claims.

Contact: Worker's Compensation Advisory Service (03) 9637 2441 or 0439 751 132 or e-mail: workers.compensation.advisory@edumail.vic.gov.au

Related Legislation

- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2007
- Australian and Standard Risk Management Principles and Guidelines AS/NZS ISO 31000:2009
- Victorian Government Risk Management Framework 2011
- Victorian Government Schools Reference Guide, Sect 6.9.1.3 Legal responsibilities of schools with regard to contractors
- Working with Children Act 2005
- Working with Children Regulations 2006
- Victorian Workcover Authority (VWA), Duties of Contractors, May 2005
- VWA, New Safety Rules for Construction Work, May 2005
- AS 4031: Non-reusable containers for the collection of sharp medical items used in health care areas
- Victorian WorkCover Authority Compliance Code – First Aid in the Workplace
- The Blue Book- Guidelines for the Control of Infectious Diseases, Department of Health Victoria Dangerous Goods Act 1985

- Dangerous Goods (Storage and Handling) Regulations 2012
- Workplace Injury Rehabilitation and Compensation Act (WIRCA) 2013
- The Blue Book- Guidelines for Control of Infectious Diseases, Department of Health Victoria <http://ideas.health.vic.gov.au/bluebook.asp>
- DET - School Policy and Advisory Guide:
<http://www.education.vic.gov.au/school/principals/spag/Pages/azindex.aspx>

Policy Evaluation

Evaluation will be conducted annually by the Assistant Principals and Principal, in conjunction with the members of the Dandenong Primary School staff and Council

Parent Code of Conduct

Purpose

This Parent Code of Conduct outlines the way in which our community requires all parents and family members to conduct themselves when visiting our school, participating in school activities and communicating with members of our school community (including students, school staff, other parents and visitors to our school).

Policy Principles

At Dandenong Primary School we aim to provide an open, welcoming, inclusive and safe environment for all. We believe that parents are valuable contributors and participants in the life of our School. Guiding principles include:

Communication

Parents will use courteous and acceptable written and spoken language in all communications with students, staff and other parents and members of the school community. No profane, insulting, harassing, aggressive or otherwise offensive language may be used.

Ethical Conduct

Parents will act in the best interests of students, their families and staff members. They will not engage in malicious or judgemental gossip, and should ensure that anything they say about others is fair and truthful.

Respect

We value our diverse community and respect the rights, religious beliefs and practices of individuals and their families. We respect points of view that are different from our own and all members of our community must refrain from actions and behaviour that constitutes harassment, discrimination or vilification.

Definitions

This Code applies to all adults including parents, guardians, step-parents, grandparents, extended family, babysitters and any others while involved in activities or communication related to Dandenong Primary School. For convenience, the term “parents” will be used throughout the document.

Procedures

When visiting Dandenong Primary School:

- All visitors to the school during school hours must sign a visitors' register located at the Front Office, so that their presence in the school is recorded in the event of an emergency.
- Parents will comply with all safety and emergency procedures in place at our School and in the event of an emergency while they are on school grounds they will follow the instructions given by any member of school staff.
- When attending any kind of school assembly or public meeting parents will listen respectfully, in the same manner required of students and staff, and will refrain from creating any noise or disturbance during performances or speeches by students, staff or visitors. Heckling will not be tolerated and a parent who heckles may be asked to leave.
- Parents will treat all other visitors to our school, including Members of Parliament and representatives of the Department of Education, with courtesy and respect.
- A parent may not interrupt or distract a teacher while classroom instruction or learning activities are underway.

- A parent may not discipline a child who is not theirs or speak to a child who is not theirs about their behaviour. This is the role of teaching staff. Being approached by an adult they do not know can be distressing for children. Parents should therefore raise any behavioural, bullying or peer group issues with a member of the teaching staff and it is the teacher's responsibility to deal with these issues. (Common sense would apply in an emergency where a child is at risk of harm or where a parent is supervising a small group of students on an excursion)

When communicating with school staff:

- All school staff are entitled to a safe and happy work environment. This is in the best interests of our children as well as staff themselves. Parents should therefore ensure that their interactions with staff do not create unnecessary stress and anxiety.
- The priority for school staff is the welfare and education of all children in the school. School staff are therefore not required to respond to emails and telephone calls instantaneously. Normal service standards suggest that an acceptable response time for emails is 2 working days. Responses are not expected outside normal working hours or during school holidays unless it is an emergency.
- The time available for parents to meet with staff is limited and must be scheduled at a time that does not disrupt the classroom. Parents should be mindful of the teacher's time, communicate the reason for the meeting and allow the teacher time to prepare, unless there is a genuine emergency that needs to be discussed.

When communicating with school Community Council members:

- Community Council members welcome feedback from parents. But school Community Council members are volunteers and engaged in their own work and activities during business hours. When parents communicate with school council members they should therefore establish that it is a convenient time, or ask to speak at a convenient time. Calling someone when they are at work may be assumed to be an inconvenient time.
- Correspondence to Community Council may be forwarded to the school's email address. It will then be circulated to all Community Council members through their meeting papers and the correspondence folder. It will be discussed at the next Community Council meeting and a response will be sent within 2 working days of the school council meeting.
- Parents should allow Community Council members an opportunity to discuss their correspondence at a properly constituted meeting of school council and therefore refrain from demanding an urgent response to their letter, sending the same letter multiple times, writing multiple times on the same subject or otherwise harassing school council members when they have not yet had an opportunity to discuss correspondence.
- Parents are welcome to attend Community Council meetings at the end of each term.

When communicating with other parents:

- Parents will respect the privacy of other parents' email addresses and will not send unsolicited emails or "spam" to school parents or forward unsolicited emails or spam that they receive to other parents. Parents will not forward other parents' email addresses without their permission. Parents provide their email address to the school in order to receive communications from the school about school related matters and their child. The school will not give out the email address of parents to other parents without permission. Parents give their email addresses to class representatives in order to receive communications about class activities, get together for their child's class, and to establish rosters for classroom help, fundraising activities and so on. Class representatives will not pass on parent email addresses to other parents without permission.

- Parents who act as Class Contacts, Fete Coordinators, Fete Stallholders and so on, are valued volunteers who play a critical role in our community and commit a great deal of time for the benefit of all. Apart from the general principles that always apply, parents should be particularly sensitive about the manner in which they provide feedback and ask questions of hardworking volunteers.

When driving and parking around the school grounds, parents are asked to:

- Please consider suitable car park etiquette to ensure the steady flow of traffic and the safety of our children;
- Not park in NO PARKING ZONES;
- Follow road rules;
- Remember that Donut and Front Drive Thru are for a quick drop off or pick up ONLY. Parent should not be getting out of their car;
- Not double park or queue on Heidelberg Street – continue driving down the street, around the roundabout and come in from the other side;
- Be patient and understanding;
- Use Park & Pick Up if that suits you;
- ONLY turn LEFT at the exit and go up and around the roundabout - this keeps the traffic flowing;
- Stagger your arrival times to ease traffic congestion.

When making a complaint:

- Parents have the right to raise issues and concerns related to the education of their child or school matters. Parents should ensure that they raise their issues and concerns with the right person and follow the correct communication channels. When making a complaint parents should refer to the Dandenong Primary School Complaints & Grievances Policy.

Parents must follow the procedures outlined in (a) and (b) above. It is a breach of this Parent Code of Conduct to make a complaint in a way that is not consistent with the School Complaints Policy, especially when the complaint is about a teacher or member of school staff.

Consequences of a Breach of Parent Code of Conduct

- Any parent, member of school staff or student may notify the Principal or Assistant Principal of a possible breach of the Parent Code of Conduct. The Principal or Assistant Principal will investigate the complaint and if satisfied that a breach has occurred:
 - Provide a first and final warning that a breach of the Code of Conduct has occurred and that a further breach will not be tolerated;
 - Determine whether a breach may be rectified by the parent making a private or public apology, depending on the circumstances, to an individual or group of individuals;
 - Where the breach concerned unacceptable behaviour on a visit to the school, issue a trespass warning to the parent, which, if the behaviour continues, may accelerate to a trespass notice requiring the parent to stay away from the school unless on the school grounds with the express permission of the Principal or Assistant Principal.

Correspondence that is in breach of this Code of Conduct, because of the language and expression used or the manner in which it is sent or delivered, will not be responded to.

Correspondence which is defined as “vexatious” according to the Complaints Policy will not be responded to.

Nothing in this Policy precludes any person from exercising their individual legal rights in respect of obtaining restraining and intervention orders, reporting assault, bringing action for defamation, exercising rights under vilification or discrimination laws or in any other way.

I have read and understand my responsibilities in relation to the Dandenong Primary School Parent Code of Conduct

Parent Full Name: _____

Parent Signature: _____ *Date:* _____

Parent Payment Policy

School councils are able to request payments or contributions for education items and services from parents and guardians for students in Victorian government schools in the three categories – essential education items, optional extras and voluntary financial contributions.

This policy ensures that:

- costs are kept to a minimum
- payment requests are clearly itemised under the three parent payment categories
- items that students consume or take possession of are accurately costed
- no student will be treated differently, denied access or refused instruction to the standard curriculum program for not making a payment or voluntary contribution
- access to enrolment or advancement to the next year level will not be withheld as a condition of payment for any of the three categories.

Dandenong Primary School spends considerable time selecting the most appropriate items and services to meet the needs of our students.

Parents and guardians also have the option of purchasing equivalent materials from other sources. If parents and guardians choose to provide equivalent materials, this should be done in consultation with the school, as items should meet the specifications and quality provided by the school. There may also be certain items that due to their nature may only be provided by the school.

Parent Payment Categories

Essential education items are those items or services that are essential to support the course of instruction in the standard curriculum program that parents or guardians are requested to pay the school to provide or may provide themselves, if appropriate.

These items include:

- materials that the student takes possession of, including text books and student stationery
- materials for learning and teaching where the student consumes or takes possession of the finished articles (e.g.technology, art, cooking and science)
- school uniform
- transport and entrance for excursions which all students are expected to attend .e.g Life Education

Optional extras are those that are provided in addition to the standard curriculum program, and which are offered to all students. These optional extras are provided on a user-pays basis and if parents and guardians choose to access them for students, they will be required to pay for them.

These items include:

- Swimming program
- Camps
- school-based performances, productions and events
- class photographs.

Voluntary financial contributions are for those items and services that parents or guardians are invited to make a donation to the school, for example for grounds maintenance, a library or building trust. Dandenong Primary School does not request parents to pay Voluntary financial contributions.

Excursions

In order to support parents in meeting the costs of their children's education, the school will organise major excursions (eg Healesville Sanctuary, Zoo costing between \$20- \$30) in the months between July and November

Other support options

The school appreciates that families may sometimes experience financial difficulties in meeting requests for payments and contributions. A range of support options are available to assist eligible parents, including the Schoolkids Bonus, State Schools Relief Committee and the Camps, Sports and Excursions Fund. (Apply in Term 1 & 2 and if eligible funds can be accessed after July when the school receives it.) Applications close 30 June 2017.

Payment arrangements

Parents and guardians will be provided with early notice of payment requests for essential education items, optional extras and voluntary financial contributions (e.g. a minimum of six weeks notice prior to the end of the previous school year).

Costs will be kept to a minimum with payment requests/letters fair and reasonable. To further assist parents with payments, three payment options have been developed:

- Option A: Full amount at the beginning of Term 1 (Discount of \$5 applies if paid by 28th February)
- Option B: Payment by 10th Feb, 18th April and 30 June
- Option C: Other payment arrangements in consultation with the Principal

Alternative payment options are available through the school and parents are encouraged to make an appointment with the school to discuss circumstances and available options.

Payment requests to parents will be itemised and the category each item falls under will be clearly identified as an essential education item or optional extra.

Receipts will be issued to parents immediately upon making payment.

Reminders for unpaid essential education items or optional extras will be generated and distributed on a regular basis to parents, but not more than once a month.

All records of payments or contributions and any outstanding payments by parents and guardians are kept confidential.

Privacy Policy

Policy Statement

In carrying out its educational and welfare functions, Dandenong Primary School collects personal information about students, parents/carers and staff. The school is committed to protecting the privacy of all information collected. All employees, School Council members and volunteers are required by law to protect the personal information the school collects and holds. All members of the Dandenong Primary School community have the right to understand how their personal information will be stored, used and disposed of.

