Acceptable Use Agreement for Internet and Digital Technologies

Carrum Downs Secondary College is committed to the safety of all children and young people.

Carrum Downs Secondary College believes the teaching of cybersafe and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school.

21st century students spend increasing amounts of time online, learning and collaborating. To be safe online and to gain the greatest benefit from the opportunities provided through an online environment, students need to do the right thing by themselves and others online, particularly when no one is watching.

Safe and responsible behaviour is explicitly taught at our school and parents/carers are requested to reinforce this behaviour at home.

Some online activities are illegal and as such will be reported to police.

Student Agreement

When I use digital technology I agree to:

- be a safe, responsible and ethical user whenever and wherever I use it
- support others by being respectful in how I communicate with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour)
- talk to a teacher if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour
- seek to understand the terms and conditions of websites and online communities and be aware that content I upload or post is my digital footprint
- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images
- use the internet for educational purposes and use the equipment properly
- use social networking sites for educational purposes and only as directed by teachers
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)
- think critically about other users’ intellectual property and how I use content posted on the internet.
- not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student
- not reveal my password to anyone except the system administrator or the teacher
- not bring or download unauthorised programs, including games, to the school or run them on school computers
- not tamper with or damage computers, computer systems or networks. This includes unplugging/swapping mice, keyboards etc
- not download or transfer large files so as to ensure the internet performance of other users is not adversely affected
- refrain from accessing web pages, or produce work that would be considered offensive to parents, teachers or other students because of pornographic, racist, violent or illegal content
- treat any online forum (including Skype & Illuminate) as a virtual classroom and therefore always act within the student code of conduct
- cease all online communication with teachers by 9:00pm
When I use my mobile device I agree to:

- keep the device on silent during class times and not make or answer calls and messages during school times – except for approved learning purposes (subject to mobile phone policy)
- protect the privacy of others and never post or forward private information about another person using Short Message Service (SMS) or Apps
- only take photos and record sound or video when it is part of an approved lesson and never of an inappropriate nature
- seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers)
- seek appropriate (written) permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
- be respectful in the photos I take or video I capture and never use these as a tool for bullying.

This Acceptable Use Agreement also applies during school excursions, camps and extra-curricula activities. I acknowledge and agree to follow these rules. I understand that my access to the internet and mobile technology at school will be renegotiated if I do not act responsibly.

I have read the Acceptable Use Agreement carefully and understand the significance of the conditions and agree to abide by these conditions. I understand that any breach of these conditions will result in internet and mobile technology access privileges being suspended or revoked.

| Student Name: | ______________________________ |
| Year Level: | ______________________________ |
| Student Signature: | ______________________________ |
| Parent/Guardian Signature: | ______________________________ |
| Date: | ______________________________ |

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Anaphylaxis Management Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people. Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow’s milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication. The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers.

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

Implementation
An individual management plan will be developed, in consultation with the parents of any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis. It will be in place as soon as practicable following the student’s enrolment.

The individual anaphylaxis management plan will include:
- Information about the diagnosis including the type of allergy or allergies (based on a diagnosis from a medical practitioner).
- A range of preventive strategies that minimise the risk of exposure to allergens while the student is under the care or supervision of school staff.
- The name of the person/s responsible for implementing the strategies.
- Information on where the student’s medication will be stored.
- The student’s emergency contact details.
- An emergency procedures plan (ASCIA Action Plan), provided by the parent.

The principal will ensure that a communication plan is developed to:
- Provide information to all staff, students and parents about anaphylaxis and the school’s anaphylaxis management policy.
- To provide information about what steps will be taken to respond to an anaphylactic reaction by a student in a classroom, in the school yard, on school excursions, school camps and special event days.
- Brief staff on the identities of students diagnosed at risk of anaphylaxis, where their medication is located and how to use an auto adrenaline injecting device.
- Ensure that teachers and other school staff who conduct classes which students at risk of anaphylaxis attend, or give instruction to students at risk of anaphylaxis must have up to date training in an anaphylaxis management training course.

Where a student has an Epipen they are required to have it with them at all times, including excursions and camps. In the case of excursions and camps attended by a student at risk of anaphylaxis, staff will carry a first aid kit with an Epipen.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Asthma Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people.

Asthma affects one in seven teenagers and one in ten adults. Therefore, it is important for all staff members to be aware of asthma, its symptoms and triggers, and the management of asthma in a school environment.

Asthma attacks involve the narrowing of airways making it difficult to breathe. Common symptoms include difficulty breathing, wheezy breathing, dry and irritating cough, tightness in the chest and difficulty speaking.

People with mild asthma rarely require medication. However, severe asthma sufferers may require daily or additional medication, particularly after exercise.

Aim
- To manage asthma and asthma sufferers as effectively and efficiently as possible at school.

Implementation
- Professional development will be provided annually for all staff on the nature, prevention and treatment of asthma attacks. Appropriate information will be displayed on the staffroom noticeboard.
- Parents/guardians are responsible for ensuring their children have an adequate supply of appropriate asthma medication (including a spacer) with them at school at all times.
- Carrum Downs Secondary College staff will be trained in the administration of reliever puffers such as Ventolin or Bricanyl and spacer devices which will be included in all first-aid kits, including those kits taken on excursions and camps. Reliever puffers are kept in each house office, in the gym and at the main office. Clear written instructions on how to use these medications and devices will be included in each first aid kit; along with steps to be taken to treat severe asthma attacks. Each kit will contain 70% alcohol swabs to clean devices after use.
- The first aid staff member will be responsible for checking expiry dates on reliever puffers.
- School provided spacers are now single-person use only. Once used, the spacer can be given to that person and replaced in the first aid kit. Children experiencing an asthma attack should be treated in accordance with their asthma plan. There is a section on the College’s enrolment form which is completed by parents and requires details of symptoms and medications. A formal Asthma Management Plan, which is drawn up by the student’s doctor, is attached to the enrolment form and kept in the student’s file.
- If no plan is available the student should be sat down, reassured, administered 4 puffs of a shaken reliever puffer (blue canister) delivered via a spacer – inhaling 4 deep breaths per puff, wait 4 minutes, if necessary administer 4 more puffs and repeat the cycle. An ambulance must be called if there is no improvement after the second 4-minute wait period, or if it’s the child’s first known attack. Parents will be notified in these situations or if they have requested notification in the appropriate section on the enrolment form.

Evaluation: This policy will be reviewed as part of the College’s review cycle


This policy was endorsed by the College Council in June, 2016
Attendance Policy

Purpose
Schooling is compulsory for children and young people aged from 6 – 17 years unless an exemption from attendance has been granted. Daily school attendance is important for all children and young people to succeed in education and to ensure they don’t fall behind both socially and developmentally. School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

Aim
- To maximise learning opportunities by ensuring that student absenteeism is kept to a minimum and only occurs for acceptable reasons.
- To put in place agreed processes for managing student absences within the College.
- To inform all members of the College community of the strong link between attendance and student achievement.
- To ensure that students, parents, teachers and the community understand their respective responsibilities in regard to school attendance.

Implementation
- Students are expected to maintain 95% attendance.
- All enrolled students are expected to attend all scheduled classes and activities each day, including whole school sporting events.
- Students arriving to school late are required to sign in with their House Support Officer. Those who are frequently late will be issued with a Punctuality Plan and expected to redeem the time as determined by the House Leader.
- Each teacher is required to mark their class roll on Compass at the start of each period.
- Attendance discrepancy information is returned to the House Support Officer who checks the discrepancies and follows up any unapproved absences with the relevant teaching staff. CASES21 is updated during the day using this information.
- House Support Officers are required to make contact with the parents or guardians of students who have unexplained absences.
- House Support Officers will inform the relevant House Leader and/or Wellbeing Leader of students whose attendance is irregular, who has not provided adequate explanation of absences, or whose absences appear unwarranted.
- Students are not permitted to absent themselves from the College any time during the school day.
- Where possible, parents should inform the College in advance of upcoming absences.
- All absences must be explained by a parent/guardian in writing or a phone call and must be approved by the principal or their representative.
- Parents must write to the College to seek approval for family holidays or extended absences that are planned during the school term. Approval will be granted based on appropriate conditions being met, including a student support group meeting and the establishment of a Student Absence Learning Plan.
- The principal will advise in writing if an absence has not been approved.

The principal will not excuse absences, where:
- approval had not been sought in advance or in accordance with school policy
• the student was absent due to participating in leisure or social activities without approval
• the conditions of approval have not been met (e.g. Student Absence Learning Plan for a family holiday not completed)
• the parent has provided no explanation for the absences

The principal will not excuse absences such as:
• Birthday celebrations, shopping trips, caring for younger siblings or family friends, music festival or concerts, or where the explanation offered is ‘personal reasons’.
• If the absence is for more than two consecutive days, the note from the parent must be accompanied by a medical certificate.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Bullying and Harassment Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people.

Policy
Harassment in any form, including physical, verbal or cyber bullying, is unacceptable. As educators, we have a responsibility to provide teaching and learning environments that are free from harassment, and that encourage students to develop attitudes and skills that discourage, challenge and report harassment in all forms.

Aim
- To provide a fair and supportive environment free from all forms of harassment, that supports the College values by promoting personal respect and providing physical and emotional safety for all.

Definition
Harassment is the exertion of power over another person – often presenting as bullying behaviour, which violates an individual’s rights, making them feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry. It is unwelcome, unreciprocated, uninvited and usually repeated. It is behaviour that breaches proper and professional conduct.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, online social networking apps, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyberbullying behaviour are:
- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation

Cyberbullying can happen to anyone and the bully can act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include:
- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. If a student witnesses harassment they should let that person know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for
the bully, which could potentially lead to consequences.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle (the most common):**
They include:
- Offensive staring and leering
- Unwanted comments about physical appearance and sexual preference
- Racist or smutty comments or jokes
- Questions about another’s sexual activity
- Persistent comments about a person’s private life or family
- Physical contact e.g. purposely brushing up against another’s body
- Offensive name calling

**Explicit (obvious):**
They include:
- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing
- Repeated requests for dates, especially after refusal
- Offensive gestures, jokes, comments, letters, phone calls or e-mail
- Sexually and/or racially provocative remarks
- Displays of sexually graphic material– pornography
- Requests for sexual favours

Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such things as:**
- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- taking or breaking a person’s property
- knocking a person’s books or belongings out of their hands or off their desk
- teasing a person because of their looks

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:
- the language you use and the things you say
- how you treat others
- respecting people’s property (e.g. copyright)
- visiting appropriate places.

**Behaving safely online means:**
- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is ‘not quite right’. At home this would be a parent or carer, at school a teacher.

**If you are being harassed or bullied you should:**
- Tell the person you don’t like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

**Implementation**
- Staff, students and members of the College community will be familiar with the school’s Pro Social Model to harassment and will be provided with information relating to their rights and responsibilities.
• School level protocols based on the principles of Restorative Practices, for conflict resolution will be developed, publicised and implemented.
• Harassment by students will attract consequences consistent with the Student Management Model or Anti-Social Model.
• Professional development relating to harassment will be provided for all staff who in turn will model and practice the appropriate behaviour.
• The College will operate as an inclusive school and will acknowledge students who consistently display exemplary behaviour.
• All claims of harassment will be treated confidentially, documented and promptly and constructively addressed.
• The rights and sensitivities of all individuals will be protected.
• Curriculum will analyse the effects of harassment and assist students to understand harassment in its many forms, develop attitudes and skills that discourage, challenge, counteract and report harassing practices.
• All staff will complete DEECD online Workplace Discrimination & Sexual Harassment training.
• Staff members will not allow themselves or their colleagues to be subjected to harassment by any member of the College community – all such issues must be immediately reported to the principal.
• Unresolved school-level issues may be referred by the principal, or the parties involved, to the appropriate authorities.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Camp Policy

Purpose
The College Camping Program enables students to further their learning and social skills development in a non-school setting. Camps may have a cultural, leadership, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our College. Carrum Downs Secondary College is committed to the safety of all children and young people.

Aim
- To provide all students with the opportunity to participate in a Camps and Tours program
- To provide shared experiences, and a sense of group cohesiveness
- To reinforce and extend classroom learning
- To provide a program that delivers skills and knowledge that may lead to a lifelong involvement in worthwhile leisure pursuits
- To provide a program that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance

Implementation
- A camp is defined as any activity involving at least one night’s accommodation.
- The College Council will ensure that all college camps are maintained at a reasonable and affordable cost, and comply with DEECD requirements.
- Camps will be budgeted for, and accurate costing presented to the Business Manager before the beginning of the school year. Parents will be notified of the exact costs and other relevant details of individual camps as soon as practicable.
- Parents experiencing financial difficulty, who wish for their children to attend camp, will be required to discuss their individual situation with the Wellbeing Leader and Business Manager. Decisions relating to alternative payment arrangements will be made by the Business Manager on a case-by-case basis.
- All families will be given sufficient time to make payments for individual camps. Parents will be sent reminder notices 4 weeks before the camp departure date reminding them of the need to finalise payment. Children whose payments have not been finalised at least 10 school days before the departure date will not be allowed to attend unless alternative arrangements have been organised with the Business Manager.
- Any family who has not met the required payment for a previous camp will be unable to participate in the camping program until this payment is finalised.
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide Pastoral teachers with detailed records on a regular basis.
- The designated Teacher-in-Charge of each camp will
  - Ensure that all camp, bus arrangements and camp activities comply with DEECD guidelines.
  - Complete the “Notification of School Activity” form and forwarded it to DEECD three weeks prior to the camp departure date. Or application can be submitted on line to www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp
  - If the camp is over the DFAT must be notified.
- Ensure that there is a mobile phone on camp that can be used to maintain contact with the College.
- All students will be required to provide written permission from their parents to attend the camp, as well as a completed “Confidential Medical Information Form”
- The College will provide a trained first-aid teacher and a First-Aid kit on each camp.
• A senior staff member will be in attendance at school while the children are returning from camp. The Teacher-in-Charge will communicate with this person in regards the anticipated return time.

• Volunteers may be invited to assist in the delivery of school camps. When deciding which volunteers will attend, the Leadership team/Camps committee will take into account:
  o Any valuable skills the volunteers have to offer, eg. bus licence, first-aid
  o The need to include both male and female volunteers
  o The special needs of particular students
  o Volunteers selected to assist with the camps program will be required to undertake a police records check

• Only students who have displayed sensible, reliable behaviour at school will be invited to participate in the camps program. Parents will be notified if a child is in danger of losing their invitation to participate in a camping experience due to poor behaviour at school. If the unsatisfactory behaviour continues, the student will then be excluded from the camp. The decision to exclude a student will be made by the House Leader in consultation with the Principal.

• Parents will be requested to collect their child from camp if their child exhibits behaviour that is considered unacceptable. The Teacher-in-Charge, in consultation with the Principal, will make this decision. Costs incurred will be the responsibility of the parent.

• All camps require College Council approval. This approval is to be sought at a scheduled College Council meeting at least 2 Terms prior to the camp departure date. Information to be presented will include:
  o The educational aims / objectives of the camp
  o The names of the adults attending and their expertise and experience
  o Travel arrangements and costs
  o Venue details and an itinerary of events
  o Procedures to be followed to ensure the safety of the students, including risk assessments
  o Details on the number of students excluded from the camp
  o Alternative program arrangements for students not attending the camp
  o The names of students financially supported by the College Council to attend the Camp

**Evaluation**: This policy will be reviewed as part of the College’s review cycle


This policy was endorsed by the College Council in June, 2016
Canteen Policy

Purpose
The provision of an efficient and effective canteen at the College provides opportunities to reinforce healthy eating practices, provides a service for parents wishing their children to purchase food and drinks, to raise funds and presents an opportunity for parents to assist within the College.

Aim
- To provide an efficient canteen service which will provide healthy food that is reasonably priced, safe to consume and meets all the appropriate health standards set out in the relevant food acts.
- To encourage students to eat healthily by offering food that is freshly cooked in the College canteen.
- To make sure all canteen staff/volunteers are aware of the food and hygiene regulations that are a vital part of the daily running of the College canteen.