Guidelines

- 1.1 Dandenong Primary School is bound by the Victorian privacy laws, the Information Privacy Act 2000 and the Health Records Act 2001, as well as other laws that impose specific obligations in regard to handling personal and health information that directly or indirectly identifies a person. The privacy policy and principles in this document are in accordance with these laws and the DET Information Privacy Policy.
- 1.2 Personal information means information or opinion that is recorded in any form and whether true or not, about an individual whose identity is apparent, or can be reasonably determined from the information or opinion. For example, this includes all paper and electronic records, photographs and video recordings.

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

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

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

- 1.3 DPS is bound by the DET Information Privacy Policy. In broad terms, this means that DPS:
- collects only information which is required for a specified primary purpose
 - ensures that the person supplying the information knows why the information is collected and how it will be handled
 - uses and discloses information only for the primary or a directly related purpose, or for another purpose with the person's consent (unless otherwise required, permitted or authorised by law)
 - stores information securely, protecting it from unauthorised access and retaining it for the period authorised by the Public Records Act 1973, and takes reasonable steps to permanently de-identify personal or health information when it is no longer needed
 - provides people with access to their own personal information and permits people to seek corrections if necessary. This will usually be handled under the Freedom of Information Act 1982.

Implementation

- 2.1 Upon collection of personal information DPS will:
- address the privacy issues relevant to their functions and only collect and use this information in accordance with the privacy principles
 - manage this information according to privacy policies created for the area of service DET provides in accordance with the privacy principles.
- 2.2 The school will use and disclose personal information about a student, parent and staff when:
- it is required for general administration duties and statutory functions
 - it relates to the purposes for which it was collected, and
 - for a purpose that is directly related to the reason the information was collected, the use would be reasonably expected by the individual, and there is no reason to believe they would object to the disclosure.
- 2.3 The school can disclose personal information for another purpose when the person consents, or it is necessary to lessen or prevent a serious or imminent threat to life, health or safety, or is required by law or for law enforcement purposes
- 2.4 Where consent for the use and disclosure of personal information is required, including the use of photographs in school or other publications, the school will seek consent from the appropriate person.
- 2.5 Should the school receive a complaint about personal information privacy this will be investigated in accordance with the DET privacy complaints handling policy.
- 2.6 The School will not send personal information about an individual outside Australia without:
- obtaining the consent of the individual, or
 - otherwise complying with the Australian Privacy Principles or other applicable privacy legislation.

Review

- 3.1 This policy will be reviewed annually or upon changes to the privacy legislation or DET practice.

References

For additional information see:

Privacy Victoria, www.privacy.vic.gov.au

DET Requests for Information about Students

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

DET Information Privacy Policy

<http://www.eduweb.vic.gov.au/edulibrary/public/govrel/Policy/privacy-pol.pdf>

DET's Acceptable Use Policy for ICT systems

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

Dandenong Primary School's Acceptable Use of Digital Technologies Agreement for Students

Privacy Collection Notice

The following is the Department of Education & Training's *privacy collection notice* for 2022...

Information for students, parents and carers

The Department of Education and Training (the Department) values your privacy and is committed to protecting the personal and health information that schools collect.

All school staff must comply with Victorian privacy law and the Schools' Privacy Policy. This notice explains how the Department, including Victorian government schools (schools), handles personal and health information. On occasion, specific consent will be sought for the collection and use of information, for example, for a student to receive a health service. Our schools are also required by legislation, such as the Education and Training Reform Act 2006, to collect some of this information.

Throughout this notice, 'staff' includes principals, teachers, student support service officers, youth workers, social workers, nurses and any other allied health practitioners, and all other employees, contractors, volunteers and service providers of the school and the Department. On enrolment, and during the ordinary course of a student's attendance at a school, schools will collect information about students and their families for the following purposes:

- educating students
- supporting students' social and emotional wellbeing, and health
- fulfilling legal obligations, including duty of care, anti-discrimination law and occupational health and safety law
- communicating and engaging with parents
- student administration
- school management
- supporting policy in relation to student education and wellbeing.

If this information is not collected, schools may be unable to provide optimal education or support to students or fulfil legal obligations.

For example, our schools rely on parents to provide health information about any medical condition or disability that their child has, medication their child may take while at school, any known allergies and contact details of their child's doctor. If parents do not provide all relevant health information, this may put their child's health at risk.

Our schools also require current, relevant information about all parents and carers so that schools can take account of safety concerns that affect their children. Parents should provide schools with copies of all current parenting plans and court orders about or that affect their children and provide updated copies when they change.

When parents enrol their child in primary school, they will be asked to provide personal and health information in several ways, including via the Enrolment Form, the School Entrance Health Questionnaire (SEHQ) and the Early Childhood Intervention Service (ECIS) Transition Form.

The Enrolment Form is used to collect information that is essential for the purposes listed above, and requests information such as:

- Emergency contacts – Individuals parents nominate for a school to contact during an emergency. Parents should ensure that their nominated emergency contact agrees to their contact details being provided to the school and that they understand their details may be disclosed by the Department if lawful, e.g. in the case of emergency communications relating to bush fires or floods.
- Student background information – Information about country of birth, Aboriginal or Torres Strait Islander origin, language spoken at home and parent occupation. This information enables the Department to allocate appropriate resources to schools. The Department also uses this information to plan for future educational needs in Victoria and shares some information with the Commonwealth government to monitor, plan and allocate resources.
- Immunisation status – This assists schools to manage health risks and legal obligations. The Department may also provide this information to the Department of Health and Department of Families, Fairness and Housing to assess immunisation rates in Victoria, but not in a way which identifies students.
- Visa status – This is required to process a student's enrolment.

All schools may use departmental systems and online tools such as apps and other software to effectively collect and manage information about students and families for the purposes listed above.

When schools use these online tools, they take steps to ensure that student information is secure. If parents or carers have any concerns about the use of these online tools, please contact the school.

School staff will only share student and family information with other school staff who need to know to enable them to educate or support the student as described above. Information will only be shared outside the school (and outside the Department) as required or authorised by law, including where sharing is required to meet duty of care, anti-discrimination, occupational health and safety, and child wellbeing and safety obligations. The information collected will not be disclosed beyond the school and Department without parent consent unless such disclosure is lawful.

When a student transfers to another school (including Catholic, independent and interstate), personal and/or health information about that student may be transferred to the next school. Transferring this information is in the best interests of the student and assists the next school to provide the best possible education and support to the student. For further detail about how and what level of information is provided to the next school, refer to the: [Enrolment: Student transfers between schools](#)

Schools only provide school reports and ordinary school communications to students, parents, carers or others who have a legal right to that information. Requests for access to other student information or by others must be made by lodging a Freedom of Information (FOI) application. To update student or family information, parents should contact their school. For more information about how schools and the Department collect and manage personal and health information, or how to access personal and health information held by a school about you or your child, refer to the: [Schools' Privacy Policy](#)

Professional Development Policy

DRAFT

Rationale

High quality professional development is one of the cornerstones of an effective school. It enables staff to develop the high-level skills and knowledge they need to improve their practice which is central to improving student learning. Like the members of other professions, teachers and education support staff need to be continuous learners who see their own learning as being fundamental to their membership of the profession – rather than something that is incidental or optional. Focused and needs-driven professional development programs provide optimum opportunities for professional growth and the building of leadership capacity among staff.

Aims

- To provide opportunities for all staff to further their professional knowledge and skills in best teaching and learning practices, leadership, student engagement and wellbeing, and student transition.
- To build staff capacity to lead specific areas of the school such as student learning, student engagement and wellbeing and student transition.

Implementation

The school's delivery of professional development for staff is based on the Department's Seven principles of highly effective professional learning (Attachment 1).

- A whole-school professional calendar will be published at the beginning of each school year. (This calendar may need to be modified throughout the year based on school and staff needs).
- A school leadership member will be assigned the responsibility of professional development leader. Their role will be to inform staff of professional development opportunities via email and fliers, which in turn will reflect individual staff needs as identified in performance review plans. The leader will also play a role in coordinating and organising professional development activities for individuals and the whole school.
- Each individual's professional development is a shared responsibility between the school and the staff member.
- Each staff member will develop a personal professional development plan that is embedded within, and is reflective of the Department's performance review process and AITSL standards. The personal professional development plan will allow for both school identified needs, and those of a personal, professional interest.
- Each staff member's professional development will be tracked by the staff member. It is the individual staff member's responsibility to reference their professional development to the Australian Institute for Teaching and School Leadership (AITSL) standards – as required in order for teachers to maintain their teaching registration (See Attachment 2).
- Staff are encouraged to seek from and provide professional development to other staff members. Key staff will be allocated to facilitate coaching and/or mentoring roles within the school
- A budget will be allocated to professional development each year. Budget implementation will allow, over time, for equity of resources among staff. The professional development leader will be responsible for its implementation.
- School council will provide adequate resources for funding the professional learning of staff.
- All staff wanting to attend externally provided professional development will need to complete a PD request form and submit it to the professional development leader. The requests will be discussed at School Improvement Team meetings where they will be

either accepted or declined. Where a request is declined, an explanation will be provided and alternative professional learning experiences will be suggested (where possible). Staff attending externally provided professional development have a responsibility to provide a brief verbal report to the remainder of the staff about the activity and its benefits to enable shared internal learning. This will be done at team and staff meetings

Evaluation

This policy will be reviewed as part of the school's four-year strategic plan.

Attachment 1

Department of Education and Training: Seven principles of highly effective professional learning

The seven principles are designed to underpin the delivery of high quality professional learning to improve student outcomes and apply to all levels of the system – school, network, region and centre.

Principle 1: Professional learning is focused on student outcomes (not just individual teacher needs)

Professional learning is aimed at maximising student learning so that all students achieve their learning potential. Using multiple sources of student outcomes data, teacher professional learning should be guided by analyses of the differences between goals and standards for student learning and student performance. Such analyses will define what teachers need to learn, make teacher professional learning student centred, and increase public confidence in the use of resources for professional learning. Student outcomes will improve if professional learning increases teachers' understanding of how to represent and convey content in meaningful ways.

Principle 2: Professional learning is focused on and embedded in teacher practice (not disconnected from the school)

Teacher professional learning should be school based and built into the day-to-day work of teaching. The most potent and meaningful learning experiences occur in the school, where teachers can address the immediate problems and challenges of learning and teaching. Being situated close to the classroom and their colleagues enables teachers to work together to identify problems, find solutions and apply them. This does not imply that beyond school learning experiences, such as postgraduate studies or attendance at workshops and seminars, are not valuable. External learning opportunities can complement school-based professional learning. Professional learning should be anchored in the school-based work of teachers but enriched with ideas and knowledge sourced from outside the school.

Principle 3: Professional learning is informed by the best available research on effective learning and teaching (not just limited to what they currently know)

Teacher professional learning that improves the learning of all students prepares teachers to apply research to decision-making. Successful professional learning programs immerse teachers in the content they teach and provide research-based knowledge about how students learn that content. Results of research need to be made accessible to teachers to enable the expansion and elaboration of their professional knowledge base. This research should include information on effective teaching and learning, how students learn particular content, classroom management, assessment and curriculum.

Principle 4: Professional learning is collaborative, involving reflection and feedback (not just individual inquiry)

Teacher professional learning opportunities should relate to individual needs but be organised around collaborative problem-solving. Organised in teams, educators take collective responsibility for solving the complex problems of teaching and learning and improving student outcomes. Teams share knowledge, expertise and experience in order to deepen learning and to foster a mutual understanding of effective classroom practice. Teams create the conditions for collegial reflection and support and help to spread workloads more evenly. Constructive, objective and actionable feedback on teacher practice is important for targeting areas where a teacher needs to improve his or her performance and for the purpose of designing professional learning opportunities that address areas for improvement. Competent, experienced teachers,

school leaders or an expert sourced from outside the school can also provide teachers with feedback on their professional learning. For example, feedback from a trusted peer on the operation of a professional learning team or a coaching or mentoring partnership is useful to gauge the effectiveness of such strategies.

Principle 5: Professional learning is evidence based and data driven (not anecdotal) to guide improvement and to measure impact

Data from different sources can be used to determine the content of teachers' professional learning and to design and monitor the impact of professional learning programs. Evidence, rather than anecdotes, needs to be collected regularly at the student, teacher and school level to help focus teacher learning. Student journals, for example, can be analysed to identify areas where students are struggling or how students are progressing from one month to another. Data can be used to measure and improve the impact of professional learning. Formative evaluations allow teachers to make mid-program refinements and corrections, while summative evaluations measure the effectiveness of professional learning activities and their impact on teacher practice, knowledge and student learning.

Principle 6: Professional learning is ongoing, supported and fully integrated into the culture and operations of the system – schools, networks, regions and the centre (not episodic and fragmented)

Professional learning needs to be ongoing, long term and sustained. Significant and long-term change in teacher practice does not occur in a matter of weeks but more often over months or years. Learning by doing, reflecting and refining is a long, multistage process. Teachers need support for their professional learning. Solving complex problems and implementing innovative practices may require outside expertise and additional resources. Encouragement and recognition is also crucial to maintaining effort since finding new ways to do things is difficult and often painful. Sustained, immediate and quality support is essential to ensure improvement in schools and classrooms, particularly when unexpected problems arise. Supported, ongoing professional learning must be embedded in the system. Central and regional staff have a responsibility to model good practice by participating in ongoing professional learning.

Principle 7: Professional learning is an individual and collective responsibility at all levels of the system (not just the school level) and it is not optional

Professional learning should occur at all levels of the system. It is an individual and collective responsibility encompassing schools, regions and the centre. For teachers and school leaders, professional learning needs to be linked to schools' performance goals. These goals in turn need to reflect the needs and aims of the regions and the centre. Professional learning is inextricably linked to enhancing the capacity of the system as a whole.

Central and regional offices and key stakeholder groups should work collaboratively to determine strategies for improvement and share best professional learning practices to drive school and system-wide improvement.

Reference:

<http://www.education.vic.gov.au/Documents/school/teachers/profdev/proflearningeffectivesch.pdf>

Attachment 2:

Australian Institute for Teaching and School Leadership (AITSL) standards: Teachers

PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL PRACTICE	
1	2	3	4	5	6	7
Know students and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on student learning	Engage in professional learning	Engage professionally with colleagues, parents/carers and the community
1.1 Physical, social and intellectual development and characteristics of students	2.1 Content and teaching strategies of the teaching area	3.1 Establish challenging learning goals	4.1 Support student participation	5.1 Assess student learning	6.1 Identify and plan professional learning needs	7.1 Meet professional ethics and responsibilities
1.2 Understand how students learn	2.2 Content selection and organisation	3.2 Plan, structure and sequence learning programs	4.2 Manage classroom activities	5.2 Provide feedback to students on their learning	6.2 Engage in professional learning and improve practice	7.2 Comply with legislative, administrative and organisational requirements
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	2.3 Curriculum, assessment and reporting	3.3 Use teaching strategies	4.3 Manage challenging behaviour	5.3 Make consistent and comparable judgements	6.3 Engage with colleagues and improve practice	7.3 Engage with the parents/carers
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	3.4 Select and use resources	4.4 Maintain student safety	5.4 Interpret student data	6.4 Apply professional learning and improve student learning	7.4 Engage with professional teaching networks and broader communities
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	2.5 Literacy and numeracy strategies	3.5 Use effective classroom communication	4.5 Use ICT safely, responsibly and ethically	5.5 Report on student achievement		

Social Media Policy

Policy Statement

Dandenong Primary School and its employees' participate in social media online applications such as social networking sites ie. Facebook, Website, wikis, blogs, micro blogs, video and audio sharing sites and message boards that allow people to easily publish, share and discuss content.

Social media provides an opportunity to:

- engage and interact with our various audiences such as parents, students, staff and the wider community
- improve and increase staff expertise and confidence.

The following five standards apply to employees' work use and personal use of social media at any time, when it has a clear and close connection with the department. The department will enforce these five standards as and when appropriate:

- Always follow relevant department policies including the Code of Conduct.
- Do not act unlawfully (such as breaching copyright) when using social media
- Make sure your personal online activities do not interfere with the performance of your job.
- Be clear that your personal views are yours, and not necessarily the views of the department.
- Do not disclose confidential information obtained through work.

Audience And Applicability

The terms and conditions contained in this policy document apply to all Dandenong Primary School employees and all casual, temporary and contract staff.

This policy should be read and interpreted in conjunction with:

- Using Social Media: Guide for DET Employees in Schools
- Public Administrations Act 2004 (Vic) and the VPS Code of Conduct made under that Act, which applies to the public sector;
- Part 2.4 of the Education Training and Reform Act 2006 and any relevant Ministerial Order made under that Act which applies to the teaching service;
- Information Privacy Act 2000;
- Relevant policy including the Acceptable Use Policy for the Department's ICT Resources and Professional Codes of Conduct such as the Victorian Teaching Profession Code of Conduct.

Responsibilities And Delegations

The principal is required to ensure this policy is understood by staff working within the school.

Monitoring, Evaluation And Reporting Requirements

The principal is responsible for monitoring and evaluating the effectiveness of the policy

Social Media Guidelines

Social media is a group of online applications such as social networking sites, Facebook, wikis, blogs, microblogs, video and audio sharing sites, and message boards that allow people to easily publish, share and discuss content.

Conversations in social media are a dialogue; an opportunity to listen, share, collaborate and respond to our colleagues and communities. Staff at Dandenong Primary School recognise the importance and potential positives of participating in these conversations and are aware of the fact

that such comments may be public and potentially permanent. The following guidelines are designed to support staff as they engage in any conversations.

- Staff are to ensure that they follow relevant department policies including the Code of Conduct and ensure that they follow the terms and conditions for any third-party sites.
- Staff are to be aware that their role with the department creates an association between what is said online and the department itself. Staff are to ensure that content published is consistent with their work and DET professional standards.
- Staff are to ensure that their personal online activities don't interfere with their job performance. Used well, social media provides excellent opportunities for professional networking, ideas exchange and community feedback.
- Staff should adhere to the department's social media policy and guidelines.
- Personal accounts may not be listed or cross promoted on department platforms unless approved by the Principal.

Facebook and Webpage

Dandenong Primary School aims to improve its coverage of events, excursions and day to day workings at the School for the wider community. In doing so the School undertakes the management and integration of Facebook and the Schools webpage into the communication system of the School. In order to maintain consistency and coherence of communication available for the wider School community Dandenong Primary School undertakes the following:

The Schools Facebook account will be overseen by the Principal and managed by selected staff at Dandenong Primary School. Only the identified staff members will have access to the Facebook account.

- Facebook will be utilised only as a news dissemination tool and no conversations or direct posts will be responded to.
- It is the responsibility of the staff member in charge of the account to monitor the newsfeed throughout the day and, if any inappropriate content/comments are made then that staff member is to notify the Principal once the comment has been removed.
- Any account posting content/comments that are in breach of this policy or any contextual policies noted within will be reported to Facebook as abusive and in severe cases the police contacted
- Dandenong Primary School's Facebook account remains the property of the school and as such will only ever be utilised to publish school related content
- No post will contain students' full names.
- Only students that have signed consent from their parents/guardians will be allowed to be displayed on Facebook or the Webpage.

Dandenong Primary School is committed to ensuring this policy is publicised and implemented and will monitor and review its effectiveness.

Staff Induction Policy

Rationale

The purpose of this policy is to address the requirements, needs and possible contingencies with new members of staff at Dandenong Primary School, which includes graduate teachers, non-graduate teachers and Education Support staff.

This policy will ensure that graduate teachers will be able to follow a scheduled and manageable induction process, which will comply with current Victorian Institute of Teaching (VIT) requirements for graduate teachers to officially move from a probationary period of employment and being provisionally registered, to fully registered teachers.

Teachers and ES staff new to the school are entitled to become familiar with our school and its operations in a manner that is comfortable and welcoming and follows current DET and VIT professional standards, current Occupational Health and Safety Conditions and complies with all current DET employment requirements.

Aims

1. To allow new staff to become a valued and motivated member of our teaching staff team.
2. To formally and effectively familiarise new staff with the expected operations, guidelines, facilities and resources of the school and how these features can be accessed to an optimum level.
3. To ensure new staff have received appropriate training, supervision, mentoring and are able to secure and maintain their required full registration with the Victorian Institute of Teaching.

Achievement Measures

1. Feedback from all new staff informally on a daily basis and via a formal schedule of meetings, where the Principal will seek and record feedback from new staff about how they have assimilated into their new work environment.
2. Feedback from new staff as to how effectively they have familiarised themselves with operations, guidelines, facilities and resources of the school.
3. Evaluate the efficiency and effectiveness of the VIT registration procedures that were conducted and delivered for graduate teachers, including the mentor and mentoree programs.

Implementation and Guidelines

New staff will be encouraged by the Principal to meet the staff of the school and have a school tour prior to the commencement of their employment at the school

New staff will be provided with a hard and a digital copy of our most recent updates of our Staff Induction Program Outline and our Staff Information Manual. At a date subsequent to this (soon after their employment has commenced), the Principal/Assistant Principal/Mentor will go through the contents of these booklets, ensuring that the contents, the process and the timeline for induction is clearly understood. This forum will also present an opportunity for new staff to raise any concerns or issues.

The Staff Induction Program Outline will present information to new staff containing regarding: Pre-commencement, Laying the Foundations, the mentor and registration process and Continued Professional Growth

The Staff Information manual provides details of all operations, guidelines, procedures, resources, staff, staff roles and support in the school. This document is updated annually and is distributed to staff at the start of each school year.

An Induction and Mentoring Co-ordinator (usually the Principal/Assistant Principal) will be responsible for overseeing the induction process and will appoint appropriate mentors as required by negotiation with these members of staff.

As specified in the Induction Program Outline booklet, prior to the commencement of the time of employment the following tasks will be completed by the Principal:

- Issue a letter of congratulations, employment contract, notification of Induction Day will all be sent to teacher/ESO, together with a GHPS Information Pack
- Advise office staff of appointment to ensure that pay details and edumail details have been processed correctly
- Provide an Induction day for new staff which will involve: Tour, Job Expectations, Professional Standards, School Organisation, Staff Information Manual and full registration requirements, where required for graduate staff
- Provide computer access codes to ensure that new staff member can access edumail and LAN
- Where possible, provide opportunities to plan curriculum and participate in School Planning Days

Mentors and mentorees will be informed of and will attend all necessary DET/VIT training days

The registration aspects which move beyond this first nine week schedule of tasks, will continue to be implemented into the next phase, which is outlined under “Continuing Professional Growth” in the Induction Program Outline booklet. This last phase acknowledges the required responsive nature of the program and emphasises the need to respond proactively to individual professional learning needs.

During this last phase the following examples and types of professional growth are required to be delivered to new graduate staff:

- Continued monitoring of induction program. Timetabled formal meetings between Mentor and Mentoree, exploring Professional Learning Standards.
- Continued opportunities for observing, shadowing and focus on developing teaching practice and undertake further Collegiate Classroom Activities
- Schedule opportunities to meet with peers and provide information on teaching structure, career opportunities and pathways
- Provide professional learning opportunities, to support new teacher’s identified needs
- Organise discussions relating to the teaching career structure and career pathways, include Succession Planning opportunities
- Complete and share with Principal the Induction Evaluation form and process
- Commence and complete Evidence of Professional Practice for Full Registration Task
- Celebrate and acknowledge the new staff member’s professional growth
- Submit Application for Full Registration

Other key Issues to be worked through and information required by new teachers during this phase include:

- Report writing
- Revisiting issues mentioned in previous phases
- Issues that new or returning teachers request to be addressed
- Managing student behaviour/classroom behaviour
- Catering for students with a range of learning needs
- Effective teaching and learning strategies
- Organising Student Learning
- Student assessment

- Effectively and appropriately communicating/dealing with parents
- Teaching Strategies for particular content areas
- Inclusion of and effective provision for students with a disability
- Student motivation and engagement

The induction process for new staff as specified in the Induction Program Outline booklet will also make provision for:

- Things I need to know and documents I need to see checklist
- Arrangements and important websites
- Teacher Professional Standards
- Welcome to the Website Toolkit
- Acronyms in Education
- Peer Observation/Feedback Program

Evaluation of the Program

1. Feedback as to the effectiveness and relevance of the induction process will be constantly sought and provided throughout the program from all stakeholders, so as to deliver constant evaluation.
2. The quality and efficiency of the program will be constantly monitored and adjusted by the Principal and Assistant Principal, as is necessary to meet current local, DET and VIT requirements.

Statement of Values & School Philosophy

PURPOSE

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

POLICY

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

The programs and teaching at Dandenong Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

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

This policy outlines our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website, our staff induction handbook, student diary and enrolment/transition packs.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote your values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

VISION

Dandenong Primary School's vision is to

MISSION

Dandenong Primary School's mission is to [insert mission statement i.e. *to provide students with the best possible foundation in life through a well-rounded education*].