Implementation
- As a premise that sells, prepares, packages, stores, handles, serves and supplies any food for sale, the College canteen will be registered with the local council. (Required by the Food Act of 1984)
- The canteen manager will be responsible for all aspects of the canteen operation, be competent in food safety and be on duty when the canteen is preparing and serving food.
- The canteen manager will ensure that all health regulations and food preparation requirements are complied with; in particular the 'Food Safety Program for College Canteens' and 'A Checklist for College Canteen Coordinators' contained within the Guidelines for 'Personal Hygiene and Food Safety in Colleges' document.
- College Council will be responsible for maintenance and replacement of equipment.
- The canteen manager will be responsible for all ordering, purchasing, stocktaking and balancing of daily takings which are to be handed to the College office ready for banking.
- The Business Manager will be responsible for paying all canteen accounts.

Reference
Guidelines for personal hygiene and food safety in Colleges

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Career Education and Pathways Plan

Purpose
Career Education and Pathway planning empowers Carrum Downs Secondary College students to achieve a lifetime of meaningful career success leading to fulfilling and productive lives.

Aim
Career Education and Pathways planning is an essential responsibility of the school and aims to assist our students to:

- Explore who they are, where they fit and what they want to achieve in life, including developing their self-understanding, maturity, independence and self-confidence.
- Make realistic and meaningful choices for their future beyond CDSC.
- Develop their knowledge and understanding of education, training and employment options including their development and understanding of employability skills.
- Develop skills to effectively manage their careers and pathways throughout their lives.
- Develop individual pathway plans from year 7 with associated support as a means to continued education, training or full-time employment.
- Make a smooth transition from compulsory schooling to further education, training and employment.
- Complete Work Experience at year 10 and beyond.
- Investigate careers and work opportunities including understanding employer expectations.
- Gain additional support when at risk of disengaging or not making a successful transition to further education, training or secure employment.

Roles and Responsibilities

The Career Education and Pathways team will:

- Organise and coordinate the provision of Career Education curriculum and pathway planning for each year level.
- Deliver relevant Career Education and Pathways planning information to staff and college community.
- Liaise with outside bodies concerned with careers education and pathways planning.
- Ensure the provision of suitable up to date resource materials.
- Develop school-based career education materials for students, parents and college community.
- Ensure students have positive work education experiences while attending school.
- Ensure the smooth career education and pathway transition of students in, through and out of the college.
- Provide counselling, advice and assistance to all students and in particular year 11 and 12 students receive at least two individual contacts per year.
- Provide the Principal with a summary report of Year 12 results and tertiary admissions.
- Continually evaluate the programs based on best practice.

All college staff will:

- Deliver aspects of the Career education and pathways programs as requested.
- Be familiar with the details of the Career education materials and pathway programs so they can advise students, particularly during the year level course selection transition period in their role as Pastoral Care teachers.
- Include careers-related elements in their subject based curriculum where appropriate.
• Participate in the Year 9 Careers week program by integrating career related curriculum into their subjects.

The Principal will ensure that:
• Ensure sufficient resources are allocated to the program.
• Ensure the effectiveness of careers advice is evaluated and the outcomes reflected in future plans.

Students will:
• Have found out more about themselves, including their skills and talents, personal qualities and possibilities for change.
• Know how to make decisions, such as choosing appropriate subjects suitable for possible career pathways.
• Have learned about equal opportunities within different career pathways.
• Have used computer programs including career interest inventories to find out more about their learning styles, personality traits and the types of work in which they are interested.
• Have discovered more about the world of work and the choices they have to make.
• Have developed an ongoing action plan years 7-12 and beyond.
• Have had the chance to complete work experience at year 10.
• Have developed an education Resume and participated in a mock interview at year 10.
• Know how to access the college Career Services including making contact with the career and pathways advisers.
• Had an opportunity to see the Careers Adviser for an individual interview.
• Had the opportunity to participate in Exploring Options day and speak to employers and training providers about their prospects for the future.
• Received help to decide about their next step and how to make it.
• Have developed a career education and pathways planning portfolio years 7 to 12 including their career action plan.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Cash Handling Policy

Purpose
Cash transactions are a vulnerable area of the school. To safeguard these assets and minimise the risks associated with cash handling, the school will implement the measures outlined below in accordance with DET guidelines and best practice.

Aim
- 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 cash will be receipted in a timely manner and banked as soon as possible.
- Receipts will be issued at the time of payment received at the front office.
- Cash is to be banked daily by someone other than the person who receipted it where possible.
- Money will not be left at the school during school vacation times.
- All cash transactions must be receipted into the School Council Official Account held at Bank Australia using the DET program CASES21.
- EFTPOS settlement and reconciliation will be undertaken at the end of each day.
- Any money collected outside the office (ie. Canteen and Café Salubrious) is to be counted firstly by two people responsible for collection, then recounted in the office by an office staff member.

Evaluation: This policy is required to be formally minuted and reviewed by College Council annually


This policy was endorsed by the College Council in June, 2016
Child Safe Environments Policy

Purpose
The child safe environments policy sets out the college’s approach to creating a child safe organisation where children and young people are safe and feel safe; and provides the policy framework for the college’s approach to the Child Safe Standards.

Scope
All staff, volunteers, contractors; whether or not they work in direct contact with children or young people. This policy will apply across a range of school forums (e.g. camps, online) and outside of school hours.

Statement of Commitment to Child Safety
Carrum Downs Secondary College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making, with particular attention paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

- Carrum Downs Secondary College has zero tolerance for child abuse.
- Carrum Downs Secondary College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.
- Every person involved in Carrum Downs Secondary College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.
- In its planning, decision-making and operations, Carrum Downs Secondary College will:
  - Take a preventative, proactive and participatory approach to child safety
  - Value and empower people to participate in decisions which affect their lives
  - Foster a culture of openness that supports all persons to safely disclose risks of harm to children
  - Respect diversity in cultures and child rearing practices while keeping child safety paramount
  - Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development
  - Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues
  - Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities
  - Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk
  - Value the input of and communicate regularly with families and carers

Policy and procedures
Policies and procedures outlining Carrum Downs Secondary College’s approach to the Child Safe Standards are outlined below. For further information, please contact the college’s Principal or Assistant Principal.

A child-safe culture
Carrum Downs Secondary College’s culture encourages staff to raise, discuss and scrutinise concerns making it more difficult for abuse to occur and remain hidden.
Personnel understand their roles and responsibilities/Code of Conduct
School leaders and managers will ensure that each person understands their role, responsibilities and behaviour expected in protecting children and young people from abuse and neglect. Staff will comply with the College’s Code of Conduct. The school’s Code of Conduct sets out clear awareness of the difference between appropriate and inappropriate behaviour. Refer to the Victorian Institute of Teaching, Victorian Teachers Professional Codes of Conduct and Ethics

Human resources practices and training
The school applies best practice standards in the recruitment and screening of staff, and will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with them. We will ensure that staff induction, education and training programs are a vital part of our commitment to safeguarding children and young people from abuse and neglect. All prospective staff and volunteers are required to undergo National Criminal History Records check and maintain a valid Working with Children Check.

Reporting a child safety concern or complaint
The college has clear expectations and procedures for staff and volunteers in making a report about a child or young person who may be in need of protection. Immediate action should include notifying the principal or member of the school leadership team of their concerns and reason for those concerns. Their concerns will then be referred to the Department of Health and Human Services Child Protection or another appropriate agency.

Risk reduction and management
The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

Listening to children
The school has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/care givers. We encourage child and parent/care giver involvement and engagement that informs safe school operations and builds the capability of children and parents/care givers to understand their rights and their responsibilities.

Confidentiality and Privacy
Considerable importance is placed on safeguarding the confidentiality and privacy of information about particular children and their families. The collection, use and storage of information is included in school policies.

Definitions
A full list of definitions for Ministerial Order No. 870 is available at www.vrqa.vic.gov.au/childsafety

Child abuse includes
- Any act committed against a child involving – sexual offence or an offence under section 49B(2) of the Crimes Act 1958 (grooming)
- The infliction, on a child, of Physical violence or Serious emotional or psychological harm
- Serious neglect of a child

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

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:
- a campus of the school
- online school environments (including email and intranet systems)
- other locations provided by the school for a child’s use (including, without limitation, locations used for school camps, sporting events, excursions, competitions and other events)
School staff means:
In a government school, an individual working in a school environment who is:
- employed under Part 2.4 of the Education and Training Reform Act 2006 (ETR Act) in the
government teaching service or
- employed under a contract of service by the council of the school under Part 2.3 of the ETR Act or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is
an intermediary)

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Communication Policy

Purpose
To ensure that Carrum Downs Secondary College has clear communication procedures with the college community.

Policy
Carrum Downs Secondary College will engage with families and staff in regular, meaningful two-way communication about children and young people’s learning needs. This communication will occur using a range of mediums, including:

- Compass
- Regular e-newsletters and email
- The college’s social media profile, including but not limited to Facebook, You Tube and Instagram
- Letters to parents
- Written student reports and Student Learning Conferences
- The college website
- Student Support Group meetings
- Reports to College Council, including the Annual Report
- Parent phone calls
- Making college policies available on the website and reviewing all policies with college council every three years.

Evaluation: This policy will be reviewed as part of the College’s review cycle.


This policy was endorsed by the College Council in June, 2016
Complaints and Resolution Policy

Purpose
Carrum Downs Secondary College has the desire that staff, students and parents maintain and experience a high standard of conduct at all times.

Complaints may arise from:
- Allegations of unlawful discrimination
- Allegations of unlawful harassment
- Unprofessional conduct and/or unsatisfactory performance of staff
- A school practice or policy that the complainant believes is unfair, unreasonable or inappropriate
- Decisions made, or not made, that the complainant believes are unfair, unreasonable or inappropriate
- A particular incident

Aim
To provide and maintain a harmonious, positive and productive school environment.
To ensure that all complaints are managed and resolved fairly, efficiently, promptly and in accordance with the College values and relevant legislation.

Implementation
- It is the Principal’s responsibility to provide a healthy and positive school environment that is free from discrimination and harassment. Principals must ensure that all staff and students are aware of their rights and responsibilities under state and federal antidiscrimination legislation.
- Carrum Downs Secondary College will treat all complaints seriously and ensure that all complaints are dealt with in a fair and consistent manner.
- Complaints made against a staff member, or in relation to other matters that fall within a school’s area of responsibility will be dealt with promptly using the local complaints resolution procedures.
- The local complaints resolution procedures encompass both informal and formal action. The principal will need to make an assessment in each case about whether the concern or complaint requires the use of a formal process or whether informal resolution is appropriate.
- Informal resolution of a complaint may involve talking to one or more of the parties. Where appropriate this will involve the use of Restorative Practices. Where an informal process of complaints resolution is not successful, and the complainant wishes to pursue the matter, the principal should implement the formal process.
- The formal process is outlined in the publication “Local Complaints Resolution Procedures” available from the Principal which comprises the following steps: investigating the complaint, determining appropriate action, preparing a report, monitoring the situation.
- At any stage of the local complaints resolution procedures, complainants have the right to take their complaint directly to an external agency, such as the Merit Protection Boards, the Victorian Equal Opportunity Commission, the Human Rights and Equal Opportunity Commission or the Ombudsman.
- Curriculum will address the effects of harassment and assist students to understand harassment in its many forms, develop attitudes and skills that discourage, challenge, counter-act and report harassing practices.

Evaluation: This policy will be reviewed as part of the College’s review cycle.
This policy was endorsed by the College Council in June, 2016
Disability Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people. Carrum Downs Secondary College values the diversity of students including those with special educational needs and recognises the right of all students to attend a mainstream school and participate equitably in the curriculum. Carrum Downs Secondary College supports the learning of students who are funded through the Program for Students with Disabilities and Impairments by providing an inclusive curriculum which aims to meet the learning needs of all students, by acknowledging the diversity of experiences and learning styles that groups, students and individuals bring to their learning.

Aim
- To provide all students, funded and non-funded, with learning opportunities that cater for their diverse, special, individual needs and interests.
- To ensure that the school provides individualised programs and learning experiences that will tailor programs which accommodate the special requirements of those students who are funded under the PSD (Program for Students with Disabilities and Impairments) and to ensure that these students are well supported by college teaching staff and the Integration Team.
- To develop and foster effective relationships between the school, parents, caregivers and outside support agencies for students with disabilities and impairments.

Disability is a very broad definition and can include:
- Loss of physical or mental functions (eg. a person who has epilepsy or a hearing impairment)
- Loss of part of the body (eg. a person with an amputation).
- Infectious and non-infectious diseases and illnesses (eg. a person with allergies)
- The malfunction, malformation or disfigurement of a part of a person's body (eg. a person with asthma, diabetes, a birthmark or scar)
- A condition which means a person learns differently from other people (eg. a person with autism, dyslexia, attention deficit disorder or an intellectual disability)
- Any condition which affects a person’s thought processes, understanding of reality, emotions or judgement or which results in disturbed behaviour (eg. a person with a personality disorder).

Reasonable Adjustment means changing some feature of the learning program and/or environment so that people with disabilities can operate effectively. It is not unlawful to discriminate against a person with a disability if the adjustment imposes unjustifiable hardship on the College. However, the College must be able to prove that an adjustment would cause it unjustifiable hardship. Factors to be considered include the cost, any negative impact on staff or students and the benefit that the person with the disability would gain from the adjustment provided. The principle of reasonable adjustment affects decisions in all areas of employment and education. It encourages more flexible and creative ways of working and teaching and may assist in improving conditions for everyone by, for example, improving access to buildings and rooms.

Implementation
- The Special Needs Co-ordinator will be responsible for overseeing the Disabilities Program for the College, including co-ordinating the applications for PSD funding, the co-ordination of Student Support Groups, the development and implementation of program budgets, co-ordination of staff professional development and all other issues related to students with disabilities and their respective program needs.
The College will work in partnership with parents/caregivers by encouraging their active participation in the development of programs and support for special needs students.

The College will ensure reasonable adjustment to College Programs and learning environments by complying with relevant legislation and DEECD policy.

Resources required for the Program for Students with Disabilities and Impairments will be identified and allocated effectively and appropriately.

Appropriate educational programs will be made available to students with disabilities and impairments. These programs may include, but are not limited to, adjustments to curriculum, and teaching strategies, resources and the environment to address the needs of individual students.

The College will encourage active participation of parents/caregivers and community members by providing up to date and regular information about programs and procedures.

An important priority of the College is to ensure that all staff are familiar with, fully understand and develop an awareness of how to address the obligations under this policy and relevant legislation.

It is the responsibility of the College to ensure that relevant professional development and training be provided for all staff to support their work for students with a disability.

The College will ensure that a supportive school environment will be fostered and maintained that will promote positive, accepting attitudes within the school community towards all students, including those with a disability and impairment.

Links
- Disability Standards of Education 2005
- Federal Disability Discrimination Act 1992
  http://www.sofweb.vic.edu/wellbeing/disabil/index.htm
- Carrum Downs Secondary College Student Code Of Conduct

Evaluation: This policy will be reviewed as part of the College’s review cycle.
This policy was endorsed by the College Council in June, 2016
Dissection Choice Policy

Purpose
Alternatives to dissection should be available in all classes for students who choose not to dissect.

Aim
- To raise awareness of and provide opportunities for students to have choice where related to dissection.

Implementation
- The responsibility for creating an alternative lies primarily with the teachers, however, students should be expected to assist teachers in finding the best alternative.
- Requiring the student to watch others dissect is not an alternative; the student must be allowed to leave the room and supervised elsewhere, while the dissection is taking place. An equivalent task not involving dissection must be provided so that the student can learn the subject matter.
- Students will not be penalized in any way for choosing the alternative exercise. A student’s choice not to dissect shall be respected by the entire college community, and the student shall be treated in a nonjudgmental manner.
- All students must be informed of their option to choose not to dissect prior to the sessions during which dissections are scheduled. Students will be encouraged to take part in courses without fear of having to compromise their beliefs.
- Individual teachers are responsible for making students in their class aware of the policy where relevant.

http://www.pcrm.org/resch/anexp/cost_analysis.html
http://www.pcrm.org/resch/anexp/dissection_alternatives.html
http://www.peta2.com/COLLEGE/c-samplepolicy.asp

Evaluation: This policy will be reviewed as part of the College’s review cycle.
This policy was endorsed by the College Council in June, 2016
Dogs in School Policy

Purpose
Pets are important in children’s lives both for the enjoyment that they bring now as well as role rehearsal for future adult activities. Benefits of contact with pets have been identified in areas of child development, family harmony and even health. Having a relationship with a pet can help develop such skills as: nurturing skills, responsibility, empathy, caring attitude, communication.