OBJECTIVE

Dandenong Primary School's objective is to [insert objective, i.e. *to ensure all students leave our school with a practical understanding of the curriculum*].

VALUES

Dandenong Primary School's core values include:

- Kindness
- Respect
- Responsibility
- Excellence, and
- Diversity

[Note: schools should also include an explanation of the values, which may include practical examples]. The text below is included as a sample only:

Dandenong Primary School's values are respect, kindness and excellence.

We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.

We model and demonstrate kindness, and take every opportunity to help others that may be in need.

We strive for excellence, which means trying our hardest and doing our best.

BEHAVIOURAL EXPECTATIONS

Dandenong Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

As principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

UNREASONABLE BEHAVIOURS

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

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

Unreasonable behaviour includes:

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

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

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

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

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

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

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

REVIEW CYCLE

This policy was last updated on 7 March 2021 and is scheduled for review in March 2024 or as required.

Strategies to Remove & Reduce Risk

Participate in the implementation of Area Partnerships to support stronger links between organisations involved with vulnerable children, at risk young people and their families.

Dandenong Primary School currently has partnerships with:

- Dandenong Primary School Community Hub
- Dandenong Council
- Department of Health & Human Services
- Southern Migrant & Refugee Centre
- Private Psychologist
- Dandy Pals Playgroup

Improve the capacity to identify, monitor, and project outcomes for vulnerable children and young people through the data collection of attendance, suspensions and referrals to the wellbeing staff.

Dandenong Primary School will imbed the culture of the Safeminds NIP program (Notice, Inquire, Plan) and mentoring programs to further encourage positive outcomes for vulnerable students.

Enhancing sharing of student information amongst school staff to support improvements in service delivery for at risk children through current wellbeing and behaviour management whole school staff meetings.

Ensure that children and young people in out-of-home care are receiving the necessary supports. This will be achieved by ensuring that Individual Learning Plans and Education Assessment Needs are developed in consultation with the young person in out of home care. Supports will include two student support group meetings per year with all relevant support services to ensure that actions from care team meetings are resulting in positive outcomes

Vulnerable transition students are identified by way of meetings with all feeder pre-school education providers. Those identified as high risk will be assessed by the student wellbeing coordinator and will receive a personalised program with extra transition activities developed for the student.

Implement the 'Student Engagement and Inclusion Guidance' to support schools to identify and respond to students at risk of abuse earlier in order to maintain engagement, wellbeing and safety

Enhance school resources about sexuality, respectful relationships, and the prevention of violence to increase the knowledge, awareness and resilience of students by way of sexual violence, gender equity and resilience programs for students in Year 5 and 6.

Build the capacity of school staff to respond to vulnerable children by providing compulsory training in mandatory reporting and Safeminds to all staff.

Support parents by raising their awareness of parenting assistance services such as Southern Migrant Refugee Centre, Parentline, Family Mediation Centre, Family Mental Health Support Services, Anglicare, OZchild and local area education programs through newsletter, community magazine and website notifications

Strengthen parents' engagement in their children's learning and provide information and support in times of need. Dandenong Primary School will support families by way of appropriate referral in regard to financial, medical, psychological and wellbeing of students as required.

Aboriginal children and young people are supported in schools by Koorie Engagement Support Officers, Koorie Liaison Officers and initiatives such as Koorie school-community partnerships. All Aboriginal children will have an Individual Education Plan and Career Action Plan and those in out of home care will be consulted in the development of an Educational Needs Assessment. Local area Aboriginal support will be sought on an individual needs basis keeping in mind the cultural sensibilities of the student.

The Program for Students with Disabilities provides schools with additional resources to support learning, engagement and transitions for students with mild to severe disabilities. All PSD students have a student support group meeting at least four times a year with focus on the outcomes from the students' individual learning plan. This incorporates the PSD coordinator, family, support services, educational support and the student.

Dandenong Primary School will endeavour to provide ongoing classroom support in excess of the level of student funding.

Student Wellbeing & Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration office on (03) 9792 2743 or via email at dandenong.ps@education.vic.gov.au

Purpose

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

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

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

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

Scope

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

Contents

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

Policy

1. School profile

Dandenong Primary School very proudly serves Australia's number one most culturally diverse community. The school offers a rich history of excellence in teaching that extends from before 1881 through to today. Census data from 2016 revealed that more than 70 percent of residents in the City of Greater Dandenong spoke a language other than English and more than half the population was born overseas in one of 157 different countries.

In 2022 the school is home to 361 children from Foundation (Prep) to Year 6. The school is made up of three Foundation classes, five composite Year 1/2 classes, four Year 3/4 classes and four Year 5/6 classes.

The school offers specialist classes in physical education (PE) and sport, science, technology, engineering and maths (STEM), visual art, performing arts, library and French. The school maintains a specialised English as an Additional Language (EAL) class and offers extra language and literacy support across all year levels.

In addition to our learning and teaching staff, the school maintains a team of highly dedicated wellbeing staff to support the health and wellbeing of children and families.

Our highly dedicated school staff are almost as diverse as our student population and speak a range of languages including Dari, Hindi, Spanish, French, Serbian, Albanian, Greek, Cantonese, Mandarin, Turkish, Persian and English.

In 2021, the staff comprised 28.9 FTE teaching and 15.4 FTE support staff, with a mix across the spectrum of professional experience.

We maintain our very own Victorian Early Years Award winning 'Community Hub' which brings local information and services around education, health, community and settlement into a familiar and friendly place for parents. It aims to help families create friendships and support networks, and develop a sense of belonging.

2. School values, philosophy and vision

Dandenong Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our vision is to empower every child to reach their highest possible academic, social, and personal achievement potential, within a community-minded school recognised for excellence.

Our Statement of Values is available online at <https://www.dandenongps.vic.edu.au/vision-values>

3. Wellbeing and engagement strategies

Dandenong Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers

- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Dandenong Primary School use a school-wide instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Dandenong Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Year PLC Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Be You
 - Play is the Way
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee backgrounds
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [Headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Dandenong Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan

- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

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

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

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

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school

- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

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

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

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and Student Code of Conduct.

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

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

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

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

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the year level PLC Leader
- restorative practices
- Detentions
- behaviour support and intervention meetings
- Suspension
- expulsion

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

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

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Dandenong Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

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

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

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

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

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

Dandenong Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

Communication

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

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

Further Information & Resources

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

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

The following [school policies](#) are also relevant to this Student Wellbeing and Engagement Policy:

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

Policy Review & Approval.

Policy last reviewed	1 May 2022
Consultation	<ul style="list-style-type: none">• Student representative group• Parent group• School council
Approved by	Daniel Riley <i>Principal</i>
Next scheduled review date	1 May 2024

Sunsmart Policy

Dandenong Primary School's SunSmart Policy



This policy applies to all school events on and off site.

Purpose

This SunSmart policy provides guidelines to:

- Ensure all students and staff have some UV exposure for vitamin D.
- Ensure all students and staff are well protected from too much UV exposure by using a combination of sun protection measures during the daily local sun protection times (issued whenever UV levels are 3 and above).
- Ensure the outdoor environment is sun safe and provides shade for students and staff.
- Ensure students are encouraged and supported to develop independent sun protection skills to help them be responsible for their own sun protection.
- Support duty of care requirements.
- Support appropriate OHS strategies to minimise UV risk and associated harms for staff and visitors.

Background

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

Legislation and Standards

- Occupational Health and Safety Act 2004
- Education and Training Reform Act 2006: Sch.5 Reg. 1 (1.2)

Procedures

- To assist with the implementation of this policy, staff and students are encouraged to access the daily local sun protection times via the SunSmart widget on the school's website, the free SunSmart app or at sunsmart.com.au.
- The sun protection measures listed below are used for all outdoor activities **during the daily local sun protection times** (issued whenever UV levels are 3 and above), typically from September to the end of April in Victoria.

Healthy physical environment

1. Seek shade

- The school council makes sure there are sufficient shelters and trees providing shade in outdoor areas particularly in high-use areas e.g. where students have lunch, canteen, assemblies, sports, outdoor lessons and popular play spaces.
- The availability of shade is considered when planning all other outdoor activities.
- Students are encouraged to use available areas of shade when outside.
- Students who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.
- In consultation with the school council, shade provision is considered in plans for future buildings and grounds.
- A shade audit is conducted regularly to determine the current availability and quality of shade.

Healthy social environment

2. Slip on sun protective clothing

- Sun protective clothing is included in our school uniform / dress code and sports uniform. School clothing is cool, loose-fitting and made of densely woven fabric. It includes shirts with collars and elbow-length sleeves, longer style dresses and shorts and rash vests or t-shirts for outdoor swimming.

3. Slap on a hat

- **All** students are required to wear hats that protect their face, neck and ears (legionnaire, broad-brimmed or bucket hat), whenever they are outside. Peak caps and visors are not considered a suitable alternative.

4. Slop on sunscreen

- Students must provide their own SPF30 (or higher) broad-spectrum, water-resistant sunscreen. Students are encouraged to come to school in the morning already having applied the first application of sunscreen
AND / OR
- The school supplies SPF30 (or higher) broad-spectrum, water-resistant sunscreen for staff and students' use.
- Sunscreen is applied at least 20 minutes (where possible) before going outdoors and reapplied every two hours.
- Strategies are in place to remind students to



apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).

5. Slide on sunglasses [if practical]

- Where practical students are encouraged to wear close-fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Learning and skills

- Programs on sun protection and vitamin D are included in the curriculum for all year levels.

Engaging children, educators, staff and families

- SunSmart behaviour is regularly reinforced and promoted to the whole school community through newsletters, school website / intranet, staff and parent meetings, school assemblies, student and teacher activities and on student enrolment / new staff orientation.
- As part of OHS UV risk controls and role-modelling, staff, families and visitors:
 - wear a sun protective hat, covering clothing and, if practical, sunglasses
 - apply SPF30 (or higher) broad-spectrum, water-resistant sunscreen
 - seek shade whenever possible.

Monitoring and review

- The school council and staff regularly monitor and review the effectiveness of the SunSmart policy (at least once every three years) and revise the policy when required by completing a policy review and membership renewal with SunSmart at sunsmart.com.au.
- SunSmart policy updates and requirements will be made available to staff, families and visitors.

Relevant documents / links

- DEAT [The Compact: Roles and Responsibilities in Victorian government school education](#): Principle 3 (2012)
- DEAT School Policy & Advisory Guide (SPAG) [Sun & UV protection](#) (2011)
- DEAT [OHSMS Implementation Guide](#) (2009)
- DEAT [Building Quality Standards Handbook](#) (BQSH): Section 8.5.5 Shade Areas (Oct 2011)
- DEAT [Guidelines for School Playgrounds](#) – Playground safety management: Section 3.2.5 (2012)

- DEAT [Outdoor activities](#)
- Catholic Education Commission of Victoria (CECV) [Occupational Health & Safety Checklist](#)
- Independent Schools Victoria (ISV) Compliance Framework: [Sun Protection / Health & safety](#)
- [Victorian Early Years Learning and Development Framework](#) (VEYLDF)
- Education and Training Parliamentary Committee Inquiry into Dress Codes and School Uniforms in Victorian Schools – Government Response
- Safe Work Australia: [Guidance Note for the Protection of Workers from the Ultraviolet Radiation in Sunlight](#) (2008)
- AS 4685.1: 2014 Playground equipment and surfacing – General safety requirements and test methods

Latest update: April 2016
E: sunsmart@cancervic.org.au
P: 9514 5419
W: sunsmart.com.au



Teacher Induction Policy

Under Construction

Rationale

An effective induction program ensures new staff members gain an understanding of our School's ethos, goals, policies and procedures. The induction of new staff is essential to support the School's strategic direction, collaborative structure and pedagogical practices.

Policy

Dandenong Primary School provides all newly appointed teachers with a formal induction that introduces them to the Department of Education & Training and school websites.

Guidelines

All staff will participate in an induction process with their team leader within the first three months of employment.

Staff should be taken on a worksite orientation tour to:

- Familiarise themselves with the grounds
- Introduce themselves to work colleagues
- Familiarise themselves with teachers of specialist rooms/facilities

A new staff member should be paired with a mentor colleague to support their transition into the school. The mentor will act as a supportive colleague and a 'go to' person for the new staff member.

A meeting will be scheduled between the Principal and the new staff member to discuss items listed on the Teacher Induction Checklist. Multiple meetings may be staggered over the term to address the items on the checklist. The new staff member and team leader should sign and date the document for storage on the inductee's personal file.

New staff entering a new class should have pre-ordered stock and stationery available. This will be managed by the Principal.

Staff Induction Checklist

[In development]

Victorian Institute of Teaching (VIT) Employee Register

Valid as of 17 January 2022

Name	VIT Type	VIT Registration No.	Expiry Date	VIT Status
Ali Demirtas	Teacher	612911	30/09/2022	Valid Teacher
Ani Arzoyan	Teacher	303695	30/09/2022	Valid Teacher
Anne Pereira	Teacher	231067	30/09/2022	Valid Teacher
Benjamin Heritage	Teacher	706595	30/09/2022	Valid Teacher
Daniel Riley	Teacher	308088	30/09/2022	Valid Teacher
Elise Milner	Teacher	614632	30/09/2022	Valid Teacher
Elizabeth Carpenter	Teacher	376826	30/09/2022	Valid Teacher
Evangeline Sukumar	Teacher	340566	30/09/2022	Valid Teacher
Felicia Runcan	Teacher	311350	30/09/2022	Valid Teacher
Findlay Rayson	Teacher	604426	30/09/2022	Valid Teacher
Hannah Elms	Teacher	605861	30/09/2022	Valid Teacher
Janelle Jarvis	Teacher	315757	30/09/2022	Valid Teacher
Joash Rajaratnam	Teacher	702862	30/09/2022	Valid Teacher
Kane Douglas-Sonnett	Teacher	390514	30/09/2022	Valid Teacher
Katrina Hodges	Teacher	356405	30/09/2022	Valid Teacher
Kohar Izmirian	Teacher	716763	16/12/2023	Provisionally Reg. Teacher
Leanne Skaftouros	Teacher	242363	30/09/2022	Valid Teacher
Madeline Smith	Teacher	602861	30/09/2022	Valid Teacher
Marie-Joyce Christie	Teacher	262399	30/09/2022	Valid Teacher
Mary Andara	Teacher	250502	30/09/2022	Valid Teacher
Maryanne Bell	Teacher	276827	30/09/2022	Valid Teacher
Maureen Fernandez	Teacher	341559	30/09/2022	Valid Teacher
Narelle Albert	Teacher	369301	30/09/2022	Valid Teacher
Nicolette Pratt	Teacher	305401	30/09/2022	Valid Teacher
Nigel Willcock	Teacher	372628	30/09/2022	Valid Teacher
Nyssa Van Emmerik	Teacher	375634	30/09/2022	Valid Teacher
Nyssa Van Emmerik	Teacher	375634	30/09/2022	Valid Teacher
Paul Krol	Teacher	351981	30/09/2022	Valid Teacher

Rebecca Harris	Teacher	322827	30/09/2022	Valid Teacher
Rebekah Petersen	Teacher	324758	30/09/2022	Valid Teacher
Rodrigo Martinez	Teacher	600789	30/09/2022	Valid Teacher
Salina Huang	Teacher	615145	30/09/2022	Valid Teacher
Samantha Hill	Teacher	306958	30/09/2022	Valid Teacher
Sara Djakovic	Teacher	707804	30/09/2022	Valid Teacher
Susanna Presti-farkas	Teacher	258720	30/09/2022	Valid Teacher
Suzanna Bowman	Teacher	249947	30/09/2022	Valid Teacher
Terri Truscott	Teacher	249475	30/09/2022	Valid Teacher
Wendy Sinclair	Teacher	330631	30/09/2022	Valid Teacher

Visitors Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration office on (03) 9792 2743 or via email at dandenong.ps@education.vic.gov.au

Purpose

To provide a safe and secure learning and teaching environment for students and staff by establishing processes to monitor and manage visitors to Dandenong Primary School.

Scope

This policy outlines our school's arrangements for visitors who attend school grounds when the school is open for instruction between the hours of [insert hours where children are likely to be present at your school, including before and after school eg 8:30am to 4:00pm, and when the office is staffed to monitor/receive visitors at reception], including parents, contractors, [insert any other visitors that are common visitors at your school]. Outside of these times, our front office is not staffed and this policy does not apply.

Definitions

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

Policy

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

Dandenong Primary School is not a public place. The principal has the authority to permit or deny entry to school grounds, and encourages all visitors to familiarise themselves with our school's Statement of Values and School Philosophy, Child Safety [and Wellbeing] Policy, Child Safety Code of Conduct, Volunteers Policy.

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

- Parents
- Volunteers – see our school's Volunteers Policy for more information
- Prospective parents, students and employees
- Invited speakers, sessional instructors and others addressing learning and development
- Public officials (e.g. Members of Parliament, local councillors)
- Persons conducting business e.g.: uniform suppliers, booksellers, official school photographers, commercial salespeople
- Tradespeople
- Children's services agencies

- Talent scouts
- Department of Families, Fairness and Housing workers
- Victoria Police
- Persons authorised to enter school premises (e.g. Worksafe inspectors, health officers etc)
- Other Department of Education and Training staff (including allied health staff) or contractors
- NDIS therapists or other allied health or health practitioners

Sign in procedure

Visitors must:

- Record their name, signature, date and time of visit and purpose of visit in the school's visitor log at the school administration office
- Provide proof of identification to office staff upon request
- Produce evidence of their valid Working with Children Clearance where required by this policy (see below)
- Follow instruction from school staff and abide by all relevant school policies relating to appropriate conduct on school grounds including [insert relevant policies eg: Child Safety Code of Conduct, Respect for School Staff, Statement of Values and School Philosophy etc] as well as Department policies such as the [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#)
- Return to the office upon departure and sign out

Dandenong Primary School will ensure that our school's Child Safety Code of Conduct is available and visible to visitors when they sign in.

COVID-19 vaccination information

Our school follows Department of Education and Training policy with respect to the requirements relating to attendance on school site and COVID-19 vaccinations.

For further information, refer to:

- [COVID-19 Vaccinations – Visitors and Volunteers on School Sites](#)

Working with Children Clearance

For Working with Children (WWC) Check and other suitability check requirements relating to parents/carers and other volunteers working with students please see our Volunteers Policy

All visitors who are engaged in child-related work (see definition above) must have a valid WWC Clearance.

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

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

Visitors who will be working in areas away from students (e.g. a visiting auditor who will be located in the front office with administration staff) or who will be supervised and accompanied by a staff member

during their visit (e.g. a Member of Parliament, a journalist, a prospective parent on a school tour) will not be required to have a WWC Clearance.

Sworn Victoria Police officers or sworn Australian Federal Police officers are exempt from requiring a WWC Check, but may be asked to verify that they are sworn officers by providing proof of identification.

Invited speakers and presenters

On occasion, Dandenong Primary School may invite external speakers or providers to deliver incursions, presentations, workshops and special programs for our students. Consistent with Department of Education and Training requirements, Dandenong Primary School will:

- ensure that the content of presentations and programs by external providers contributes to the educational development of our students and is consistent with curriculum objectives
- ensure that any proposed visit, programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular [(apart from the provision of Special Religious Instruction) - delete this if your school does not offer SRI] and is consistent with the values of public education, Department policies and the Education and Training Reform Act 2006 (Vic). In particular, programs delivered by visitors are to be delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to:
 - elected government
 - the rule of law
 - equal rights for all before the law
 - freedom of religion, speech and association
 - the values of openness and tolerance
 - respect for the range of views held by students and their families.

Parent visitors

We understand that there may occasionally be a reason why a parent or carer may want to speak to or see their child at school, during school hours.

If there is a particular pressing or unavoidable issue that cannot wait until the end of the school day, we ask that parents or carers call the school office to make the request to speak to or see their child during school hours.

We also ask that parents avoid arranging to visit their children at school wherever possible, as this can cause inappropriate disruptions to the school day.

All parents or carers who visit our school during school hours, other than for the purposes of school pick ups and drop offs or for specific school events (eg parent teacher interviews, concerts, assemblies etc), are required to sign in as a visitor at the school office.

Parents or carers who are prohibited from entering the school under a court order or direction of the Principal are not permitted to visit the school. Our school [insert the school's procedures for managing parents/carers restricted from attending the school e.g. maintains and provides office staff with a list of restricted parents/carers which may include identifying photographs and any other information as required depending on the level of risk posed.]

Other visitors

All business operators, tradespeople and other visitors attending the school to conduct work must report to the school office upon arrival for instruction and follow the sign in procedure outlined above.

Communication

This policy will be communicated to our school community in the following ways [please delete the options below in yellow if you do not intend to use these methods. Note that the first two methods are strongly recommended]:

- Available publicly on our school's website
- Included in induction processes for relevant staff
- Included in our staff handbook/manual
- Discussed in an annual staff briefing/meeting
- Made available in hard copy from school administration upon request

Related Policies & Resources

[Dandenong Primary School policies](#)

Department policies:

- [Child Safe Standards](#)
- [Visitors in Schools](#)
- [Contractor OHS Management](#)

Policy Review & Approval

Policy last reviewed	1 May 2022
Consultation	<ul style="list-style-type: none">• Staff• School council• Parent forum
Approved by	Daniel Riley <i>Principal</i>
Next scheduled review date	1 May 2024

Volunteers Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration office on (03) 9792 2743 or via email at dandenong.ps@education.vic.gov.au

Purpose

To outline the processes that Dandenong Primary School will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

Scope

This policy applies to the recruitment, screening, supervision and management of all people who volunteer at our school.

Definitions

Child-connected work: work authorised by the school governing authority/provider of a school boarding services and performed by an adult in a school or school boarding premises environment while children are present or reasonably expected to be present.

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

Closely related family member: parent, carer, parent/carer's spouse or domestic partner, stepparent, parent/carer's mother or father in-law, grandparent, uncle or aunt, brother or sister, including step or half siblings.

Volunteer worker: A volunteer school worker is a person who voluntarily engages in school work or approved community work without payment or reward.

School work: School work means:

- Carrying out the functions of a school council
- Any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
- Any activity carried out for the welfare of the school at the request of the principal or school council
- Providing assistance in the work of any school or kindergarten
- Attending meetings in relation to government schools convened by any organisation which receives government financial support

This is a broad definition and means that volunteers who participate in school community activities, such as fundraising and assisting with excursions, are legally protected (i.e. indemnified) from action by others in the event of an injury or accident whilst they are performing volunteer school work in good faith.

Policy

Dandenong Primary School is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. Dandenong Primary School [insert wording appropriate for your school to reflect the importance of volunteers at your school eg: also recognises the valuable contribution that volunteers provide to our school community and the work that we do].

The procedures set out below are designed to ensure that Dandenong Primary School's volunteers are suitable to work with children and are well-placed to make a positive contribution to our school community.

Becoming a volunteer

Members of our school community who would like to volunteer are encouraged to speak with their child's classroom teacher or the school's assistant principal or principal.

COVID-19 vaccination information

Our school follows Department of Education and Training policy with respect to the requirements relating to attendance on school site and COVID-19 vaccinations.

For further information, refer to:

- [COVID-19 Vaccinations – Visitors and Volunteers on School Sites](#)

Suitability checks including Working with Children Clearances

Working with students

Dandenong Primary School values the many volunteers that assist in our classrooms, with sports events, camps, excursions, school concerts, and other events and programs.

To ensure that we are meeting our legal obligations under the Worker Screening Act and the Child Safe Standards, Dandenong Primary School is required to undertake suitability checks which in most cases will involve asking for evidence of a Working with Children (WWC) Clearance. Additional suitability checks may also be required depending on the volunteer role, such as reference, proof of identity, qualification and work history involving children checks.

Considering our legal obligations, and our commitment to ensuring that Dandenong Primary School is a child safe environment, we will require volunteers to obtain a WWC Clearance and produce their valid card to our school administration office team for verification in the following circumstances:

- Volunteers who are not parent/family members of any student at the school if they are engaged in child-related work regardless of whether they are being supervised.
- Parent/family volunteers who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is not participating, or does not ordinarily participate in, the activity.
- Parent/family volunteers who assist with excursions (including swimming), camps and similar events, regardless of whether their own child is participating or not.
- Parent/family volunteers who regularly assist in school activities, regardless of whether their own child is participating or not
- Parent/community School Council members sitting on School Council with student School Council members, regardless of whether their own child is a student member or not
- Principals should consider adding other categories where you would like to impose a requirement for a WWC Clearance or other suitability check, relevant to your school context.

In addition, depending on the nature of the volunteer work, our school may ask the volunteer to provide other suitability checks at its discretion (for example, references, work history involving children and/or qualifications). Proof of identity may also be required in some circumstances.