Aim
- To provide guidelines for dogs in the school, their use, suitability and wellbeing
- To provide students with applied learning opportunities and the companionship of an animal in the school grounds

Implementation
The use of a dog for a learning activity at the college when students are in attendance, must meet the following requirements:

- The teacher/s will have accessed the DEECD Animal Care policies to ensure that they have met the requirements: [http://www.education.vic.gov.au/management/schooloperations/animalcare/process.htm](http://www.education.vic.gov.au/management/schooloperations/animalcare/process.htm)
- Principal class approval must be sought (at least 2 days prior) before using a dog for educational purposes or bringing it to the college.
- It must be deemed that a dog is necessary for the educational outcomes of the activity
- The dog must be clean and groomed, including being free of any parasites such as fleas
- The dog must be wormed and a photocopy of the current vaccination certificate must be provided.
- The dog must be able to demonstrate a ‘novice’ level of obedience, consisting of:
  - heeling-on-lead, where the dog walks next to the owner and doesn’t tug on the lead
  - sitting and dropping on command from the owner
  - standing or sitting for examination, which involves having its head, back, feet and rump touched
  - heeling off lead and the owner having voice only control
  - recalling to the owner from a distance of 20 metres
  - sitting, standing or dropping in a position away from the owner and not moving for a minimum of 1 minute.
- The dog must be kept in a secure location and have access to water and a comfortable resting area

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
EFTPOS Policy

Purpose
EFTPOS provides schools with the ability to accept non-cash electronic payments by way of credit and debit card transactions.

Use of EFTPOS allows schools to increase the options and convenience provided to parents/debtors, as well as improves security by reducing the amount of cash handled and kept on school premises.

Aim
- To provide parents an alternative payment method to cash or cheque by utilising Electronic Funds Transfer Point of Sale (EFTPOS) facilities.

Implementation
- The Principal will be responsible for ensuring that staff operating the merchant facility are made fully aware of security requirements, and that all data obtained through processing EFTPOS transactions remains safe from fraud.
- The introduction of EFTPOS as a means of collecting funds will require schools to acquire and retain customer information. Schools must do so in accordance with Schedule 1 of the Victorian Information Privacy Act 2000.

INTERNAL CONTROLS

EFTPOS Terminals - Processing Transactions - Errors
If it is determined at the time of the transaction and prior to entering the receipt on CASES21, that an error has occurred, for example an incorrect amount is processed, the school should "void" or “refund” the transaction via the EFTPOS terminal referring to the instructions provided in the EFTPOS facility user guide.

Key internal controls relating to the reversal of incorrect EFTPOS transactions include:
- Void transactions must be processed on the same day as the original transaction. After that period it must be treated as a refund as per the procedures under ‘Refunds’ policy
- All documentation relating to the original transaction must be obtained
- The void transaction must be signed by the cardholder
- Copies of both the original and voided transactions should be retained for audit purposes

Banking
- A Settlement total must be run on the EFTPOS terminal at the end of each day
- EFTPOS receipts should be entered onto CASES 21 at the time the EFTPOS transaction is processed and both original receipts (EFTPOS and CASES 21) issued.
- The Settlement total on the terminal must be reconciled to the EFTPOS receipts batch on CASES21 on a daily basis.
- On the Bank Reconciliation, the EFTPOS total for that date should match the direct credit amount paid by the bank.

Information to be retained by school
The school will retain the following information in relation to use of an EFTPOS facility:
- Minutes of School Council meeting approving the use of the facility
• EFTPOS policy approved by School Council
• Register of voided transactions
• Merchant copies of EFTPOS terminal receipts, voided/cancelled receipts and settlement documents
• Applicable CASES 21 Reports
• Daily EFTPOS reconciliation reports and documentation in support of any adjustments.

**Evaluation:** This policy is required to be formally minuted and reviewed by College Council annually


*This policy was endorsed by the College Council in June, 2016*
Excursions and Incursions Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people. The College excursions program enables students to further their learning and social skills development in a non-school setting. Excursions complement, and are an important aspect of the educational programs offered at our College.

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

Implementation
- An excursion is defined as any activity beyond the school grounds.
- An incursion is defined as an activity brought into the College that would not be part of the normal day to day program.
- The College Leadership Team will ensure that all excursions and incursions are maintained at a reasonable and affordable cost and comply with all DEECD requirements.
- All endeavours will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an excursion or incursion will be required to discuss their individual situation with the Business Manager. Decisions relating to alternative payment arrangements will be made by the Business Manager on a case by case basis.
- All families will be given sufficient time to make payments for excursions. Parents will receive notices before the excursion date reminding them of the need to finalise payment. Children whose payments have not been finalised at least 48 hours before the departure date will not be allowed to attend unless alternate payment arrangements have been previously organised with the Business Manager.
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide teacher with detailed records on a regular basis.
- For excursion and incursion to go ahead, a minimum of 80% of students need to have paid within 2 days prior to the excursion.
- A designated Teacher-in-Charge will coordinate each excursion or incursion
- The Teacher-in-Charge of the excursion will ensure that:
  - The Application for excursion form is filled out appropriately
  - That all of the transport arrangements and excursion activities comply with DEECD guidelines.
  - Appropriate arrangements have been made for students not attending the excursion or incursion.
  - A member of staff can be contacted by mobile phone at all times during the excursion.
- The College will provide a first-aid kit for all excursions.
- Copies of completed Permission forms, and signed ‘Confidential Medical Information’ forms must be carried by excursion staff at all times.
- A senior staff member will be in attendance at school whilst the children are returning from any out-of-school-hours excursion. The teacher in charge will communicate with this person with regards the anticipated return time.
- Only children who have displayed sensible, reliable behaviour at school will be invited to participate in College excursions and incursions. Parents will be notified if a child is in danger of losing their invitation to participate in an excursion due to poor behaviour at school. The decision to exclude a
student will be made by the House Leader in consultation with the pastoral teacher and the Teacher-in-Charge.

- All excursions require approval from the Leadership Team. Information presented will include:
  - The educational aims/objectives of the excursion/incursion
  - The names of all adults attending
  - Travel arrangements and costs
  - Venue details and an itinerary of events
  - A contact phone number
  - Procedures followed to ensure the safety of the children including risk assessment where necessary

**Evaluation:** This policy will be reviewed as part of the College’s review cycle  
*This policy was endorsed by the College Council in June, 2016*
Extension and Advancement Policy

Purpose
Students of high ability, grouped together in the advanced class will support and challenge one another’s learning, work at an accelerated pace and be consistently extended by their teachers.

CDSC is committed to ensuring opportunities for all students to increase skills and knowledge to ensure success in further study and/or employment.

CDSC believes that students will achieve excellence in a positive, challenging, educational environment that stimulates their interests, channels their energies and develops their abilities.

Underpinned by the school focus areas of TRIBES and interdisciplinary learning, we are committed to developing habits of mind that will support further study and/or work.

Aim
- Carrum Downs Secondary College’s Extension/ Advancement Program will provide a rigorous academic program designed to advance the achievement of the students, especially in the areas of reading, writing, and mathematics.

Implementation
- Year 9 Connect teachers will recommend students to be placed in the advanced English and/or Maths class based on their high level of performance, good work ethic, positive attitude to learning and sound organisational skills.
- Year 9 teachers will recommend students to study Unit 1 and 2 of a Victorian Certificate of Education subject when in Year 10 based on special interest/ability in a particular subject area, their high level of performance, good work ethic, positive attitude to learning and sound organisational skills.
- Sub-school Leaders and the Senior Leadership Team will cross reference the recommendations with the Year 9 AIM data. Discrepancies will be discussed to determine the most appropriate outcome in each case.
- Parents and students will be informed in writing of the recommendations regarding their child and invited to seek more information.
- Decision will be made on class placements following discussions with parents and students during the course counselling process.
- Student progress will be monitored and assessed on a term by term basis. A student may be withdrawn from the class if it is deemed by all involved to be in their best interest.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
External Provider Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people.

Policy
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. Before an external provider is selected to assist with the delivery of a program, a thorough check will be completed by the college to ensure that they are appropriate for the program.

Prior to commencement of a program the college will 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 of 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

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
First Aid Needs Policy

Purpose
To ensure Carrum Downs Secondary College meets the specific first aid needs to students at school or on approved school activities. Carrum Downs Secondary College is committed to the safety of all children and young people.

Policy
CDSC will:
- Provide first aid facilities
- ensure sufficient staff are trained in first aid and are familiar with the school’s first aid procedures
- ensure there is always a first aid officer who can assist an injured or ill person and has current qualifications covering all the school’s first aid requirements.
- observe their duty of care to students by providing first aid treatment within the limits of their skill, expertise, training and responsibilities.
- support first aid by providing:
  - asthma kits
  - first aid rooms
  - major first aid kits
  - portable first aid kits
- managing:
  - blood spills and bleeding students
  - syringe disposal/injuries.

Definition
First aid involves emergency treatment and support to:
- preserve life through:
  - clearing and maintaining open airways
  - restoring breathing or circulation
  - monitoring wellbeing until the person recovers or is transferred into the care of ambulance paramedic, doctor or nurse
- protect a person, particularly if they are unconscious
- prevent a condition worsening
- promote recovery.

Note: The goal of first aid is not to diagnose or treat the condition.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Fraud and Theft Policy

Purpose
Schools must report fraud of any nature, regardless of materiality or parties involved, in accordance with the procedures of the DEECD’s Fraud and Corruption Control Framework.

Aim
- To ensure that the College reports all instances of actual or suspected fraud.

Definitions

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

Theft
Theft of property (including money or DEECD funds) belonging to Department, but where deception is not used is also considered ‘fraud’.

Fraud can be perpetrated against the Department by:
- a DEECD employee (internal fraud)
- an agency or external individual (external fraud)
- a contractor or service provider (external fraud)
- any combination of the above, acting in collusion or otherwise.

Corrupt conduct includes:
- conduct of any person (whether or not a public officer) that adversely affects the honest performance of a public officer’s or public body’s functions
- the performance of a public officer’s functions dishonestly or with inappropriate partiality
- conduct of a public officer, a former public officer or a public body that amounts to a breach of public trust
- conduct of a public officer, a former public officer or a public body that amounts to the misuse of information or material acquired in the course of the performance of their official functions
- a conspiracy or attempt to engage in conduct referred to in the above four points.
- Corrupt conduct also includes bribery.

Implementation
Any employee who has knowledge of a fraud or corruption incident, or has reason to suspect that a fraud has occurred, has an obligation to immediately report the matter to the:

Principal; or Director, Audit and Risk Branch on (03) 9631-3650 or email: fraud.control@edumail.vic.gov.au; or Protected Disclosure Coordinator on (03) 9637-3535 or email: caris.gordon.m@edumail.vic.gov.au) via the Whistleblower arrangements.

Important: Whoever receives the initial report (either at the school or central office) must then refer the report to the Director, Audit and Risk Branch, to make the determination as to the action to be taken.

Evaluation: This policy is required to be formally minuted and reviewed by College Council annually


This policy was endorsed by the College Council in June, 2016
Fundraising Policy

Purpose
Fundraising contributes to the College’s ability to provide a diverse range of quality programs and facilities.

Aim
- To raise funds to be used to assist in achieving the educational goals of the College.

Implementation
- In accordance with the Education Regulations 2000, Part 9.43, College Council may raise funds for College purposes by conducting fundraising activities.
- All fundraising events must have appropriate internal control mechanisms and must have specific purpose so that contributors understand the purpose of the activity.
- College Council may have a Fundraising Sub-committee with a core responsibility of conducting fundraising activities.
- College Council will have a Finance Sub-committee which will have responsibilities including providing advice and recommendations to College Council in relation to voluntary contributions, sponsorships and donations.
- College Council will seek voluntary contributions from parents in accordance with DEECD requirements and expectations.
- College Council has the potential to hire College facilities to outside bodies when the facilities are not required for College purposes and also have the responsibility to establish the terms and conditions of use. Such agreements may have insurance implications.
- Any fundraising directly related to the leasing of promotional space on fences, buildings or land is subject to approval from the Manager, Property Unit prior to entering into any agreements.
- Appropriate sponsorship may be sought from industry and commerce so long as they benefit the College, have educational value and do not involve associations with undesirable products, services or companies. Any proposal to seek such sponsorship MUST be with the approval of the Business Manager.
- All fundraising involving raffles or bingo must be undertaken in accordance with the Raffles and Bingo Permits Board regulations.
- All fundraising activities involving food must comply with food handling regulations.
- Fundraising will be conducted in consultation with the College Administration and be limited to four Out of Uniform days, one drive (eg.lolly) and a selection of charitable activities.
- Interest groups within the College will be permitted to raise funds for specified activities, in consultation with the Business Manager. All financial transactions must be made through the College Official Account and 15% of profit is to be donated to the Fundraising account to utilise for the benefit of all students in the College.
- All fundraising activities will be identified as such and will only involve voluntary participation.
- All profits (and losses) associated with fundraising activities will be reported to the wider community.
- All transactions related to fundraising activities will be reported to College Council.

Evaluation: This policy is required to be formally minuted and reviewed by College Council annually


This policy was endorsed by the College Council in June, 2016
Inclusion Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people. The college has a culturally diverse staff, student and family population. We are strongly committed to creating and maintaining an inclusive school culture which celebrates this diversity, thus fostering connectedness to the college community.

Aim
- To ensure that Carrum Downs Secondary College is engaged in building and maintaining an inclusive school culture, within which diversity is promoted as an educational advantage.
- To ensure that every student has access to a high-quality curriculum and is challenged and supported to develop the skills, knowledge and attitudes required for economic success and a fulfilling life as a global and multicultural citizen.

Implementation
- The building of mutual respect within the school community will be an integral aspect of the Pastoral Care and core curriculum programs. Staff will foster safe and inclusive learning environments in which all students and staff are treated with respect, regardless of their cultural and sexual identities or belief systems.
- The college will provide programs to meet the additional needs of English as a Second Language (ESL) and New Arrival students. (The term Culturally and Linguistically Diverse (CALD) is sometimes used in place of EAL as is English as a Additional Language.)
- Staff Professional Development will be provided to increase awareness and understanding of the diverse needs of our community and to ensure that our students understand that they are accepted and valued as members of the college.
- Teachers will incorporate global and multicultural perspectives into their teaching, thereby engaging all students in their learning and identify and address overt, subtle and institutionalised racism, stereotyping and other forms of prejudice.
- The 4C’s, which celebrates the cultural and linguistic diversity of the school community, will operate and be made available to all students. Members will build on knowledge of their own and others’ culture, and learn valuable lessons about mutual respect, acceptance and the appreciation of difference.
- The 4C’s will produce and perform an annual production which will include students and families from other schools and be open to the extended school community.
- All students will demonstrate the skills, knowledge and attitudes necessary for active global and multicultural citizenship, including intercultural communication skills, ICT skills, proficiency in English and be provided with opportunities for the study of LOTE.
- Students will have the opportunity to investigate and explore the social, cultural, religious and linguistic similarities and differences that characterise communities within Australia and around the world, in particular Asia.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
**Induction Policy**

**Purpose**
An effective school based induction program provides new, returning and promoting staff with support, direction, contacts, feedback and essential information while building both confidence and performance.

**Aim**
- To provide new and returning teachers with the support, direction and information on processes and protocols that will enable them to be fully effective and comfortable in their role.
- To establish productive and harmonious working relationships with colleagues.

**Implementation**
- All aspects of the College Induction Program will be implemented in accordance with the Department of Education and Early Childhood Development (DEECD) Performance and Development Culture Framework.
- The induction program will comprise components consistent with the DEECD ‘Induction in Effective Schools’ document.
- Skilled and experienced staff with strong communication and interpersonal skills will be used as mentors/buddies for each newly appointed or returning staff members.
- Professional Development Plans will be formulated and completed annually by all staff members during Jan-Dec. Implementation will be supported, monitored and reviewed by the relevant staff members.
- New staff will be given a tour of the school and shown the location of resources and equipment.
- Graduate teachers will be supported through the VIT process by an allocated mentor and the VIT leader.
- The process, procedure and program will be coordinated and reviewed by the ‘extra duty’ role of Induction Leader.

**Evaluation:** This policy will be reviewed as part of the College’s review cycle


*This policy was endorsed by the College Council in June, 2016*
Internet Banking Policy

Purpose
Internet banking provides the school with the opportunity to undertake various banking functions on-line which realise savings in banking fees and administration costs as well as providing improved service to staff and suppliers.

Aim
- 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 and one other nominated cheque signatory as approved by the School council using the bank security token process.
- 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 creditor Invoices and Local Payroll.
- Setting up of initial banking and transaction details and any changes will be the responsibility of the Business Manager
- All CASES21 documentation required for electronic payments will be provided to, completed, checked and approved by authorising officers as per Department guidelines.
- The Business Manager or delegate will be responsible for inputting payment details to CASES 21 for processing.

Evaluation: This policy is required to be formally minuted and reviewed by College Council annually
This policy was endorsed by the College Council in June, 2016
Investment Policy

Purpose
College Council has a responsibility to manage College 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.

Aim
- 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.

Implementation
- All grants and other payments from the Department of Education, Employment and Training are paid into each College’s individual ‘at call’ High Yield Investment Account.
- These funds, plus locally raised funds, are then transferred into the College’s Official Account on a needs basis.
- College Council must consider whether or not it should leave excess funds in the High Yield Investment Account, or seek other investment opportunities.
- College Council must maintain a manual Investment Register for all investments other than the High Yield Investment Account. The register will detail date of lodgement, investment institution, account number, amount invested, and terms of investment including interest rate, maturity date and interest earned.
- When considering investment opportunities, College Council will ensure that funds are only invested with institutions that are prudentially sound and secure, professionally managed, and have strong financial status in reserves, liquidity and profitability.
- All investment and changes to investments, including the ‘roll over’ of existing investments, must be approved and minuted by school council, and authorized by the principal and a College Council delegate.
- All investments will be made in the name of College Council and be reported through CASES.
- The cash-flow requirements of the College must be monitored to ensure that there are sufficient funds available to meet commitments.
- College Council must not deposit money directly into, or make payments directly from an investment account. All receipts and payments must be made via the Official Account with the exception of interest earned and paid directly into an investment account and funds deposited by DEET directly into the High Yield Investment Account.

Evaluation: This policy is required to be formally minuted and reviewed by College Council annually


This policy was endorsed by the College Council in June, 2016
Purpose
The Carrum Downs Secondary College Leave Policy has been developed in line with the current Victorian Government Schools Agreement (2013) and the Victorian Government School Policy and Advisory Guide. The Principal has the ultimate responsibility for the Human Resource Management of the College.

Applying for Leave at Carrum Downs Secondary College
Leave of all forms for teaching and non-teaching staff is processed at the school level following DEECD guidelines. This policy is aimed at making known to staff the procedures that will be used in applying for and the granting of leave. This document outlines the different types of leave available and application processes. These procedures will be adhered to in all but exceptional circumstances. Leave applications will be discussed by the Consultative Committee who will make recommendations regarding staff leave to the Principal. Granting of leave for emergency purposes or compassionate grounds will be at the discretion of the Principal.

Staff must note:
- An application for leave does not mean an automatic granting of leave. An objective, professional and compassionate approach, using these guidelines on a case-by-case process, will be used
- It is important to point out that it is often extremely difficult to find replacement staff for short periods of leave or at certain points during the school year e.g. (a single school term or less, terms two and three together, term three only). The curriculum program for students must be the prime consideration.
- Staff members intending to undertake leave in the following year, in most circumstances, will not be allocated to teach a VCE-Year 12-subject in the year of their leave.

DEECD has determined that any leave of 30 school days or less is the school’s financial responsibility. Any leave greater than 31 working days will be the financial responsibility of the DEECD.

In determining whether the leave should be granted the following key criteria will be taken into account.
- The needs of the students and their programs.
- The entitlement of the staff member to the leave for which they have applied.
- Duration and type of leave.
- Time of the school year during which leave is requested.
- Date of last approved Leave, and length of leave taken
- Whether the leave is discretionary or mandatory.
- How the granting of the leave will impact on the operation of the school and whether an appropriate replacement can be found.
- The legislative requirements in granting the particular leave.
- In general, the earlier a request is made and the longer the period of leave, the greater the chance of being granted leave.
- In many instances, for financial/school budget/staffing reasons, it may not be possible to grant long service leave for short periods of time for example periods of less than 31 days for teachers and less than 20 days for non-teaching staff. Periods longer than this and leave on ½ pay will be treated objectively, professionally and compassionately. For the effective operation of the school and student program it is desirable that staff take long service leave for a period of at least a school term
- This policy does not attempt to cover the multiplicity of leave that is available. Rather, it covers the main types of leave for which staff will usually apply. Details about leave such as sabbatical leave,
defence forces training leave, sporting competitions leave, marriage leave, religious observations leave, maternity/paternity leave, spouse leave, jury service etc. can be obtained from the Reference Guide or from the Principal

- Staff are free to consult the Victorian Government School Policy and Advisory Guide and the current Victorian Government Schools Agreement 2013 both of which are available from the DEECD website, to gain information on leave entitlements.

Please keep in mind that the Principal has power delegated from the Department and following DEECD guidelines regarding leave entitlements:

……A range of leave provisions are available to Department employees. The leave topics available provide details of the leave entitlements and policy surrounding the granting of each leave type. In determining whether leave may be granted, the principal/manager will need to ascertain the entitlement of the employee to the leave for which he/she has applied and consider the impact the granting of leave will have upon the operations of the school/work unit. An employee employed for a fixed term has no entitlement to any form of leave beyond the date employment would otherwise have ceased.

Decision-making
The Principal will have the ultimate responsibility for the granting of leave of all types. The Consultative Committee will consider all leave applications (for Teachers and Educational support Staff) and make recommendations to the Principal. Leave for Principal Class Team members will be approved with by the Principal using the school Leave Policy guidelines.

Appeals
An appeal arising from an unsuccessful leave application can be made to the Appeals Committee. Membership of this Committee includes (Assistant Principal, Daily Organiser, Teacher or ESS representative from Consultative Committee). The Appeals Committee makes no final decisions other than making a recommendation to the Principal who will have the final say.

The usual right of appeal to the Merit Protection Board exists for appeals outside the school.

Cancellation or Withdrawal of Leave Application
Any cancellation or early return from any leave must be negotiated with the Principal. A decision by an applicant to withdraw an application for long service leave must be conveyed at least one term in advance of the date of the leave.

Types of Leave
There are many types of Leave that fall under Education Department Guidelines. To view all types of Leave please go to the Department Website or the current Victorian Government Schools Agreement 2013. Examples of the types of Leave include Personal Leave (Sick Leave/Immediate Family), War Service Leave, Accident Compensation, Infectious Diseases, Bereavement, Jury Service, Parental, Maternity, Partner, Long Service, Spouse, Sabbatical and Cultural and Ceremonial.

Most Frequent types of Personal Leave Requests

Long Service Leave
For long service leave to be granted, staff will need to make an application on the official school application form, available from the Business Manager, by the published application end date in term 2 in the year prior to the year in which the leave is to be requested e.g. for leave requested for term 4 in a given year, application must be made by the published application end date in term 2 in the previous year. It is helpful if a longer lead in time can be given. All applications for Long Service Leave need to be on the official school Long Service Leave Application Form (available from the Finance Office) and forwarded to
the Business Manager. A statement of leave entitlements must accompany any application. Supporting documentation may be attached.

It is understood that there may be exceptional circumstances such as compassionate grounds which makes it difficult to follow these processes and this will be taken into account and a short turn around process for approval may be necessary.

Staff may gain a statement of Long Service Leave Entitlement upon request to the Business Manager.

The key guideline in the granting of Long Service Leave will be that the leave will not adversely affect the operational running of the school and that suitable replacement staff members will be available.

Please Note:
Any staff member who has an emergency need or pressing compassionate grounds for leave must contact the Principal directly.

In granting Long Service Leave the following additional factors will be considered:
- Years of service of applicant
- Period of time elapsed since last leave taken
- Availability of replacement staff
- The location of the leave in the school term
- Length of leave requested
- Educational/curriculum requirements of the school
- Number of staff from each domain who have applied for leave
- Total number of staff who have applied for leave
- Time of the year when leave is requested
- The teaching of a VCE subject (Year 12)
- Extenuating circumstances e.g. compassionate grounds (need to be documented and will be treated confidentially as appropriate), spouse leave etc.
- Reasons for leave in the context of the teacher’s career.
- Pre-Booking a holiday before leave is granted is not grounds for applications to be approved or recognised as compassionate grounds

All application documentation, including service history, will be treated with complete confidentiality and kept in the applicant’s file. Leave applications will be discussed in confidence by the Consultative Committee. All decisions regarding the outcome of a request for leave will be conveyed in writing to the applicant by the Principal.

Maternity Leave, Family Leave and Adoption Leave
- The Principal should be notified as soon as possible of your intention to take leave. This may be in confidence.
- Formal notification, including the expected date of confinement, should be made as early as possible.
- It will be appreciated if an indication can be made of the likely return to work plans of the employee.
- Staff members on Family Leave must notify the Principal, in writing, of an intention to return to work by October 1st in the year prior to the anticipated date of return.
- Resumption will be at the same time fraction worked prior to any leave and must be on the first day of any term
**Leave Without Pay**

Applications for leave without pay are considered by the delegate under Division 17 of Part 6 of Order 199. With the exception of applications for leave without pay to count as service (see below), the principal has the delegation to approve leave without pay in respect of all staff employed at his or her school and the Regional Director has the delegation to approve leave without pay in respect of principals.

Applications for leave without pay must be made in by the published date in Term 3 of the previous year in which the leave without pay is to be taken. In determining applications for leave without pay the following matters will be considered:

- the length of service of the employee
- the reason for leave
- the availability of suitable replacement staff
- Any other factor considered relevant.

Leave without pay is not an entitlement. It may be granted by the Principal for professional development or for pressing personal reasons. Apart from the undertaking of a recognised course of study, leave without pay will not be granted for longer than a period of one school year. There will be no extensions of leave without pay beyond 12 months without further application and demonstration of need by the teacher. Leave without pay will not generally be granted for periods of less than two terms or half a school year. In the granting of leave without pay, the status of other leave entitlements will be considered. Applicants who are granted Leave without Pay must apply to the Principal to undertake employment outside of their usual teaching duties during this time. Teachers will not be granted permission to work in an Independent School or Private School during this time. The considerations listed above for the granting of leave without pay will be used by the Consultative Committee.

For leave of up to one school year and for leave without pay for a shorter period, applications must be forwarded in the same manner as for Long Service Leave.

**Study Leave**

The criteria for the granting of Study Leave fall under the Victorian Government School Policy and Advisory Guide.

Study leave is one of a range of professional learning options covering both formal and informal training and resources for members of the teaching service to build the capacity of the workforce to improve student learning outcomes. The purpose of study leave is to enable an employee to pursue a course of studies or training or to undertake research which would improve the capacity of the employee to serve the Education Department.

Written applications for Study Leave must be submitted to the Consultative Committee no later than the end of Week 2 at the start of each Semester

Members of the staff may be granted full or part time study leave, with or without pay. Applications for study leave are considered having regard to the following criteria:

- relevance of the study or research to the priorities of the school/Department;
- relevance of the study or research to the present or future duties of the applicant;
- the study or research is the most effective form of professional learning for the applicant;
- the study or research can be accommodated within the available budget;
- The staffing needs of the school can accommodate the proposed study leave.

Where study leave is granted without pay the period of leave is recognized as service for annual leave, personal leave and long service leave purposes.
Where an application for study leave does not satisfy the criteria set out above consideration may be given to granting a period of leave without pay provided the staffing needs of the school can accommodate the period of absence. In this case the period of leave without pay will not count as service.

The principal of each school is responsible for determining study leave applications from assistant principals, teachers and education support class employees in his or her school. The Regional Director is responsible for determining study leave applications from principals in his or her Region. Applications for study leave should include details of the course to be undertaken, a copy of the course timetable and details of leave required

**Teacher Professional Leave**
This is processed by the Department of Education and Early Childhood Development through an annual application process. Information is sent to schools each year.

**Leave for Pressing Necessity**
The Principal is able to exercise some discretion in this area and staff are requested to discuss this directly with the Principal.

**Personal Leave**
Staff should note that Personal Leave is not in addition to sick leave. Up to 5 days sick leave without a medical certificate can be taken in any one year. Sick leave with or without a medical certificate reduces accumulated sick leave.

The amount of personal leave to care for an immediate family member which may be granted in any one year with or without pay shall not exceed 10 days. If all personal leave credits have been exhausted in one year the employee shall be granted further personal leave to care for an immediate family member with pay for a maximum of up to 3 days.

**Returning From Leave**

(a) Sick Leave

It is the individual responsibility of the staff member to sign the relevant form attesting to the dates of leave. This should be done on the day of return to duty. Any essential documentation such as medical certificates should be appended upon resumption of duty and in accordance with the Edupay requirements. It is not the responsibility of the General Office Staff or the Daily Organiser to seek medical certificates from staff.

(b) Long Service Leave, Family Leave, Leave Without Pay

A Resumption Notice has to be signed so that regular pay can be resumed.

**Concluding Comment**
The Principal receives recommendations from the Consultative Committee with respect to Staff Leave. It is the school administration’s views that, where possible, leave applications will be granted. However, requests for short-term leave are extremely difficult to manage and it is likely they will be rejected or renegotiated due to inability to obtain satisfactory replacement staff at short notice. Leave requests for very short periods adjacent to the school holidays (term vacations during the year) or during the middle of terms may not be able to be accommodated. Apart from often being unable to find a suitable replacement, leave of this nature has an impact on student learning and with matters such as the preparation of reports, parent-teacher interviews and all other whole school programs leave may not be able to be accommodated.
In cases where applications for leave are not approved for a particular time period, staff are welcome to reapply. The criteria listed above will be applied again and the same process followed but some consideration of a previously unsuccessful application will be given.

Please note: When filling out the Leave Application Form if you can outline any exceptional/extenuating circumstances for leave that will assist the Consultative Committee and Principal in making their decisions please enter this in the appropriate section.

**Evaluation:** This policy will be reviewed as part of the College’s review cycle

This policy was endorsed by the College Council in June, 2016
Mandatory Reporting Policy

Purpose
Carrum Downs Secondary College is committed to the safety and wellbeing of all children and young people. School staff have a duty of care to protect the safety, health and wellbeing of children in their care.

Policy
If a staff member has concerns about the safety, health and wellbeing of children in their care they should take immediate action by notifying a member of the principal class or the Wellbeing leader of their concerns and the reasons for those concerns.

In the case of a child who may be in need of protection or therapeutic treatment, or where there are significant concerns about the wellbeing of a child, school staff can discharge this duty of care by taking action which includes the following:

- reporting their concerns to the DHHS Child Protection or another appropriate agency

Forming a 'reasonable belief'
A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof but is more than mere rumour or speculation. 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 if:
- a child states that they have been physically or sexually abused
- a child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been physically or sexually abused
- professional observations of the child's behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused
- signs of abuse lead to a belief that the child has been physically or sexually abused.

Types of child abuse and indicators of harm
Child abuse can have a significant effect on a child's physical or emotional health, development and wellbeing.

Types of child abuse include:
- physical abuse
- sexual abuse
- emotional abuse
- neglect
- medical neglect
- family violence
- human trafficking (including forced marriage)
- sexual exploitation (including pornography and prostitution).

A report should be made to DHHS Child Protection in circumstances where, for example:
- the child is engaging in risk-taking behaviour
- female genital mutilation has occurred, or there is a risk of it occurring
- there is a risk to an unborn child
- a child or young person is exhibiting sexually-abusive behaviours
- there are indications that a child is being groomed. For information see: Department of Justice and Regulation – Grooming offence.

Evaluation: This policy will be reviewed as part of the College’s review cycle

This policy was endorsed by the College Council in June, 2016
Manual Handling Policy

Purpose
It is the policy of Carrum Downs Secondary College that any plant, containers, work practices and the work environment within the college involving manual handling is designed, maintained and managed in such a way to reduce/eliminate the risk to health and safety.