Non child-related work

On some occasions, parents and other members of the school community may volunteer to do work that is not child-related. For example, volunteering on the weekend for gardening, maintenance, working bees, parents and friends club coordination, school council, participating in sub-committees of school council, fete coordination, other fundraising groups that meet in the evenings, during which children will not be, or would not reasonably be expected to be, present.

Volunteers for this type of work are not required to have WWC Clearances or other suitability checks as they are not engaged in child-related work and children are not generally present during these activities. However, Dandenong Primary School reserves the right to undertake suitability checks, including requiring proof of identity and WWC Clearance, at its discretion if considered necessary for any particular activities or circumstances.

Training and induction

Under the Child Safe Standards volunteers must have an appropriate induction and training in child safety and wellbeing.

To support us to maintain a child safe environment, before engaging in any work where children are present or reasonable likely to be present, volunteers must familiarise themselves with the policies, procedures and code of conduct referred to in our Child Safety Induction Pack and ensure the actions and requirements in these documents are followed when volunteering for our school.

Depending on the nature and responsibilities of their role, Dandenong Primary School may also require volunteers to complete additional child safety training.

Management and supervision

Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety and Wellbeing Policy, our Child Safety Code of Conduct and our Statement of Values and School Philosophy.

Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's policies relating to [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#).

The principal (or their nominee) will determine the level of school staff supervision required for volunteers, depending on the type of work being performed, and with a focus on ensuring the safety and wellbeing of students.

The principal has the discretion to make a decision about the ongoing suitability of a volunteer worker and may determine at any time whether or not a person is suitable to volunteer at Dandenong Primary School.

Privacy and information-sharing

Volunteers must ensure that any student information they become aware of because of their volunteer work is managed sensitively and in accordance with the [Schools' Privacy Policy](#) and the Department's policy on [Privacy and Information Sharing](#).

Under these policies, student information can and should be shared with relevant school staff to:

- support the student's education, wellbeing and health;
- reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors;
- make reasonable adjustments to accommodate the student's disability; or
- provide a safe and secure workplace.

Volunteers must immediately report any child safety concerns that they become aware of to a member of staff to ensure appropriate action. There are some circumstances where volunteers may also be obliged to disclose information to authorities outside of the school such as to Victoria Police. For further information on child safety responding and reporting obligations refer to: Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures.

Records management

While it is unlikely volunteers will be responsible for any school records during their volunteer work, any school records that volunteers are responsible for must be provided to [insert staff member] to ensure they are managed in accordance with the Department's policy: [Records Management – Schools](#).

Compensation

Personal injury

Volunteer workers are covered by the Department of Education and Training's Workers' Compensation Policy if they suffer personal injury in the course of engaging in school work.

Property damage

If a volunteer worker suffers damage to their property in the course of carrying out school work, the Minister (or delegate) may authorise such compensation as they consider reasonable in the circumstances. Claims of this nature should be directed to the principal who will direct them to the Department's Legal Division.

Public liability insurance

The Department of Education and Training's public liability insurance policy applies when a volunteer worker engaged in school work is legally liable for:

- a claim for bodily injury to a third party
- damage to or the destruction of a third party's property.

Communication

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

- Available publicly on our school's website
- Included in induction processes for relevant staff
- Included as a link in all invitations to prospective volunteers
- Included in our staff handbook/manual
- Discussed in an annual staff briefing/meeting
- Made available in hard copy from school administration upon request

Related Policies & Resources

Dandenong Primary School policies and resources relevant to this policy include those available on the school website at <https://www.dandenongps.vic.edu.au/policies>

Department policies:

- [Equal Opportunity and Anti-Discrimination](#)
- [Child Safe Standards](#)
- [Privacy and Information Sharing](#)
- [Records Management – School Records](#)
- [Sexual Harassment](#)
- [Volunteers in Schools](#)
- [Volunteer OHS Management](#)
- [Working with Children and Other Suitability Checks for School Volunteers and Visitors](#)
- [Workplace Bullying](#)

Policy Review & Approval

Policy last reviewed	1 May 2022
Consultation	<ul style="list-style-type: none">• Staff• School Council• Parent Forum
Approved by	Daniel Riley <i>Principal</i>
Next scheduled review date	1 May 2024

Dandenong Primary School Whole School Behaviour Management



Dandenong Primary School

Whole School Behaviour Management

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Dandenong Primary School

Whole School Behaviour Management

Purpose:

To provide a consistent whole school approach that encourages, develops and promotes positive behaviour as well as provide timely and supportive intervention for inappropriate behaviour. This policy is based on procedural fairness and explicitly prohibits and corporal punishment

Intention:

Students

Through consistent, visible and clear behaviour expectations, children will develop and enhance positive social skills, secure emotional development and the skills to be able to positively problem solve negative social situations

Teacher

The teacher intentionally constructs the learning and social environment to provide optimal opportunities for children to promote social skills, emotional development and resilience

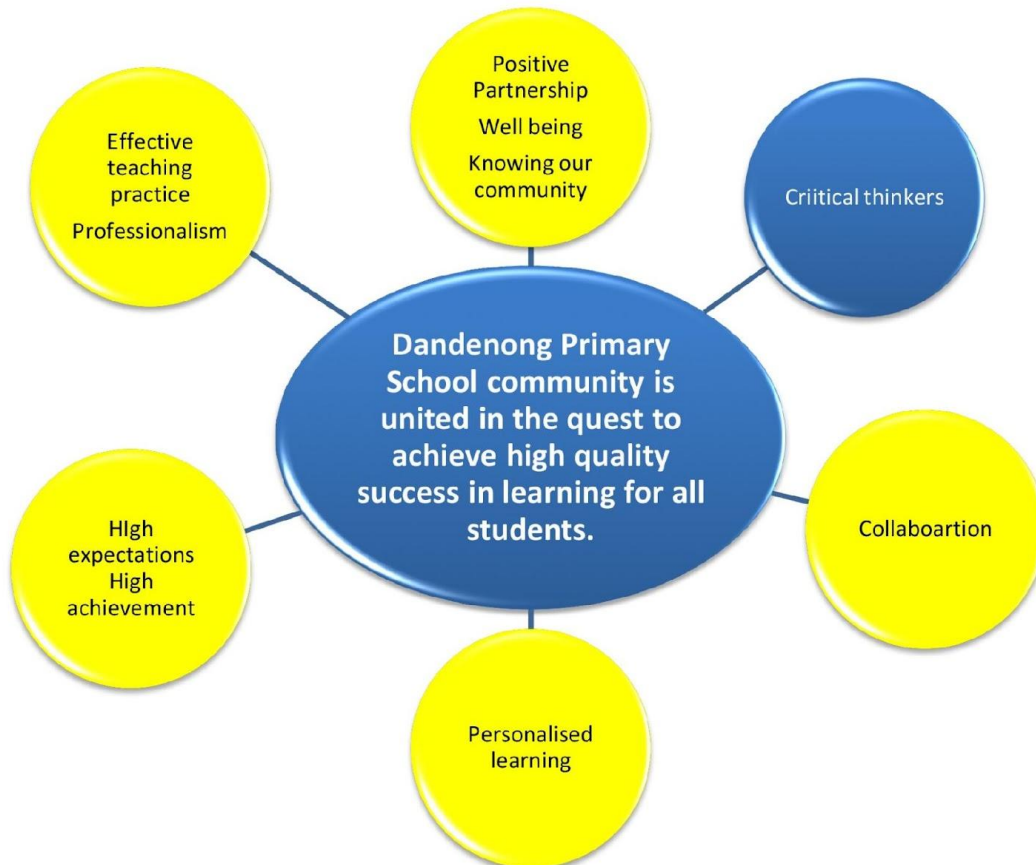


DPS Whole School Behaviour Management links to:

DPS Mission

The Dandenong Primary School Community is **committed** to the provision of outstanding educational opportunities for every child, through a **spirit of collaboration, in an environment of respect and consideration**

DPS Vision



DPS Values

Respect Yourself, Respect Others, Respect the Environment
Support, Cooperation, Acceptance of Difference, Compassion, Friendliness, Pride, Integrity

Protocols

DPS PROTOCOL DEFINITION

A set of commitments created by a team to guide behaviours and maximise opportunities for success in an environment of collaboration.

Kidsmatter

Self-Awareness

Recognising one's emotions and values as well as one's strengths and limitations

Responsible decision-making

Making ethical constructive choices about personal and social behaviour

Relationship skills

Forming positive relationships, working in teams, dealing effectively with conflict

Social Awareness

Showing understanding and empathy for others

Self-management

Managing emotions and behaviours to achieve one's goals



Play is the Way

Key Concept 1 Treat Others as You Would Like Them to Treat You

Key Concept 2 Be Brave – Participate to Progress

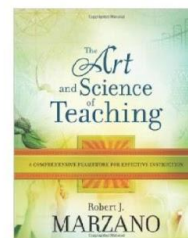
Key Concept 3 Pursue Your Personal Best No Matter Who You Work With

Key Concept 4 Have Reasons for the Things You Say and Do

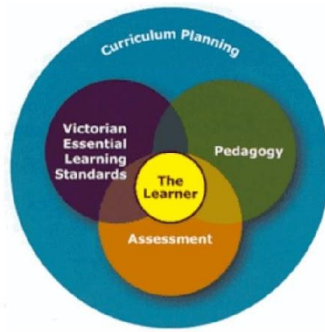
Key Concept 5 It Takes Great Strength to be Sensible

Marzano Design Questions

- DQ #5: What will I do to engage students?
- **DQ #6: What will I do to establish or maintain classroom rules**
- **DQ #8: What will I do to establish and maintain effective students?**
- DQ #9: What will I do to communicate high expectations for all students?



and procedures?
 relationships with



1. The learning environment is supportive and productive

- 1.1 builds positive relationships through knowing and valuing each student
- 1.2 promotes a culture of value and respect for individuals and their communities
- 1.3 uses strategies that promote students' self-confidence and willingness to take risks with their learning
- 1.4 ensures each student experiences success through structured support, the valuing of effort, and recognition of their work

2. The learning environment promotes independence, interdependence and self-motivation

- 2.1 encourages and supports students to take responsibility for their learning
- 2.2 uses strategies that build skills of productive collaboration.

3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program

- 3.1 uses strategies that are flexible and responsive to the values, needs and interests of individual students
- 3.2 uses a range of strategies that support the different ways of thinking and learning
- 3.3 builds on students' prior experiences, knowledge and skills
- 3.4 capitalises on students' experience of a technology rich world.

4. Students are challenged and supported to develop deep levels of thinking and application

5. Assessment practices are an integral part of teaching and learning

- 5.2 ensures that students receive frequent constructive feedback that supports further learning

6. Learning connects strongly with communities and practice beyond the classroom

plans for students to interact with local and broader communities and community practices

<http://www.education.vic.gov.au/school/teachers/support/pages/teaching.aspx>



Professional Knowledge

Know students and how they learn

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.6 Strategies to support full participation of students with disability

Know the content and how to teach it

Professional Practice

**Plan for and implement effective teaching and learning
Create and maintain supportive and safe learning environments**

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety
- 4.5 Use ICT safely, responsibly and ethically

Assess, provide feedback and report on student learning

Professional Engagement

Engage in professional learning

- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

Engage professionally with colleagues, parents/ carers and the community

- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

Victorian Curriculum

Capabilities:

Critical and Creative Thinking

Questions and Possibilities

Reasoning

Meta-cognition

Ethical

Understanding concepts

Decision Making and Actions

Intercultural

Cultural Practices

Cultural Diversity

Personal and Social

Self-Awareness and Management

Recognition of expression of emotions

Development of Resilience

Social-Awareness and Management

Relationships and diversity

Collaboration



Essential Agreement



Every classroom and specialist teaching space will have a visual display to promote the teacher/student collaborative development of an 'Essential Agreement' based on DPS 3 levels of Respect:

Respect Yourself

Respect Others

Respect the Environment

Some handy hints for developing and using your Essential Agreement:

- Discuss with PLC expected behaviour
- Front load students by providing visual prompts relating to expected behaviour
- Collaborate with students in developing positive statements for each level of respect
- Three statements per level is ample
- Try and guide statements to link with **Play is the Way** key concepts
- Statements for each level of respect are to be worded in a positive manner
e.g. *Give new things a go*
Treat others the way you would like to be treated
Move safely around the classroom
- Provide visual pictures to match each statement – preferably with children's' input e.g. *photos, drawings*
- Place Essential Agreement close to your main teaching space so that you can refer to it during your teaching
- Embed statements into your teaching by constantly referring to them when you see a student demonstrating the agreed behaviour
- Teach students the skill of self and peer reflection by asking them what positive agreed behaviour they have seen








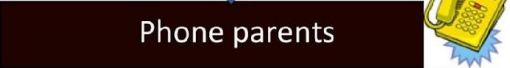
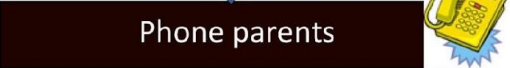
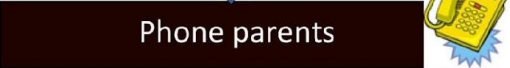
Intervention for Managing Inappropriate Classroom Behaviour

Dandenong Primary School management of inappropriate student behaviour follows a 3 tier intervention approach.

Tier 1 Classroom management – class teachers, specialists, support staff

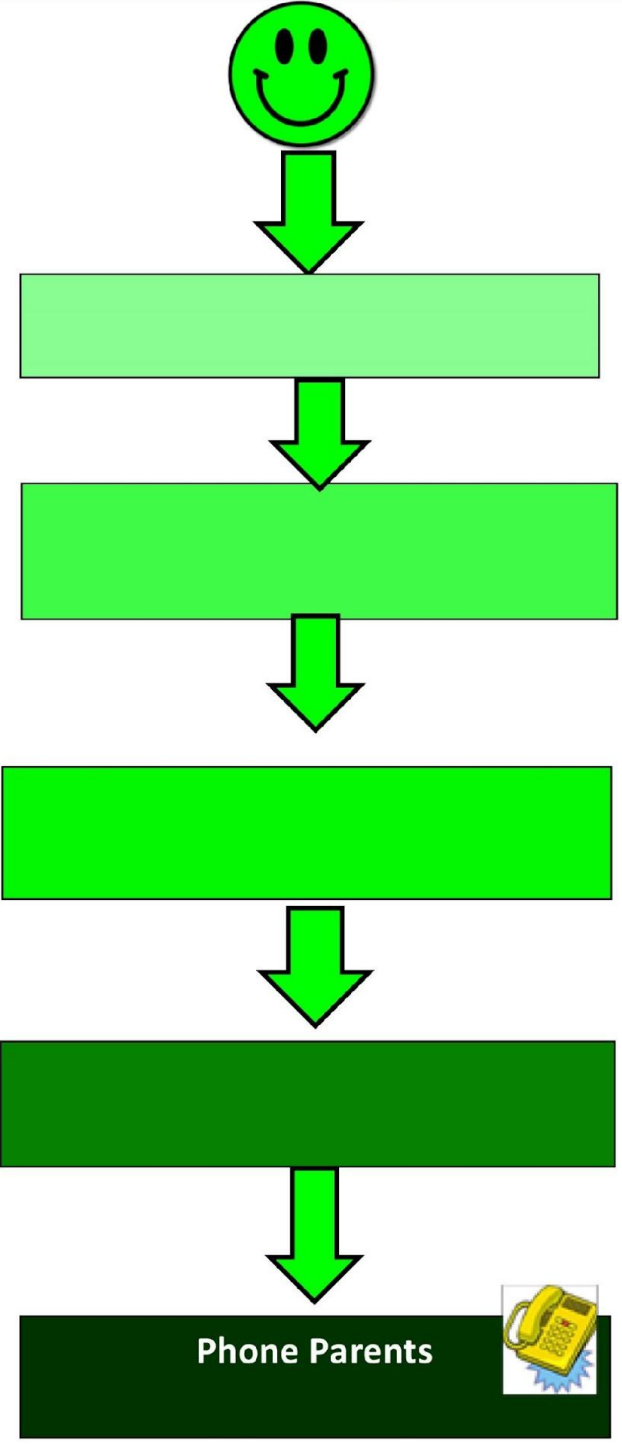
Tier 2 Teacher support – staff buddy, welfare team support

Tier 3 Principal Class/Leadership Team and/or Welfare Staff

DPS Consequence Contiuum Visual prompt	Staff Responsibilities
	<p>Tier 1 - Use of non verbal clues: Eye contact, hand gestures, pointing to 'Essential Agreement,' 'Play is the Way posters' or visual prompts – photos/drawings, physically moving closer to student, etc..</p>
<p>Verbal reminder</p> 	<p><i>If behaviour continues....</i> Tier 1 – Verbal reminder Talk to the student and refer them to the class 'Essential Agreement' e.g. <i>Remember Fred we have agreed to speak to one another respectfully. hope you make a good choice.</i></p>
<p>Time out in the room</p> 	<p><i>If behaviour continues....</i> Tier 1 – Timeout in classroom Refer to class 'Essential Agreement' and 'Consequence Continuum.' e.g. <i>Fred because you chose to continue to speak disrespectfully, you have made the choice to hav timeout from the group.</i></p>
<p>Time out in another classroom</p> <p>Complete... 'Thinking about my Behaviour' sheet</p> 	<p>Withdraw student to an area away from the other children, but in space where they can still observe explicit teaching or continue to their independent learning – (set a timer)</p> <p>When time is up....only allow student to return to group by invitation and re-establishing relationship through restorative approach. e.g. <i>Fred you can now join us. Remember our agreement for speaking respectfully. I have seen you speaking respectfully before, so I know you can do it.</i></p>
<p>Time out in office</p> 	<p><i>If behaviour continues....</i> Tier 2 – Timeout in a buddy classroom Refer to class 'Essential Agreement' and 'Consequence Continuum.' e.g. <i>Fred we are disappointed that you have chosen to continue to speak disrespectfully, you have now made the choice to have timeout in.....room..</i></p>
<p>Phone parents</p> 	<p>Walk student to buddy classroom – limit conversation with student, when you reach the classroom....<i>Sorry to interrupt your teaching....but....needs to have some thinking about their behaviour/choices time</i></p> <p>Student is given a 'Thinking About My Behaviour' sheet to complete – set timer</p> <p>When time is up....only allow student to return to group by invitation and re-establishing relationship through restorative approach.</p> <p>Classroom teacher to make contact with parents to discuss student behaviour and ways that the school will support the student.</p>
<p>Phone parents</p> 	<p>Tier 3 – Timeout involving leadership This action should be reserved for serious behavioural incidences that ar not able to be managed at a classroom level. These include:</p> <ul style="list-style-type: none"> • Fighting • Any physically threatening behaviour • Insolent behaviour towards the teacher • Unsafe behaviour
<p>Phone parents</p> 	<p>Tier 3 – Phone Parents Leadership, in consultation with classroom teacher will make contact with parents</p>

Supporting Positive Behaviour in the Classroom

This continuum sits alongside the inappropriate behaviour continuum

<p>DPS Consequence Contiuum Visual prompt</p>	<p>Staff Responsibilities</p>
 <p>The visual prompt consists of five horizontal boxes arranged vertically, connected by downward-pointing arrows. The top box is light blue and contains a yellow smiley face icon. The second box is medium blue. The third box is dark blue. The fourth box is black and contains the text 'Phone Parents' and a yellow telephone icon.</p>	<p>Teachers explicitly weave the 'learning moments' re: rules and expectations throughout the academic sessions.</p> <p>Actively seek out and reinforce positive examples of student behaviour (be conscious of individual needs of students, e.g. Oppositional Defiant students)</p> <p>Teach the spirit of the Rule</p>

Support for staff dealing with challenging students and/or parents

- **Formal weekly debriefing** within the PLC, with all members present – so that team support and strategies can be discussed. This will be an agenda item must for all weekly meetings. Agreed strategies will need to be documented and incidents will need to be recorded. Set questions will help guide the debriefing sessions.
- **Informal debriefing** – checking in with staff who are dealing with our challenging students, by both fellow team members and leadership.
- **Debriefing after any major incident** (verbal or physical abuse of staff member.) This would be done on a 3 level approach – firstly with a member of the leadership team and the staff member involved, then with the whole PLC and leadership rep. (This will help to keep all PLC members ‘in the picture’ and will foster an ‘our problem’ as opposed to ‘the problem’ approach.) And finally, with: the student, parent, classroom teacher, leadership member and any other staff member directly involved.

Procedures for ‘Time out’ support

- **General disruptive behaviour** – arrangements to be made at PLC level. Staff member who is supervising the time out – to physically take the student back to their grade after the time out period is over and ask the student’s teacher if they are ‘invited back in?’
- Supervising staff member to ‘check –in’ with fellow staff member for feedback and offer peer support.
- For our ‘severe’ behaviour problems, where they are beyond ‘classroom’ timeout (that is, they will be just as disruptive during timeout in another classroom or have physically or verbally abused the teacher), leadership member to collect student from classroom.
- Prior folders of work to be established for the ‘regulars’ to complete during time out with a leadership member. Knowledge of student’s capabilities and behaviour type will need to be considered.
- When the student is able to return to the classroom environment, the leadership member will walk the child back to the class and then ask the classroom teacher if the student is ‘invited’ back into the grade. If the teacher feels that the student will not be disruptive for the remainder of the current session, they can then invite the student back in. The leadership member will need to briefly supervise the class, while the classroom teacher talks to the ‘timeout’ student to establish expected norms for the remaining session and ‘positively reconnect’ with the child.
- Leadership ‘time out’ member will then check on the student after 10-15 minutes, when appropriate.
- Students serving ‘leadership time out’ should not be brought back just before recess, lunch or home time, as this can be unsettling for the class. They should be made to wait until after the bell (lunch, can be collected and ate in time out space.) Reconnections will need to be made with classroom teacher before they are dismissed or allowed to go outside.
- Students who receive more than 3 leadership timeouts or severe timeout, to have privileges removed. These privileges should be negotiated with the team members of the PLC, with final approval by the Principal. Once the decision is made, it should be honoured.
- ‘In school’ suspensions. Students involved in serious issues (i.e. physically or verbally attacking staff/students) will complete ‘in school’ suspensions. A member of the leadership team will supervise the student in a withdrawn environment away from contact of other students. The supervision of each individual suspension will need to be negotiated amongst the leadership team. The suspended student will have separate recess and lunch breaks. They will complete set tasks

appropriate for their learning ability. Privileges should also be removed. These privileges should be negotiated with the staff members of the student's level, with final approval by the Principal. Once the decision is made, it should be honoured.

- Challenging students will be placed on individual behaviour contracts and will be made aware of consequences for inappropriate behaviour.
- Dealing with challenging parents. Leadership member to be present at interviews with these parents. Leadership member to follow up with staff member after interview. Follow-up/support plan devised.
- No staff member should, in anyway, support negative comments or behaviour made about fellow staff members any of our parent community. Any such negative comments or behaviour should be passed onto a member of the leadership team. The member of the leadership team, in consultation with the Principal, may then address the parent concerned and where necessary, debrief with and provide support to the affected staff member.

Steps for Managing Inappropriate Behaviour in the Yard

Students are expected to:

- Behave in a respectful manner.
- Take pride in their school.
- Be considerate and supportive of others.
- Understand that bullying, violence, property damage, inappropriate language and risking the safety of others is unacceptable.

Peer Disagreements

If disagreements occur, staff are to use the restorative approach as outlined on card in Yard duty folder, to help students solve issues.

Firstly ask students if they used the 'Five Finger Approach' to help solve their problem.

If deemed serious, record incident in the yard duty book.

Bullying

Verbal bullying or physical bullying (deliberate and continual behaviour) needs to be addressed using the restorative approach and then closely monitored. Each case will need to be reported directly to Leadership and PWO, so that follow up and monitoring can be implemented as well as recorded confidentially in SENTRAL.

Staff will be made aware of which students will need to be monitored during playtimes.

Physical Contact

If serious (student safety at risk,) send students involved to office.

Remind students that Dandenong Primary School is a 'Hands Off' school and ask if they have used the 'Five Fingers' to help solve their problem.

Use restorative approach as outlined on card in Yard duty folder, to help solve issues.

The severity of the contact should reflect the consequences required.

Consequences may consist of:

- Time out – either walking with teacher or sitting on seat
- Community Service – picking up papers
- Limit area to play in

Record relevant incident in SENTRAL

Swearing

Remind students that Dandenong Primary School is a 'swear free zone.'

Consequences can consist of:

- Time out – either walking with teacher or sitting on seat
- Community Service – picking up papers

Record incident in SENTRAL.

Hatless in terms 1 & 4

All hatless students are expected to attend 'Sun Safety Chats' in designated classrooms between 1.40 – 1.45.

Hatless students will need to play in shaded areas. This will be reinforced by the yard duty teacher.