Any manual handling activity that is likely to cause a risk to health and safety shall be identified, assessed and controlled in accordance with the Occupational Health and Safety Regulations.

The policy applies to all College staff, students, visitors, contractors, and volunteers. It also applies to all activities both on and off College property, including College camps, excursions, and any other programmed activity outside the College grounds.

Consultation shall occur when:
- planning for the introduction of new or modified manual handling tasks, or reviewing new or existing practices
- identifying problem areas
- determining the approach and methods of assessment
- deciding on control measures necessary, and the review of implemented control measures.

Consultation shall occur in accordance with the Occupational Health and Safety Regulations.

As far as is reasonably practicable control measures shall be in accordance with the hierarchy of control as set out in the Regulations. Staff shall receive training regarding the measures of control to be implemented.

The Principal will co-ordinate the plan for managing manual handling in the College, and will ensure that resources are provided to meet OHS commitments.

General Principles
1. When purchasing plant and equipment the purchaser shall ensure that they are safe and without risk to health and safety when handled manually.
2. If containers, for example, reams of paper, clay for pottery, boxes of books, etc. are found to be a risk to health and safety the purchaser shall ensure, so far as is reasonably practicable, that the following actions are implemented:
3. As a condition of purchase, suppliers are requested to provide containers that are safe and without risk to health and safety when handled manually. Where there is no change in the way the container is supplied, the activity is assessed, and an appropriate method of control is implemented.
4. The Principal shall ensure that contractors that provide plant and equipment include the condition that information regarding the uses or functions of the plant or equipment is clearly specified. Also that the plant or equipment is constructed so that it is safe and without risk to health and safety when handled manually.
5. The Principal shall ensure that specifications of new equipment are scrutinised for the inclusion of safety features before the decision to buy is made.
6. The Principal in consultation with the staff who will ultimately be using the building, the OHS Committee, the College Council and architects will ensure that any plans for a new building programme, or any upgrading of an existing building, will take into account the manual handling

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activities that are to take place in that building. Also that where possible the building will be
designed, so far is reasonably practicable, to be consistent with safe manual handling practices.

7. The Principal will ensure that the work practices involving manual handling are consistent with the
standard required in the Regulations.

Risk Assessment
1. The Principal will ensure that staff identifies the manual handling activities in their areas that are
“likely to be a risk to health and safety”.

2. Staff will assess activities that could cause risk and work out strategies appropriate to themselves
and the situation.
3. The Principal will ensure that “at risk” manual handling activities be assessed and that suitable
training procedures be implemented.
4. A timetable for assessment shall be drawn up by the OHS Committee in consultation with the
Principal and other staff involved.
5. The Principal will ensure that the assessment(s) proceed(s).
6. The Principal will ensure that there is documentation of any identification of manual handling tasks
and any assessment of those tasks that is undertaken.
7. The Principal will ensure that a new assessment of the task will be undertaken if there is a change
in the personal characteristics of the person eg. pregnancy, an injury or returning to work after a
long break.

Risk Control
1. Once the risk assessment has been completed and the activity is found to require a means of
control to reduce the risk, the OHS Committee, the Principal and the person undertaking the activity
shall consult about the means of control to be implemented. It is important to refer to the Code of
Practice for guidance about the means of control. The Principal will ensure that consultation
between the interested parties occurs.
2. The Principal will ensure that the first option of control investigation is redesigning the workplace,
the task, the work practices, plant or equipment. Where redesigning is not reasonably practical then
a decision shall be made about the adoption of the other controls suggested in the regulations:

3. either/or a combination of, elimination, redesign, mechanical aids, personal protective equipment,
team lifting.
4. The Health and Safety Representative should be consulted about the identification, risk assessment
or control of risks.
5. Where the chosen method of control may take some months to implement, the Principal may decide
whether it may be necessary to adopt interim control measures.
6. Where there are many manual handling activities requiring the implementation of control measures
competing for time and finances, it may be necessary to put them into order priority. This will be the
responsibility of the OHS Committee.
7. The OHS Committee will ensure that there is documentation to show that the method of control has
been agreed to.
8. The Principal will ensure that a review date is established to confirm that the control method is
effective. This will involve the use of the assessment procedure.

Consultation
1. The Principal will ensure that there is consultation between the OHS Committee and the person
undertaking the activity at all stages. Also, where requested by the employee, the registered
association of which the employee is a member, must also be invited to consult, and be consulted in
the invitation is accepted.
2. The Principal will ensure that all invitations to consult and all occurrences of consultation are documented.

Training

1. When the method of control has been decided and implemented it is the Principal’s responsibility to ensure that the employee receives appropriate training in its use and is supervised.
2. The OHS Committee shall draw up a timetable regarding the provision of training and supervision.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Medication Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people. Teachers and schools are often asked to administer medication to students. It is important that such requests are managed in a manner that is appropriate, ensures the safety of students and fulfills the duty of care of staff.

Aim
- To ensure that medications are administered appropriately to students in our care.

Implementation
- Students who are unwell should not attend school.
- A staff member with first aid training will be responsible for administering prescribed medications to children.
- All parental requests for the administration of prescribed medications to their child must be supported by instructions from a doctor or pharmacist, including the name of the student, dosage and time to be administered. The bottle or container the medication was dispensed in should provide this information.
- All verbal requests for children to be administered prescribed medications while at school must be directed to the House Leader who will seek a meeting or discussion with parents to confirm details of the request and to outline school staff responsibilities.
- Non-prescribed medications will not be administered by school staff.
- Requests for prescribed medications to be administered by the school ‘as needed’ will cause the House Leader to seek further written clarification from the parents.
- All student medications must be labelled and must be stored in the lockable store cupboard in the First Aid office.
- Pastoral Care Group teachers will be informed by the House Leader of prescribed medications for their students. Classroom teachers will release students at prescribed times so that they may visit the First Aid office and receive their medications from the First Aid officer.
- Students involved in school camps or excursions will be discreetly administered by the appropriate staff member in a manner consistent with the above procedures.
- Parents of students who may require injections need to meet with the House Leader to discuss the matter.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Carrum Downs Secondary College

Netbook Program 2016
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From the Principal

Dear Parent

Your child is about to participate in the federal government program: National Secondary School Computer Fund (NSSCF), which will see all students in Years 10-12 at CDSC receive a netbook with 24/7 access at no charge to families.

Contained in this booklet is a range of information that will answer many of the questions that you may have about this program.

Please do not hesitate to contact the College if you would like more information on this NSSCF program.

Mark Gow
Principal
Net Book Program

Vision Statement
Each student at Carrum Downs Secondary College will learn to develop and demonstrate the knowledge, skills, practices and attitudes necessary to be an engaged, robust 21st century citizen capable of shaping our future.

21st Century Skills
Students in today’s schools enter a different world than that of their parents. “21st Century Skills” are skills that build on traditional core subject areas and place higher demands on students, in areas including:

• Learning and thinking skills such as problem solving, creativity and collaboration
• Civic, cultural and global awareness
• Life skills such as ethics and leadership
• Technology, information and media literacy

“By participating in a laptop program, students learn skills that will last a lifetime. Technology by its nature tends to include problems that don’t have answers in the back of the book. Learning to solve authentic problems when people are really depending on you is a true 21st Century Skill.

In the classroom, this experience can empower students to reach beyond the walls of their school and think beyond the next test. Reinforcing the belief that their voice and actions are important, necessary, and valued creates students who will go beyond a class assignment and become empowered, global citizens of the 21st Century.

What does Carrum Downs Laptop program look like?
All students in the Year 10 – 12 and the College SEP program will be able to borrow a netbook with 24/7 access. This does not require co-contribution from parents for the netbook. This program is funded through the federal government National Secondary School Computer Funds (NSSCF).

In addition to the hardware, this project provides students and families with the latest technology, software and support to enable them the opportunity to enter a new world of curriculum possibilities, encouraging engagement and involvement in their learning.
1:1 programs are part of an international move towards individualising learning, which can increase independence and self-initiated learning in students and extend their learning beyond the classroom.

The College will provide:
- Acer netbook (specifications below)
- Netbook case
- Edustar software (applications listed below)
- On-site technical support
- Free wireless internet at the College
- All devices are covered by a manufacturer’s warranty. The warranty covers manufacturer’s defects and normal use of the device
- **It does not cover negligence, abuse, malicious damage, loss or theft.** *(Cost of replacement for damaged parts listed below)*
# Acer Aspire One 753 Specifications

| **CPU**           | Intel Celeron processor U3600  
|                  | (1.2 GHz, 2 MB L3 cache, DDR3 800 MHz) |
| **Memory**       | 4GB DDR3                        |
| **Operating System** | DEECD eduSTAR (Windows 7 Pro Academic) |
| **Display**      | 11.6" HD 1366 x 768 (WXGA) LED-backlit TFT LCD |
| **Storage**      | 320GB Hard Drive                |
| **Wireless**     | Intel 6205 A/B/G/N (2.4GHz and 5GHZ) Wireless |
| **Network**      | 10/100/1000 LAN                 |
| **Battery**      | 6 Cell - Up to 8 Hours Battery  |
| **Security**     | Kensington lock slot            |
|                  | Hard Clamshell Case with Handle and Memory Foam |
| **Input / Output** | 3 x USB ports                   |
|                  | Multi card reader               |
|                  | 2 built in stereo speakers      |
|                  | MS-Sound compatible, Built-in microphone |
|                  | External VGA monitor port       |
|                  | Headphone/microphone socket     |
|                  | Bluetooth                        |
|                  | Webcam                           |
eduSTAR software

The eduSTAR software program provides schools with standardised models, patterns and management practice in order to deliver an effective mix of educational software and tools to enable teachers and students to access and embrace their education and the Portal.

There are currently over 80 software applications available on the eduSTAR software list:

The broad range of applications cover:
- animation
- concept and Mind Mapping
- digital video and image creation
- drawing and painting
- interactive curricular resources
- logic and problem-solving
- 3D modelling and game-making
- presentation and multimedia tools
- sound and music making
- thinking skills
- typing skills
- web authoring tools
- writing tools
*Cost of replacement for damaged parts*

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<td>Upper Case (black)</td>
<td>$55</td>
</tr>
<tr>
<td>Lower Case</td>
<td>$40</td>
</tr>
<tr>
<td>Complete Netbook</td>
<td>$500</td>
</tr>
<tr>
<td>Netbook Clamshell Case</td>
<td>$20</td>
</tr>
<tr>
<td>Replacement Skin</td>
<td>$12</td>
</tr>
<tr>
<td>Service fee for LWT technician to come out to do some of the repairs</td>
<td>$45</td>
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</tbody>
</table>
Anywhere, anytime learning

Making the most of the mobile computer at school
It’s vital that students understand that the mobile computer is a tool which is central to their learning at school and home.

Using the mobile computer inappropriately or failing to have it fully charged and at school each day will result in mobile computer or computer access being negotiated with your child.

Commonly asked questions

What will happen if a mobile computer is lost, stolen or broken?
All devices are covered by a manufacturer’s warranty. The warranty covers manufacturer’s defects and normal use of the device. It does not cover negligence, abuse, malicious damage, loss or theft. Any problems with the device must be reported immediately to the ICT staff at the school. This includes any unauthorised “personalisation” of the device such as scribing, adding stickers etc. In the case of suspected theft a police report must be made by the family and a copy of the report provided to the school.

If a device is damaged or lost the principal will determine whether replacement is appropriate and/or whether or not the student retains access to a device for home use. Students will be required to replace lost or damaged chargers.
If a device is damaged and the damage is not covered by the manufacturer’s warranty, the student must pay the costs of repairing the damage to the school or if necessary the costs of replacing the device.

Will there still be desktop computers at CDSC?
CDSC will continue to invest into its ICT program through the provision of some specialised desktops throughout the College.

All Year 7, 8 and 9 students who do not participate in this program will have full access to a range of netbooks and desktops in the college.
Advice to support the safe and responsible use of digital technologies at home

At school the internet is used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet and chat.

The term “space” is used here to describe a website that works like a community with live interaction and the capacity for your child to chat with others, personalise their space and share information. Each space has a purpose, audience and tool set including those around security and protection. The internet also provides access to websites with information, images videos for students to view. Not all content is presented as a space.

Being online can make students feel that they are anonymous and sometimes students may say things online that they would never say to someone’s face. The web space or online chat environment that they use in leisure time might also have explicit language and they may feel they have to be part of it. Bullying online can take a number of forms from repeated messages to exclusion from social spaces. These actions also contribute to the hurt and distress of others.

Talk to a teacher or parent when feeling uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour. Incidents online often go unreported. Students have reported their reasons as embarrassment, a belief that online issues are theirs to solve as adults don’t understand, a feeling that reporting it will make it worse and the most common reason given is a fear that they will lose access to their technology.

Students are advised to report an incident if:

- they feel that the welfare of other students at the school is being threatened
- they come across sites which are not suitable for their school
- someone writes something they don’t like, or makes them and their friends feel uncomfortable or asks them to provide information that they know is private
- they accidentally do something which is against the rules and responsibilities they have agreed to.

Many websites/spaces have conditions of use, such as ownership of the content and the age of participants. For example: Children under 13 years of age are not permitted access to Facebook. When posting information online - A good rule is “Don’t post what you wouldn’t want your Grandparent, Principal, or future boss to read.”

Protect privacy rights by not giving out personal details including full names, telephone numbers, addresses and images. Students like to publish information about themselves and their friends in spaces like MySpace, Facebook and blogs. This can put them at risk of being approached, groomed or bullied online.
To avoid this we recommend they:

- don’t use their own name, but develop an online name and use avatars
- don’t share personal details, including images of themselves or their friends online
- password protect any spaces or accounts they have
- don’t allow anyone they don’t know to join their chat or collaborative space
- are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it) so no full names should appear in reference to individuals in any image, movie or sound recording
- **ALWAYS** make the space private so that they can control who sees their space and can communicate with them.
- understand the terms and conditions of any website or online community that they might join.

**Use the internet at school for educational purposes and use the equipment properly**

It is important to realise that there is a time for fun and a time for work even on the internet. Students may often see the internet as ‘free’ however even just looking at a page on the internet incurs a download cost. By taking care with the equipment, and thinking carefully about printing and downloading from the internet students can save time, money and the environment. Staying on task will reduce the risk of inappropriate access and teach students strategies to use the internet or mobile technologies for their learning.

**Use social networking sites for educational purposes and only as directed by teachers.**

Web 2.0 tools and social networking spaces allow students to be contributors to the web and to work collaboratively online with other students. Creating or contributing to blogs, wikis, digital stories and podcasts can all be legitimate educational activities which allow students to publish, share and inform others and be active contributors to the web. It is important for students to understand that working in a collaborative space as part of a learning task, has a very different purpose to using a social networking space to link up with friends in their own time.

**Abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary).**

Music, information, images and games on the internet are owned by someone. The term copyright is a legal one and there are laws to enforce it. Not only is breaking copyright morally, ethically and legally wrong, it can introduce potential risks. By downloading a ‘freebie’ you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts.

Peer to peer sharing software like Limewire and Bit-torrent can sometimes share music and files illegally, and make computers vulnerable.
Think critically about other users’ intellectual property and how to use content posted on the internet, not simply copy and paste information from websites. Not everything on the internet is true, accurate or unbiased. The school is working to teach digital literacy skills, which enable students to locate, evaluate, and use information effectively on the internet. It is important that your child respects the Intellectual Property of people who contribute resources online. Students should use their own thoughts and language to express what they have learnt, and avoid simply copying and pasting information from the internet.

In school settings, internet service providers set up filters to block out a lot of inappropriate content, but these filters are not always foolproof. Students who deliberately seek out inappropriate content or use technologies which bypass filters, will have their internet access reviewed and their parent/carers will be immediately informed.

Computer facilities are for the use of all students so due care should be taken at all times when using these resources. Students are responsible for everything done using their accounts, and everything in their home directories. The school connects all of the computers through a network. The introduction of unknown games or files could introduce viruses, etc and these put all school equipment and student work at risk.

Tips for parents

1. Use the mobile computer (or any computer) in a central, communal place in the house - not a private space like a bedroom.

2. Spend time with your child asking them to show you the sites they use online. Make this a regular, ongoing conversation.

3. Discuss strategies your child could use if they were upset by something sent or posted online. Telling you, not responding and leaving the space straightaway may be some first steps your child could take.

4. Set time limits around mobile computer usage.

5. Set in place agreed levels of personal information your child can share online. It is important private information such as their name, address, and images are kept just that – private.

6. Encourage your child to think before they post information online. They should be aware that once information is posted online it can be difficult to retrieve it.

7. Reinforce stranger danger messages and encourage your child to question who they trust online as there is a chance that people may not be who they say they are. This can at times be difficult as the concept of friends online can include people your child does not actually know but may feel that they know them after chatting over some time.

8. Remind your child of the importance of keeping their password a secret. More often than not, accounts are hacked by someone known to the account holder using a password they have obtained from the account holder.

9. Make sure your child’s online profile is set to private so that their personal information is kept secret.
10 Try not to use the removal of technology as punishment for online issues. International research shows the number one reason young people give for not reporting online issues, including cyberbullying, is because they believe they will lose access to their online technology and communities.

The Learning on Line website presents the Department of Education and Early Childhood Development's advice for schools on cybersafety and the responsible use of digital technologies.

**About the agreement:**
In signing this agreement your child will be agreeing to behave in a certain way online and to take appropriate action when and as required. Elements of agreement are explained below. Please contact the school to clarify or receive additional information.
Acceptable Use Agreement

Carrum Downs Secondary College Acceptable Use Agreement for Portal, internet and the Laptop Netbook program

Carrum Downs Secondary College believes the teaching of Cybersafe and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school.

21st century students spend increasing amounts of time online, learning and collaborating. To be safe online and to gain the greatest benefit from the opportunities provided through an online environment, students need to do the right thing by themselves and others online, particularly when no one is watching.

Safe and responsible behaviour is explicitly taught at our school and parents/carers are requested to reinforce this behaviour at home.

Some online activities are illegal and as such will be reported to police.

Part A - School support for the safe and responsible use of digital technologies. Carrum Downs Secondary College uses the Portal, internet and digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources, but acknowledge they must be used responsibly.

Your child has been asked to agree to use the Portal, internet and mobile technologies responsibly at school. Parents/carers should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At Carrum Downs Secondary College we:

- have policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet
- provide a filtered internet service
- provide access to the Department of Education and Early Childhood Development’s search engine which can be used to direct students to websites that have been teacher recommended and reviewed
- provide supervision and direction in online activities and when using digital technologies for learning
- support students in developing digital literacy skills
- have a Cybersafety program at the school which is reinforced across the school
- use mobile technologies for educational purposes (e.g. podcasts or photos from excursions)
- provide support to parents/carers to understand this agreement (e.g. language support)
- provide support to parents/carers through information evenings and through the document attached to this agreement for parent to keep at home
Part B - Student Agreement

When I use digital technology I agree to:

- be a safe, responsible and ethical user whenever and wherever I use it.
- support others by being respectful in how I communicate with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour).
- talk to a teacher if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour.
- seek to understand the terms and conditions of websites and online communities and be aware that content I upload or post is my digital footprint.
- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images.
- use the internet for educational purposes and use the equipment properly.
- use social networking sites for educational purposes and only as directed by teachers.
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary).
- think critically about other users’ intellectual property and how I use content posted on the internet.
- not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student.
- not reveal my password to anyone except the system administrator or the teacher.
- not bring or download unauthorised programs, including games, to the school or run them on school computers.

When I use my netbook, phone any other mobile device I agree to:

- keep the device on silent during class times and only make or answer calls and messages outside of lesson times – except for approved learning purposes.
- protect the privacy of others and never post or forward private information about another person using Short Message Service (SMS).
- only take photos and record sound or video when it is part of an approved lesson.
- seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers).
- seek appropriate (written) permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space.
- be respectful in the photos I take or video I capture and never use these as a tool for bullying.

This Acceptable Use Agreement also applies during school excursions, camps and extra-curricular activities.
Requirements for parents/carers and students accessing portable devices purchased with commonwealth government funding for (Digital Education Revolution /National Secondary School Computer Funds (NSSCF)

The Digital Education Revolution – VIC program aims to improve student learning experiences both in and out of the classroom. Carrum Downs Secondary College is allowing students to borrow a digital device on the expectation that they will make good decisions with regard to their personal use of technology.

For further support with online issues students can call Kids Helpline on 1800 55 1800. Parents/carers can call Parentline 132289 or visit http://www.cybersmart.gov.au/report.aspx

1. Purpose
The digital device is to be provided as a tool to assist student learning both at school and at home.

2. Equipment

2.1 Ownership
2.1.1 The student must bring the portable devices fully charged to school every day. Power cords must be left at home.
2.1.2 The school retains ownership of the device.
2.1.3 Parents/carers and students should be aware that files stored on the device or on the school's server are not private.
2.1.4 If the student leaves the school prior to completing Year 12 or moves to another Government or non-Government school, interstate or overseas, the device must be returned to the school.

2.2 Damage or loss of equipment
2.2.1 The warranty covers manufacturer’s defects and normal use of the device. It does not cover negligence, abuse, malicious damage, loss or theft.
2.2.2 Any problems must be reported immediately to the ICT staff at the school. This includes any unauthorised “personalisation” of the device such as scribing, adding stickers etc.
2.2.3 In the case of suspected theft a police report must be made by the family and a copy of the report provided to the school.
2.2.4 All repairs must be carried out or organised by the College ICT department.
2.2.5 If a device is damaged or lost the principal will determine whether replacement is appropriate and/or whether or not the student retains access to a device for home use.
2.2.6 Students will be required to replace lost or damaged chargers.
2.2.7 If a device is damaged and the damage is not covered by the manufacturer’s warranty, the student must pay the costs of repairing the damage to the school or if necessary the costs of replacing the device. (see attached list page 5).

2.2.8 If a device is not produced on request the student may be lose the flexibility to take it home and will have to leave it at school at the time.

2.3 Substitution of equipment
2.3.1 When a device is replaced under warranty, its type of replacement will depend upon the respective manufacturer’s warranty.

2.3.2 When a device is replaced by the school, its type of replacement will depend upon the replacement policy of the school.

3. Standards for device
The student is responsible for:
3.1.1 Taking care of digital devices in accordance with school guidelines.

3.1.2 Adhering to the school’s Acceptable Use Agreement when using the machine at home.

3.1.3 Backing up data securely.

3.1.4 Security of the device at all times.
   - Not allowing others to use their allocated device.
   - Taking the device home every night (not leaving it at school overnight).
   - Not leaving the device in the Class room unattended.
   - Securing the device in a locked locker when at school and not being used.
   - Maintain the college skin on the device

3.1.5 Maintaining settings for virus protection, spam and filtering that have been set as a departmental standard.

3.1.6 Making the device available for audit on request.

Please sign and return the Agreement on the next page to School.

The acceptable use agreement must be signed and provided to the school before the device will be issued or used.

This policy was endorsed by the College Council in June, 2016
Acceptable Use Agreement

This sheet must be signed, removed and returned to school.

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

I have read the Acceptable Use Agreement carefully and understand the significance of the conditions and agree to abide by these conditions. I understand that any breach of these conditions will result in internet and mobile technology access privileges being suspended or revoked.

Student Name: ________________________________

Year Level: __________

Student Signature: ________________________________

Parent/Guardian Signature: ________________________________

Date: ____________________

Office only:
Netbook serial number: ________________________________
Carrum Downs Secondary College

New Student Agreement

Sound work and behaviour habits are required at Carrum Downs Secondary College and all students are required to complete an initial period of 4 weeks during which the following conditions are to be monitored by their teachers. The results will be reviewed at the end of 4 weeks and further contact will be made by the College with the parents/guardian to discuss the outcomes of this procedure.

Student Name: ______________________________

I agree that I will make every effort to demonstrate my ability and willingness to:

- 95% Attendance
- Bring required equipment to every class
- Always do my best to complete set tasks in class and for homework
- Treat all people and property with respect
- Follow instructions given to me by teachers at all times
- Be punctual for all timetabled activities
- Be in full College uniform every day
- Follow the College rules as outlined in the Student Code of Conduct

Student Signature: ______________________________

As the parent/guardian of the above named student, I agree to fully support the implementation of the Student Engagement Policy and consequences as deemed appropriate by the College staff.

Parent/Guardian Name: ______________________________

Parent/Guardian Signature: ______________________________

Date: ______________________________

______________________________
(House Leader / Assistant Principal)

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Purpose
The Council delegates responsibility for the health and safety of all employees and students within the College to the Principal and requires the cooperation of all members of staff. In fulfilling this responsibility the Principal and staff have a duty to provide and maintain, so far as practicable, a working environment that is safe and without risks to health, and includes:

i. providing and maintaining safe equipment and systems of work and/or tuition;
ii. maintaining College premises and facilities in a safe and healthy condition;
iii. providing adequate facilities to protect the welfare of all employees and students;
iv. making and monitoring arrangements for safe use, handling and storage of equipment and substances;
v. providing training and supervision for employees and students to work and/or receive tuition in a safe and healthy manner.

General Principles
The Principal is responsible for the implementation and monitoring of this policy. To this end the Principal will ensure the appointment of a Health and Safety Committee to assist in detailing health and safety duties for staff and students, together with training and back-up support provision. In fulfilling the objectives of this policy the Principal and Health and Safety Committee are committed to regular consultation with employees to ensure that the policy operates effectively and that health and safety issues are regularly reviewed.

DEECD OHS Commitment and Principles:
DEECD is committed to providing employees, students, contractors and visitors with a healthy and safe environment. DEECD will so far as is reasonably practicable take action to improve and promote health, safety and wellbeing and prevent workplace injuries and illnesses at all DEECD workplaces.

DEECD is committed to:
- preventing injury and illness occurring in DEECD workplaces;
- consulting and co-operating with employees on health, safety and wellbeing issues directly as well as through their Health and Safety Representatives (HSRs) and employee representative organisations on OHS issues affecting them;
- achieving continuous improvement through the monitoring and review of measurable targets and objectives and improvement of health and safety management systems and initiatives;
- complying with all relevant health and safety legislation; and
- allocating adequate resources to maintain healthy, safe and supportive workplaces.

DEECD will meet its commitment to Health & Safety by:
- providing appropriate information and training for principals/managers (including senior management and regional personnel) and employees to enable them to perform their OHS roles and responsibilities;
- holding all levels of management accountable for the health & safety of employees under their management;
• consistently applying DEECD OHS procedures, practices and other relevant policies in accordance with statutory requirements and accepted health and safety standards;
• reporting, recording and investigating accidents and incidents and acting to prevent re-occurrence;
• reducing health, safety and wellbeing risks through a documented process of hazard identification, selection, implementation and review of risk controls; and
• monitoring, reviewing and improving health, safety and wellbeing management systems.

**DEECD employees, visitors, volunteers and contractors are required to:**
• report hazards and incidents;
• participate in training;
• consult and cooperate with DEECD on safety related matters; and
• follow safety instructions and observe the wearing of personal protective equipment as required.

**Duties**
Recognising the hazards occurring, the College will take every practicable step to provide and maintain a safe and healthy work environment for all employees and students. To this end:

**Staff in all Sections**

i. are responsible for the effective implementation of this Health and Safety Policy;
ii. must observe, implement and fulfill their responsibilities under the State Occupational Health and Safety Act 2004 (No 10190) which forms the basis for the statements of duties and training provided.
iii. Must ensure that the procedures for consultation between the Principal, the Staff and those with designated health and safety responsibilities are followed;
iv. must make **regular assessments** of health and safety performance and resources in cooperation with those with designated health and safety functions, as deemed necessary according to individual policies;
v. must ensure that all specific policies or guidelines operating within the College, viz. fire and explosions, systems of work in tuition, movement of students, training, first aid, noise, dangerous substances - are periodically revised and consistent with College health and safety objectives, as deemed necessary according to individual policies;
vi. are to be informed of serious accidents occurring on the College premises, or to College employees and students, so that health and safety performance can be accurately gauged;
vii. have a duty to take the care of which they are capable, for their own health and safety and of others affected by their actions on the College premises;
viii. must not willfully interfere with, or misuse items or facilities provided in the interests of health, safety and welfare of others;
ix. must, in accordance with agreed College procedures for accident and incident reporting, report potential and actual hazards to designated health and safety representatives;
x. are, through instruction and example, to take all reasonable steps to ensure that students accept and practise items (vii) and (viii) above.

This policy will be reviewed regularly in the light of legislative changes. The Council and the Principal seek the cooperation of all staff and students in realising our health and safety objectives, and creating a safe work environment.

**NB:** *The term “staff” incorporates all persons employed by the College.*
Scope
This policy applies to all employees and contractors in Department of Education and Early Childhood Development (DEECD) schools and offices and is readily accessible to all interested parties. This policy builds on Part 4 of the Victorian Occupational Health and Safety (OHS) Act 2004 which outlines the legal duties of employers to consult.

DEECD OHS Commitment and Principles:
The Department of Education and Early Childhood Development is committed to providing DEECD workplaces with consultative arrangements that allow employees to contribute to decisions that impact on their health and safety.

Workplace health and safety benefits significantly from effective consultation. Employees are often best placed to identify health and safety hazards and issues in the workplace. Consultation and communication can also help build commitment to health and safety.

- Consultation on OHS issues shall be meaningful and effective and employee contributions valued and taken into account;
- Consultation will not delay the implementation of a policy or procedure to address an immediate or serious health and safety risk in a timely manner;
- Consultation will be undertaken in a manner consistent with positive supportive working relationships; and
- DEECD has ultimate administrative and operational responsibility for all workplace decisions that affect health and safety provided that these decisions are made in accordance with this policy.

DEECD will meet its commitment to Health & Safety by:
Consulting with health and safety representatives and employees so far as is reasonably practicable when making any decision or change in relation to their health and safety in the workplace including the following:

- identification of workplace hazards;
- assessment of the risks associated with workplace activities and hazards;
- decisions made in relation to measures taken to eliminate or control workplace risks;
- review of workplace risk assessments;
- introduction of, or alteration to procedures for monitoring workplace risks;
- decisions made in relation to the adequacy of workplace facilities;
- proposed changes to the work premises, systems of work, plant or substances used at the workplace;
- decisions made in relation to changes in job role; and
- decisions made in relation to consultation procedures, and any legislative requirements.

Where OHS issues cannot be resolved directly as a result of using the local/established OHS issue resolution procedure, external assistance may be sought.

DEECD employees and contractors are required to:

- consult and cooperate with DEECD on health and safety related matters;
- openly communicate any instances of hazards or incidents in the workplace;
- provide feedback to DEECD on the effectiveness of established consultation and communication arrangement.

Evaluation: This policy will be reviewed as part of the College’s review cycle


This policy was endorsed by the College Council in June, 2016
On Site Supervision

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people.

Supervision before and after school
- The school will provide staff supervision for students arriving before school between 8:55am and 9:10am.
- The school will provide staff supervision for students 15 mins after dismissal time at the end of the day between 3:00pm – 3:15pm.
- Outside of these times the supervision and/or the collection of students is the responsibility of parents/guardians.
- Sufficient teachers will be allocated by the school principal or their nominee to supervise students during these periods
- Should a teacher be called away to other duties alternate supervision arrangements will be put in place in consultation with the principal or their nominee.

Supervision at recesses and lunch time
Students are required to be adequately supervised during recesses and lunch times. In order to ensure that students are adequately supervised, a ‘Yard Duty Roster’ is created each term allocating teachers to supervise students in defined areas of the school grounds during these times.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
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 education items 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.

Carrum Downs Secondary College 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 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. home economics, photography, catering)
- school uniform
- transport and entrance for camps and excursions which all students are expected to attend.

**Optional education items** (or non-essential materials and services) 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:

- student computer printing for personal use
- extra-curricular programs or activities e.g. instrumental music, dance classes
- school-based performances, productions and events
- school magazines, 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.
Other support options
The school appreciates that families may sometimes experience financial difficulties in meeting requests for payments and contributions and families are encouraged to make appointments with the college business manager to discuss possible options.

Non Curriculum Related Activities
Participation in non-curriculum related activities, not limited to but including activities such as Presentation Ball, Year 12 Valedictory Dinner and various extra-curricular camps and excursions may be restricted if a participating student’s “Essential Education Items” charges have not been paid in full.