What constitutes being sent to the office during recess and lunch break?

This action should be reserved for **serious behavioural incidences** that are not able to be solved by the yard duty teachers. These may include:

- Fighting
- Any physically threatening behaviour
- Insolent behaviour towards the teacher

Incident should be recorded in SENTRAL.

If inappropriate behaviour during recess or lunchtime continues:

- Question – why is this child behaving this way? (Lunchtime too long? Peer relationships? Social skills?)
Question – what can I do to help them change their behaviour?
- Establish mentor teacher relationship with volunteer staff member.
- Conduct student support group meetings – see Wellbeing Officer or Leadership member to arrange/organise/establish.
- Counselling – see PWO or leadership
- Consequential action agreed to e.g. Behaviour Contract
- Contact parents
- Community service within the school setting
- Withdraw privileges
- Shorten their playtime in the yard
- After school detention – Principal/Assistant Principal must first be notified and contact must be made with parents.
- Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion.

This policy will be reviewed in 2019 or earlier as determined by the Dandenong Pirmary School Council

Working With Children Check Policy

Policy Statement

The Working with Children (WWC) check aims to assist in protecting children from sexual or physical harm. It is designed to complement good selection, supervision and training practices (including rigorous reference checking).

The intent of this procedure is to outline which positions at Dandenong Primary School require a WWC check and the process to be followed.

This procedure applies to all positions at Dandenong Primary School including volunteer, honorary, consultant and contractor positions. Any reference to 'candidates' also extends to staff currently occupying a position.

Definitions

Child: a person who is under the age of 18 years.

Student: any child who is enrolled at Dandenong Primary School

What is the WWC check?

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. The WWC check is administered by the Department of Justice.

When is a WWC check required?

A WWC check is required for positions that meet all of the school the contact happens on a regular (everyday) basis; involve direct contact with children and this contact is not directly supervised; and the position does not qualify for an exemption as listed under the act.

What is the application process?

The candidate must complete a Working with Children Check application form. The forms are available online or at Australia Post outlets in Victoria.

Under the section marked 'Details of Organisation', candidates should ensure they state Dandenong 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 Department of Justice webpage

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 Dandenong Primary School

When can the candidate commence?

Commencement in Dandenong Primary 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 Dandenong Primary School PS, for example, will not be able to receive reimbursement for the cost from Dandenong Primary School.

Responsibilities

Dandenong Primary 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 on the Department of Justice webpage;
- 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 Dandenong Primary 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?

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.

Related Procedures

- Police Records Check Procedure
- Related Documents
- Working with Children Act 2005 (Vic)
- Further information is available from the Department of Justice Working with Children webpage or the Working with Children information line on 1300 652 879

School Register

Dandenong Primary School will take a copy of each WWCC and filed in the Administration Filing Cabinet as per the Staff Registers Policy.

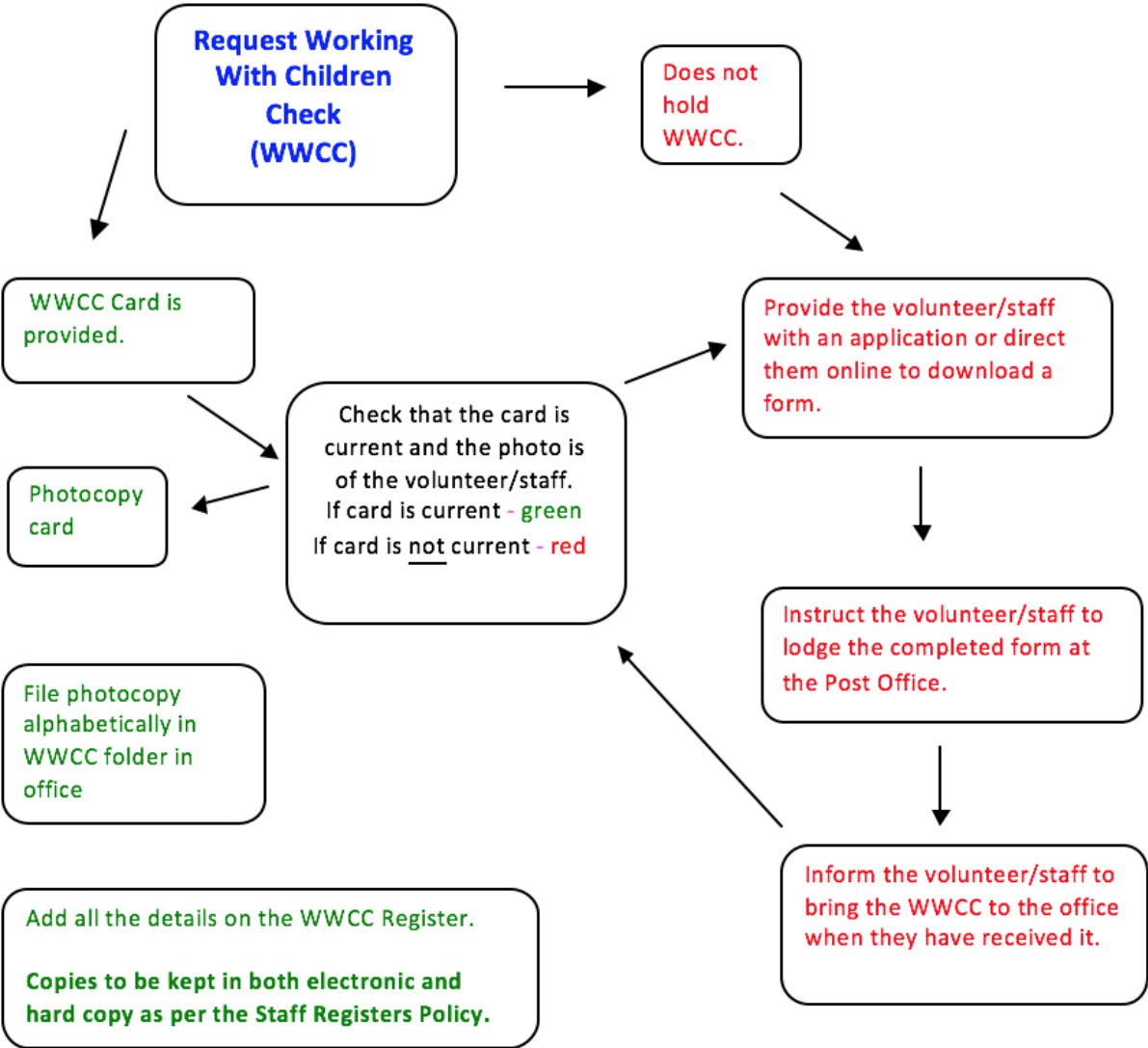
The register will be placed on the admin network.

Flowchart for Working With Children Checks

NB:
 It is mandatory that
 All volunteers and Locally
 Employed staff hold current
 Working with Children Checks.

Business Manager has primary
 responsibility for checking and
 processing WWCCs.

 All Administration staff are also
 responsible for fully
 implementing this process in
 the event of the Business
 Manager's absence or at the
 instruction of the Business
 Manager.



Working With Children Check Employee Register

Valid as of 17 January 2021

Name	Card Expiry Date
Alison Rogers	02/07/2025
Allena Siau	07/02/2023
Andrew Ponniah	03/07/2023
Denece O'Shea	26/11/2022
Donna Mersin	06/02/2023
Fahima Mirza	17/08/2022
Glenn De Lisen	30/07/2022
Hina Batool	26/02/2026
Ishara Premachandra	17/02/2024
Jaihoona Kakar	06/02/2024
Jessica Oehm	02/06/2023
Jo-Anne Kennett	20/10/2025
Joyani Pereira	30/07/2022
Kathy Wilson	02/06/2023
Kylie Southgate	28/08/2022
Morgan Gunning	19/11/2024
Pamela Thuan	26/04/2023
Paris Owen	01/02/2024
Secere Rasidovski	13/11/2024
Sengjul Rasidovski	12/06/2025
Sharyn Tour	30/07/2022
Tania Tivendale	23/05/2022
Vasiliki Brannan	03/08/2026

Yard Duty & Supervision Policy

PURPOSE

To ensure school staff understand their supervision and yard duty responsibilities.

SCOPE

The principal is responsible for ensuring that there is a well-organised and responsive system of supervision in place during school hours, before and after school, and on school excursions and camps.

This policy applies to all teaching and non-teaching staff at Dandenong Primary School, including education support staff, casual relief teachers and visiting teachers.

School staff are responsible for following reasonable and lawful instructions from the principal, including instructions to provide supervision to students at specific dates, time and places.

POLICY

Before and after school

Dandenong Primary School's grounds are supervised by school staff from 8:45am until 3:45pm. Outside of these hours, school staff will not be available to supervise students.

Before and after school, school staff will be available to supervise the Foster Street East and New Street entrances.

Parents and carers should not allow their children to attend Dandenong Primary School outside of these hours. Families are encouraged to contact the St Mary's Primary School OSHC on 0422 803 717 or 9791 7650 or refer to <https://www.echildcare.com.au/dandenong-marys-oosh/> for more information about the before and after school care facilities available to our school community.

If a student arrives at school before supervision commences at the beginning of the day, the principal or nominee staff member will, as soon as practicable, follow up with the parent/carer to:

- advise of the supervision arrangements before school
- request that the parent/ carer make alternate arrangements.

If a student is not collected before supervision finishes at the end of the day, the principal or nominee staff member will consider whether it is appropriate to:

- attempt to contact the parents/carers
- attempt to contact the emergency contacts
- place the student in an out of school hours care program (if available)
- contact Victoria Police and/or the Department of Health and Human Services (Child Protection) to arrange for the supervision, care and protection of the student.

School staff who are rostered on for before or after school supervision must follow the processes outlined below.

Yard duty

All staff at Dandenong Primary School are expected to assist with yard duty supervision and will be included in the weekly roster.

The principal or principal nominee is responsible for preparing and communicating the yard duty roster on a regular basis. At Dandenong Primary School, school staff will be designated a specific yard duty area to supervise.

School staff must wear a provided safety/hi-vis vest whilst on yard duty.

Staff who are rostered for yard duty must remain in the designated area until they are replaced by a relieving teacher.

During yard duty, supervising staff must:

- methodically move around the designated zone
- be alert and vigilant
- intervene immediately if potentially dangerous or inappropriate behaviour is observed in the yard
- enforce behavioural standards and implement appropriate consequences for breaches of safety rules, in accordance with any relevant disciplinary measures set out in our school's *Student Engagement and Wellbeing* policy
- ensure that students who require first aid assistance receive it as soon as practicable
- log any incidents or near misses as appropriate on Sentral
- if being relieved of their yard duty shift by another staff member (for example, where the shift is 'split' into 2 consecutive time periods), ensure that a brief but adequate verbal 'handover' is given to the next staff member in relation to any issues which may have arisen during the first shift.

If the supervising staff member is unable to conduct yard duty at the designated time, they should contact the assistant principal with as much notice as possible prior to the relevant yard duty shift to ensure that alternative arrangements are made.

If the supervising staff member needs to leave yard duty during the allocated time, they should contact the assistant principal but should not leave the designated area until the relieving staff member has arrived in the designated area.

If a relieving or next staff member does not arrive for yard duty, the staff member currently on duty should send a message to the office or call the assistant principal and not leave the designated area until a replacement staff member has arrived.

Should students require assistance during recess or lunchtime, they are encouraged to speak to the supervising yard duty staff member.

Classroom

The classroom teacher is responsible for the supervision of all students in their care during class.

If a teacher needs to leave the classroom unattended at any time during a lesson, they should first contact the assistant principal or principal for assistance. The teacher should then wait until another staff member has arrived at the classroom to supervise the class prior to leaving.

School activities, camps and excursions

The principal and leadership team are responsible for ensuring that students are appropriately supervised during all school activities, camps and excursions, including when external providers are engaged to conduct part or all of the activities. Appropriate supervision will be planned for special school activities, camps and excursions on an individual basis, depending on the activities to be undertaken and the level of potential risk involved.

FURTHER INFORMATION AND RESOURCES

- the Department's Policy and Advisory Library:
 - [Supervision of Students](#)
 - [Duty of Care](#)
 - [Child Safe Standards](#)
 - [Visitors in Schools](#)

REVIEW CYCLE

This policy was last updated on 22 February 2021 and is scheduled for review in February 2024 or as required. This policy will also be updated if significant changes are made to school grounds that require a revision of Dandenong Primary School's Yard Duty and Supervision Policy.



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