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, several payment options have been developed:

Option A  Full amount at the end of Term 1
Option B  Payment by instalments
Option C  Individual payment arrangements

Alternative payment options are available through the school and parents are encouraged to make an appointment with the college business manager to discuss circumstances, available options and payments plans.

Payments may be requested but not required prior to the commencement of the year in which the materials and services are to be used.

Payment requests to parents will be itemised and the category each items falls under will be clearly identified as an essential education item, optional education item or voluntary financial contribution.

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.

Only the initial invitation for voluntary financial contributions and one reminder notice will be issued per year to parents and guardians.

All records of payments or contributions and any outstanding payments by parents and guardians are kept confidential.

Evaluation: This policy is required to be formally minuted and reviewed by College Council annually
This policy was endorsed by the College Council in June, 2016
Police Check and Working with Children Check Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people.

Policy
Determine the suitability of those who wish to work with children in schools is a fundamental responsibility of every school.

It is currently optional for school councils to require volunteers who work with children in schools to undertake a Criminal Records Check (CRC), however, they must have a current Working with Children check.

It is recommended that volunteers undergo a criminal records check if they are home-stay providers, going on school camps or are regularly assisting at the school.

Implementation
- Persons volunteering to attend camps and regularly work with students in the College must have a current Working with Children check.
- Persons volunteering to work with teachers or attend excursions must have a current Working with Children check.
- A Working with Children register will be maintained by the College administration.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Purchasing Cards Policy

Purpose
A purchasing card provides schools with the ability to purchase goods and services using non-cash electronic payments by way of debit card transactions.

Use of the purchasing card allows schools to access the options and convenience provided by internet purchasing.

Aim
- To provide alternative payment method for purchasing goods and services at point of sale

Implementation
- The Principal will be responsible for ensuring that staff assigned a purchasing card are made fully aware of security requirements, and that all purchasing must be accompanied by an official school order.
- Staff authorised to process transactions using a school purchasing card must be minuted at School Council and entered into a Register.

Internal Controls:
- The School Purchasing Card is to be used for acquiring goods and services on behalf of Carrum Downs Secondary College.
- The only School Purchasing Card authorised cardholders are to be the Principal and Business Manager and those approved by School Council.
- The monetary limits to be set for the School Purchasing Card are a maximum of $10,000 for each card with the approved limit being that amount ratified by School Council annually
- A cardholder cannot authorise his or her own expenditure.
- All proposed expenditure is approved by the Authorising Officer upon completion of a school purchase order by the Cardholder. The Authorising Officer for the Principal will be the School Council President and the Authorising Officer for the Business Manager and other card holders will be the Principal.
- All expenditure approved by the Authorising Officer is reported to, and subsequently accepted by, the School Council.
- The School Purchasing Card must not be used to obtain cash.
- The cardholder will take adequate and reasonable measures to protect the School Purchasing Card from being lost, stolen or misused.
- All transactions made using the School Purchasing Card must have prior approval by an authorised signatory for ordering goods and services or the Principal and be substantiated by original supporting documentation.

Evaluation: This policy is required to be formally minuted and reviewed by College Council annually
This policy was endorsed by the College Council in June, 2016
Return to Work Issues Dispute Resolution Policy

Purpose
To provide an agreed set of guidelines for a Return to Work Issues Resolution Process as per advice in sections 6.4 and 6.5 of the DEECD WorkSafe Policy Guide.

Aim
- To ensure all return to work issues raised by an injured employee are resolved according to agreed workplace resolution procedures or according to the Accident Compensation Act 1985 Ministerial Direction No 1 of 2010

Implementation
Injured employees have the right to lodge complaints about return to work processes such as employers delaying the process, employers failing to consult about suitable duties, employers failing to provide suitable duties etc.

If a return to work issue arises the principal is required to resolve the issue in accordance with an agreed workplace (school) 'return to work dispute resolution' procedure which is in accordance with the requirements of the Accident Compensation Act 1985 Ministerial Direction Number 1 of 2010.

The following process will be used to resolve any disputes regarding return to work issues:

- As soon as possible, but no later than 20 calendar days after a return to work issue has been reported, the employer, the Return to Work coordinator and injured employee must meet to try and resolve the issue.
- If the return to work issue has been raised by another party, that party must be invited to participate in the issues resolution process.
- An injured employee may be represented, assisted and supported during the issues resolution process.
- The issues resolution procedure should be conducted in a manner and language that is agreed to be appropriate by persons who can raise a return to work issue.

For the purpose of resolving the return to work issue as quickly and effectively as possible all parties involved must have regard for:

a) return to work planning for the worker;
b) the worker’s progress in recovering from the injury;
c) the employer’s return to work obligations as set out in the Act; and
d) the worker’s return to work obligations as set out in the Act.

The Principal must provide in writing within 14 days details of the return to work issue, and matters relating to its progress, resolution or outcome to all parties involved in the dispute resolution.

Evaluation: This policy will be reviewed as part of the College’s review cycle


This policy was endorsed by the College Council in June, 2016
Senior School Assessment Policy and Procedures

Rationale

- Students are required by the VCAA to satisfactorily display knowledge of subject specific outcomes.
- The Later Years learning and assessment are based on full participation in the program of each study. Students are required to complete all assessment tasks.

Aim

- To follow agreed processes for managing assessment and redemption (excluding examinations) within the Senior School.
- To ensure that assessment tasks are authenticated.
- To ensure that students, parents, teachers and the community understand their respective responsibilities in regard to Senior School assessment tasks.

Implementation

Senior School teachers are expected to develop assessment tasks in accordance with the SAC/SAT/Exam processes and procedures.

Prior to assessment

- Assessment task outlines will be given to students in advance of the task.
- Assessment information will be added into the Senior Assessment Calendar on SharePoint.

During assessment

- Task expectations will be explicit with instructions given verbally and in writing
- It is the subject and/or supervising teacher’s responsibility to monitor students during the task
- If students do not comply with behavioural expectations, they will be referred to the SubSchool Leader who will follow the procedure for Breach of Rules as outlined by the VCAA and form a panel to decide whether an unsatisfactory result for the SAC/SAT/Exam will be applied.

After Assessment

- Teachers will mark all tasks with a % and comment to explain the result.
- Teachers will provide meaningful feedback including improvement strategies to each student.

TEACHERS WILL COLLECT ALL SAC/SAT/EXAMS AFTER FEEDBACK AND FILE IN A DESIGNATED LOCKED FILING CABINET

Senior School students are expected to attend all scheduled assessment tasks.

Applying for an extension of time

- Students must provide a medical certificate, or other relevant documentation to explain their absence from the assessment task.
- If the absence is known prior to the date of the task, alternative arrangements must be discussed and organised with the subject and Pastoral Care teacher/Subschool Leader and a signed parent/guardian note must be provided.
- Applications for Special Provision for School-assessed Coursework(SAC), School-assessed Tasks(SAT) and Unit Completions must follow VCAA guidelines (p201 VCE and VCAL Administrative Handbook 2008)

Rules of eligibility

- Camps and excursions, when required by a unit to demonstrate an outcome, are recognised as class time and therefore compulsory.
- Students involved in extra curricula activities that are not work requirements, such as sport, are required to negotiate with their subject teachers as to how they will make up the time missed and complete the work.
The maximum period for an extension

- An absence from a Unit 1/2 assessment task can be redeemed as soon as possible at a time negotiated with the teacher and/or Subschool Leader. (NOTE: Special Provision may apply here)
- Unit 3/4 students who are absent for School Assessed Coursework (SACs) will be required to provide a medical certificate in order to be given the opportunity to complete it and receive a grade. If no certificate is provided, the student will be required to make an application to the Review Panel to explain the extenuating circumstances. Supporting documentation and evidence must be made available to the panel. If the appeal is successful, the student will be given the opportunity to complete the SAC. The application to the Review Panel must be organised with the Sub school Leader and classroom teacher immediately upon their return to school.

Conditions under which the extension will be considered:

- Illness (acute or chronic)
- Impairment – long term
- Personal circumstances

Results

Satisfactory VCE unit result

For the student to receive a S result they must:

- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly his/her own
- Observe the VCAA and College rules including those related to attendance

If the teacher judges all outcomes are achieved, the student satisfactorily completes the unit.

- Not Satisfactory VCE unit result

- The work is not of the required standard
- The student has failed to make a school deadline for the assessment task, including when extension for time has been granted
- The work cannot be authenticated
- There has been a substantial breach of VCAA and/or College rules including those related to attendance

The N result should be used for students who only partly complete work or whose attendance record breach school rules.

Successful completion of VCAL units

- A student will receive an S for a unit in the Work Related Skills, Personal Development Skills and Literacy units when they have demonstrated competency in all learning outcomes.
- In Numeracy units, students must demonstrate competency in five of the six learning outcomes at the Foundation and Intermediate level and six out of seven learning outcomes at the Senior level.

Percentage mark

- All teachers will inform students of their assessment result in a percentage score.
- A percentage above 40% is a pass result.

Failing an assessment task

- If a task is deemed not satisfactory then students will have the opportunity to redeem the task. If a satisfactory result is still not attained, the SubSchool Leader and parents will be notified. Students will then have the opportunity to successfully prove their competency in the outcome in the Exam and/or through an alternative task.

NOTE:

1. The original score will be submitted to the VCAA.
2. Students can only redeem the task if the original task has been attempted and submitted.
Senior School Cars and Driving

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people. The college offers a range of road safety curriculum programs to assist our students in developing their awareness of the importance of positive transport habits. Some senior students will obtain their licence during their time at the College. Students are permitted to drive to and from school provided they comply with the law and the procedures as developed by the College in relation to driving and parking.

Aim
- To ensure that Carrum Downs Secondary College is educating young people on road and driving safety.
- To ensure that Carrum Downs Secondary College has procedures in place for students who drive to school.

Implementation
The college facilitates the delivery of the following curriculum programs:

Year 10:

Keys Please
Students learn about the preparation and process involved in attaining their Learner’s and Probation driving licences. Students also explore:
- Risk for new drivers and the importance of gaining driving experience
- The importance of learning to drive in all sorts of road, weather and traffic conditions
- The importance of developing a positive partnership with their driving instructor/mentor

Positive Choices
Students play on a simulator in a safe, risk free and friendly environment to see first hand how quick a crash can occur, whilst navigating through a number of driving scenarios. The program concept is designed to practically demonstrate to students how poor behaviour and attitude on the roads, whilst driving, can have serious consequences causing death or serious injury.

Year 11:

Fit2Drive (F2D) Workshop
The workshop supports young people to make good decisions when faced with risky driving situations, both as passengers, and in terms of their future driving safety. F2D is about changing attitudes and behaviours - not their driving skills.

Year 12:

Teenagers Road Accident Group (T.R.A.G.)
T.R.A.G presents the scene of several serious accidents on the Mornington Peninsula and the lifelong affect of road trauma to students. T.R.A.G reminds student of the responsibility that drivers have in ensuring the safety of their passengers, other road users and themselves.
Students who intend driving to and from school are required to complete the following SENIOR SCHOOL STUDENT DRIVER REGISTER.

Congratulations on gaining your driving licence and being able to drive yourself to and from school! There may be times when we need to know which student owns which car, and we therefore ask you to provide us with the details requested below. Please return the completed form to your House Leader as soon as possible.

**Student Name:** __________________________________________

**Date Driver Licence Obtained:** __________________________________________

**Driver Licence Number:** __________________________________________

**Make/Model:** __________________________________________

**Year of Manufacture:** __________________________________________

**Colour:** __________________________________________

**Registration Number:** __________________________________________

**Please Note:**

- Student drivers must observe all traffic and parking conditions in the immediate area of the College and take particular care in school zones.
- Students are not permitted to transport more than one passenger aged 16 – 21 years (immediate family members such as siblings are exempt from this limit). (cited on http://www.arrivealive.vic.gov.au/gl13.02.09)
- As there may be times when we need to know who owns which car, students are required to provide the College with relevant details by completing a Student Driver Registration form (available from the House).
- College car parks are fully occupied by staff and visitor cars. Student drivers are expected to park their cars in the McCormicks Road external car park.
- Student drivers are required to follow all school rules related to attendance and sign out arrangements if they need to leave school at any time during the day.
- No vehicles are permitted to be driven onto school grounds without the express permission of the Principal.
- Damage to vehicles parked on school grounds is not covered by the Department of Education and Early Childhood Development.
- The driver is liable for any damage caused by their car and/or driving.

**Student Signature:** __________________________________________

**Parent Signature:** __________________________________________

**Senior School:** ____________________________ **Date:** ____________________________

**Evaluation:** This policy will be reviewed as part of the College’s review cycle


*This policy was endorsed by the College Council in June, 2016*
Smokefree School Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people.

Student Smoking Incidences
The uptake of smoking occurs predominantly among teenagers and procedures have been established to discourage smoking.

Smoking is not permitted in many buildings and areas in the broader community. For health and safety reasons, this school community mirrors that position.

Carrum Downs Secondary College recognises the danger smoking and passive smoking causes to health and has established a policy to ensure that the entire school grounds are smokefree.

Smoking is not permitted in any area of the school property, nor at any school related activity or function, by students, staff or visitors. This includes the smoking or vapour cigarettes.

Carrum Downs Secondary College has established the following procedures to be followed in instances of student smoking.

First Incident
Meeting with the House Leader or the Wellbeing Leader to develop a Risk Reduction Agreement (see Appendix 2), completion of a Smoking Assignment at lunchtime, parent contact by telephone and 1st letter home.

- Student and House Leader discuss the smoking incident
- Parent contacted
- House Leader presents background information on smoking, materials from smoking and quitting and the school Smokefree policy
- House Leader and student develop a Risk Reduction Agreement
- Student to complete smoking assignment at lunchtime
- School and student to keep a copy of the Risk Reduction Agreement
- Follow up contact is agreed to

Second Incident
Inform parents (see sample letter) and reiterate Smokefree Policy, review Risk Reduction Agreement in an after school detention.

Third Incident
Suspension as a response to non compliance with school policy. Parent contact and referral to Wellbeing re: harm minimisation.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
SAMPLE LETTER TO PARENTS/GUARDIANS

Dear Parent/Guardian

Carrum Downs Secondary College has developed a policy and process related to the way we will deal with students who smoke while at school, on the way to and from school or during a school related activity. As most adult smokers report that they took up smoking while of school age, our school community feels that we must do all we can to encourage students not to smoke.

The emphasis is to put the health and well being of our students first and not to resort to punitive sanctions until other means of dealing with the situation have been exhausted.

The procedure of how student smoking will be dealt with is summarised below.

**First Incident**
Meeting with the House Leader or the Wellbeing Leader to develop a Risk Reduction Agreement, completion of a Smoking Assignment at lunchtime and parent contact by telephone.

**Second Incident**
Inform parents and reiterate Smokefree Policy, review Risk Reduction Agreement.

**Third Incident**
Suspension as a response to non compliance with school policy. Parent contact and counselling.

Should you wish to discuss the policy and procedures please do not hesitate to contact the College.

Yours sincerely

Mark Gow
Principal
Appendix 2

Risk Reduction Agreement

This agreement is made between …………………………. (designated staff member) on behalf of Carrum Downs Secondary College and ……………………….. (student name).

……………………………… is aware of the health risks associated with smoking and of the school’s Smokefree Policy.  ………………………….. is entering into this agreement in order to reduce the risk to his/her health and to help him/her to comply with school policy.

……………………………… has decided not to smoke at school, on the way to and from school or during a school related activity for the following reasons:

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

At school, ………………………….. tends to smoke in the following circumstances and places:

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

……………………………… will reduce the risk to his/her health and comply with the school’s policy by doing the following:

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

……………………………… will keep in regular contact with …………………….. (designated staff member) for a period of one month. At the end of that time this agreement will be reviewed.

In order to help ………………………… Reduce the risk to his/her health and comply with school policy, the school will:

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

We have agreed on the terms of this Risk Reduction Agreement for ……………….. and to review this agreement on the following date: ………………..

Student signature:………………………………….. Date ………………..

Staff Member’s signature ………………………………… Date……………..

Agreement review held on ……………………………..
Appendix 3

Sample letter to parent/guardian

Dear Parent/Guardian

Your son/daughter has been smoking at school/on the way to and from school/on a school related activity.

This is the second incident and it is part of our procedure to write to you at this stage.

After the first incident your child had a meeting with a staff member and together they developed a Risk Reduction Agreement. This agreement outlined the steps that the school and your child would take to help reduce the risk that this behaviour poses to the health of your child.

As this is the second incident, your child has met again with the staff member to discuss the school’s Smokefree policy and procedures. They have also reviewed the Risk Reduction Agreement.

We would like you to read the enclosed material which has been produced by the Quit Campaign and discuss it with your child. You may like to ring the Quitline on 131 848 to discuss ways that you can help reduce the risk that smoking poses to your child’s health.

Should there be a further occurrence of smoking related behaviour, suspension; the school’s standard consequence for non-compliance with school policy will be implemented.

Should you wish to discuss any issue raised by this letter please do not hesitate to contact me at the College.

Yours sincerely

House Leader
Sponsorship Policy

Purpose
Carrum Downs Secondary College recognises the mutual benefits that can be gained from developing positive and purposeful partnerships with organisations and businesses that exist within the wider school community.

Aim
- It is understood by the wider school community that participation in advertising and sponsorship will not generate pressure on children, families or schools to purchase particular goods or services, subscribe to particular beliefs or attitudes or pursue particular courses of action.

Implementation
- The Principal will investigate and negotiate all potential sponsorship and advertising arrangements.
- The Principal will provide College Council with details of any sponsorship or advertising proposals, and seek College Council approval before finalising any partnership arrangements. Any pecuniary interests by school councillors must be declared to College Council at the time of the submission of the proposal.
- All sponsorship and partnership arrangements will be considered on merit, and decisions will be made on an individual basis.
- When considering potential advertising and sponsorship arrangements, College Council is required to adhere to the following guidelines:
  - Sponsorship and advertising will be with organisations and companies where a clear and demonstrable benefit for the students and the school’s programs can be guaranteed.
  - Sponsorship and advertising arrangements must take into account the values and views of the school community as well as the school policies.
  - Sponsorship and advertising arrangements will only be entered into with organisations and companies that have a positive public image, and are associated with products and services appropriate for a school to align themselves with. Consideration will be given to:
    - the type of products or services the organisation markets
    - the marketing methods the organisation employs
    - the impact its products and processing have on issues such as the environment
    - its public image as an employer, acceptability to the community and general reputation as a business.
  - Arrangements must not be entered into with companies directly involved with tobacco or alcohol products and/or any other products considered to be harmful to children and parents.
  - Arrangements must not be entered into with companies that seek information from the school that would contravene the Information Privacy Act 2000.
  - Sponsorship arrangements that contain restrictions regarding the school’s ability to purchase goods and services freely, or restrict the school’s ability to make choices in any way, will be avoided.
  - In considering a sponsorship or advertising arrangement the College Council will consider the Checklist for Sponsorship as outlined in the School Policy and Advisory Guide.
  - Each individual sponsorship relationship will be monitored and maintained by the Principal or his/her representative.
  - Information relating to the sponsorship will be stored in an easy and accessible format for audit purposes.
  - Each individual sponsorship arrangement will be reviewed on an annual basis.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Carrum Downs Secondary College is committed to the safety of all children and young people. Carrum Downs Secondary College believes that it has a responsibility to remain at the forefront of cutting edge teaching and learning tools, including Web 2.0 technologies. 21st century students spend increasing amounts of time online, learning and collaborating. To be safe online and to gain the greatest benefit from the opportunities provided through an online environment, teacher and students need to do the right thing by themselves and others online, particularly when no one is watching.

When using digital technology it is expected that teachers:

- be a safe, responsible and ethical user whenever and wherever they use it
- support others by being respectful in how they communicate with them
- seek to understand the terms and conditions of websites and online communities and be aware that content they download, access, upload or post is their digital footprint
- protect their privacy rights and those of other teachers and students by not giving out personal details including full names, telephone numbers, addresses and images
- protect the privacy of students and teachers when uploading images and videos to ensure that they cannot be transferred to other sites without authorisation. This includes having appropriate knowledge of privacy and permission settings
- use the internet for educational purposes and use the equipment properly
- abide by copyright procedures when using content on websites
- do not access web pages, or produce work that would be considered offensive to students, parents, teachers or community members because of pornographic, racist, sexist, discriminatory, violent or illegal content
- ensure that images and videos are viewed prior to using them to establish their appropriateness and legitimacy.
- never search sites whilst projecting in the classroom
- Restrict the use of social networking sites such as facebook to year 11 & 12 classes, only use social networking sites for educational purposes and after permission has been granted by a principal class member, and ensure that a principal class representative is a member of the learning space
- when using social networking sites, ensure that a separate account has been established for educational purposes only and never use their personal accounts to share information with students or engage in teaching activities
- cease all online communication with students by 21:00
- ‘hide’ all student newsfeeds and if online live ‘chatting’ occurs ensure all conversations are saved.
- treat any online forum (including Skype) as a virtual classroom and therefore always act within the Victorian Teaching Professional Code of Conduct.

When I use my mobile device I agree to:

- keep the device on silent and not answer or make call or use messaging services when teaching—except for approved learning purposes
- only take photos and record sound or video when it is part of an approved lesson and never of an inappropriate nature.
- seek permission from individuals involved before taking photos, recording sound or videoing them (including fellow teachers).
- seek appropriate permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
- be respectful in the photos they take or video they capture

This policy also applies during school excursions, camps and extra-curricula activities.

Evaluation: This policy will be reviewed as part of the College’s review cycle


This policy was endorsed by the College Council in June, 2016
Student Change of Subject Policy

Purpose
The College dedicates time and resources to ensure pathway planning and subject advice is available to all students prior to subject selection. However each semester some students request to change subjects they have selected to complete as part of their course of study and the college needs to ensure this process is regulated.

Aim
- To ensure that the integrity of the parent/student information session, course selection process and pathways advice is not compromised by student indecision.
- To ensure student change of subject is made for the appropriate educational reasons.
- To ensure that all changes to student learning are approved by the appropriate college administrators.

Guidelines for change of subject
In general a subject change may only be permitted in the following circumstances and all changes are made with the signed approval of the student’s House Leader:
- Where despite all efforts a student is obtaining less than satisfactory results. In this instance, the student will be identified as requiring a subject change by either:
  - their classroom teacher
  - their sub-school leader
  - student/parent consultation
  - student learning support
  - Principal, Assistant Principal
- The student, through career counselling, has identified a change of career/tertiary pathway and their current subject selection does not align. In this instance, recommended subject changes may be permitted for Year 10 – 12 students only.
- The student has selected subjects that they have already completed.
- A position in a particular subject desired by the student becomes available where previously through course selection processes it was not available.
- The student has unpaid subject fees limiting their ability to undertake all learning tasks.

A subject change will not be permitted in the following circumstances:
- The student does not like the teacher or certain classmates.
- The student wants to go to another class because their friends are there.
- The student indicates that they did not know what the subject was about when they selected it.
- The student’s performance is due solely to a lack of application.
- The student has unpaid subject fees and the requested change increases a student’s subject fee obligations. All subject fee’s will need to be paid before any move can be authorised.

Change of subject times
In Years 8 to 12 students choose subjects for both semesters of the year from about the middle of Term 3 in the previous year.
- In most instances the college expects to make subject changes prior to the start of the next semester. Where this is not possible, subject changes will be finalised by the end of the third week of each semester. No subject changes will be permitted after this time.
- The exception to this is if a student is changing from VCE to VCAL. In this case students will be required to make their change after Term 1 or in consultation with the Applied Learning Leader.
- In Years 8, 9 and 10, students are given the opportunity to apply to change their semester subjects in the last two weeks of each semester and only for exceptional circumstances.
Changes may be authorised outside the times outlined above in extenuating circumstances. Any change will need to be approved by the House Leader, Principal or Assistant Principal.

The House Leader will access Edvels to review student selections, provide advice on selections and make suggestions for change, if a change of subject is requested by a student.

‘Student Change of Subject Forms’ are available from the House Leader only.

A request to change subjects does not mean that the request will be automatically granted.

When a class/subject reaches maximum capacity, no additional students can be enrolled in that class.

Students may submit completed ‘Change of Subject Forms’ to the House Administration during breaks or before and after school.

Students will know if their application for a change of subject selection has been successful when they receive a new timetable from the Administrator responsible for subject changes.

No classroom teacher can add a new student to their classroom roll without the prior notification of the Administrator, responsible for entering subject changes.

**Evaluation:** This policy will be reviewed as part of the College’s review cycle


*This policy was endorsed by the College Council in June, 2016*
STUDENT CHANGE OF SUBJECT FORM

STUDENTS ARE TO REMAIN IN THEIR CURRENT CLASS UNTIL THEY RECEIVE A NEW TIMETABLE

Students are to ensure all parts of this form are completed.

Part A  Student to complete:

Name: .................................................................  Pastoral Class: .........................

Which subject do you want to change?

________________________________________________________________________________________

What is your reason for changing?

________________________________________________________________________________________

________________________________________________________________________________________

Which subject(s) would you prefer to do instead?  (list in order of preference)
1. .................................................................  2. .................................................................

What are your career goals?
1. .................................................................  2. .................................................................

By making this change I understand, I have taken responsibility of ensuring my subject choices meet my individual learning and career pathway plan

Only Year 11 & 12 students should complete the following:

By making this change do you still qualify for your VCE, VCAL, VET Certificate?  Yes  No

I have spoken with the Careers Adviser about this change of subject.  Yes  No

Part B  House Leader to complete:

I have accessed the First Class database to see if this change is possible. I have discussed this change of subject with the student. The student has my approval to change from the following subject:

.................................................................................................................. into ............................................................. (New subject).

I have discussed this change of subject with the student’s Parent/Guardian:  Yes  No

HL: .................................................................  Date: ........................................

Signature: ..................................................
Part C  Parent/Guardian to complete:

Parent/Guardian: ...........................................  Date: ............................

Signature: .........................................................

Has the student discussed this subject change with you?  Yes  No

Do you support this change?  Yes  No

I have had an opportunity to discuss this matter with the college.  Yes  No

I have read and agree to the college change of subject policy.  Yes  No

Part D  Daily Organiser

This part is to be completed by the Senior School Administrator, responsible for entering subject changes and passed on to the VASS Administrator if required.

- Change has been made:  

- Change is unable to be made:  
  (If change cannot be made, student is to return form to their Sub School Leader for further advice).

- New student timetable has been printed and provided to student:  

- Subject teachers have been informed of change:  

  Subject: ...........................................  Teacher: .................................
  Subject: ...........................................  Teacher: .................................
  Subject: ...........................................  Teacher: .................................
  Subject: ...........................................  Teacher: .................................
  Subject: ...........................................  Teacher: .................................

Daily Organiser:  Trudi Johnson

Signature: .........................................................  Date: ............................

This form is to be returned to the Sub School Leader after Part D is completed to be filed in the students file.
Carrum Downs Secondary College

Student Engagement Policy

Principal: Mark Gow

Council President: Steve Griffin
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1. School Profile Statement

Carrum Downs Secondary College believes that students should experience a friendly, safe, supportive and orderly environment and that successful teaching and learning is dependent upon positive relationships between all members of the school community. Carrum Downs Secondary College is committed to the safety of all children and young people.

Social - Community and Demographic

Carrum Downs Secondary College is a Year 7 - 12 co-educational college that was established in 2004, with 225 Year 7 students. It is located near the border of Carrum Downs and Skye in a rapidly developing former farming area in a growth corridor 42 kilometres southeast of Melbourne.

Our community believes that schools should instil core social values that enable the students to assimilate into their community. Value is placed upon the purpose of education to provide pathway skills and prepare their children for successful employment in their chosen field. At a local level our community see the college’s role in helping their young people achieve their aspirations as providing the curriculum structure, wellbeing support, encouragement and guidance throughout their educational journey.

In 2016, there are 947 students enrolled in the college. The spread of gender is relatively even, with the overall student population comprising of a range of countries of birth. See Figure 1

Continent of Birth

Australia
Europe
Africa
Asia
America
Oceania

Figure 1
2. CDSC Philosophy and Values

Philosophy

CDSC is committed to providing a supportive learning environment where young people are empowered to achieve their personal best and develop as responsible and creative members of our community.

At Carrum Downs Secondary College we strive to empower all members of our college community to achieve their personal best and develop as responsible and creative members of the community. We value;

- Mutual respect
- Taking Responsibility for our actions
- Focusing on learning
- Achieving our personal best
- Enjoyment
- Acting with integrity
3. Engagement Strategies

Carrum Downs Secondary College (CDSC) is committed to creating an inclusive learning environment that supports all students. Students engaged in their learning and often have better relationships with teachers, peers, families and the wider community.

CDSC utilises a range of strategies to address the numerous factors that commonly impact on engagement and student connectedness. World-wide research indicates that young peoples’ engagement at school is influenced by the following:

- Poor literacy and numeracy skills
- Negative parental experience of education
- Bullying and harassment
- Drug and alcohol use
- Young people acting as carers
- Transitional schooling
- Poor attendance
- Culture
- Mental and physical health concerns
- Generational poverty

CDSC staff demonstrate inclusive teaching and learning practices at a school-wide, targeted and individual level, see Figure 2. At CDSC we expect our teaching and learning strategies to enhance and support the behavioural and emotional engagement of our students.

![Figure 2](U:\Master Copies Forms\Master Copies Forms\College Policies\June 2016\Student Engagement Policy - 2016.docx)
4. Attendance

Schooling is compulsory for children and young people aged from 6 – 17 years. Daily school attendance is important for all children and young people to succeed in education and to ensure they don’t fall behind both socially and developmentally. Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

Conversely, limited school participation is associated with a greater chance of dropping out of school, disruptive and delinquent behaviour and may lead to a cycle of rebellion against authority. These outcomes have later implications for employment, a range of health risk behaviours (drug and alcohol abuse), homelessness, poverty, welfare dependence, and involvement in the justice system.

CDSC has an attendance expectation of 95%. To help reach this goal the college employs a range of strategies, including:

- having six attendance officers who monitor student attendance and work within the college community to improve student engagement in their schooling
- sub school and whole school awards for students with 95% and above attendance.
- end of year awards and vouchers for students who finish the year with 100% attendance
- student absence plans
5. CDSC Student Management Model

Our student management model uses the college values as the foundation for the creation of a respectful learning environment. Approaches such as restorative practice, teaching of pro-social skills and school wide positive behaviours underpin college processes. CDSC does not condone the use of corporal punishment.

Behaviour Identification

At CDSC we identify student behaviours into two categories; Low Level and High Level. These behaviours are addressed using one of four Student Management Models. These tables should be used to identify the correct model.

<table>
<thead>
<tr>
<th>Low Level Behaviours</th>
<th>Models to Be Used</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Failure to follow teacher instructions</td>
<td>CDSC SMM Low Level - Class</td>
<td>Classroom teacher</td>
</tr>
<tr>
<td>• Swinging on chair</td>
<td>CDSC SMM Low Level - Yard</td>
<td>Yard duty teacher</td>
</tr>
<tr>
<td>• Lateness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Failure to meet learning requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Disrespecting others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Disrespecting class space and materials e.g. littering, graffiti and not packing up materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inappropriate communication e.g. text messaging and note passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Swearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chewing gum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interrupting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leaving without permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uniform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leaving seat without permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inappropriate use of technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Level Behaviours</th>
<th>Models to Be Used</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Failure to complete reflection sheet</td>
<td>CDSC SMM High Level - Class</td>
<td>Leading Teacher or</td>
</tr>
<tr>
<td>• Student does not attend main office or removal class after sent out of class following the 4R process</td>
<td>CDSC SMM High Level - Yard</td>
<td>Principal Class Member</td>
</tr>
<tr>
<td>• Repeat low level behaviours/Behaves in such a way that impacts others learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Smoking</td>
<td></td>
<td></td>
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<tr>
<td>• Leaving the school grounds without permission or signing out</td>
<td></td>
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<tr>
<td>• Verbal abuse</td>
<td></td>
<td></td>
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<tr>
<td>• Bullying and harassment</td>
<td></td>
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<tr>
<td>• Online incidents of inappropriate behaviours affecting students</td>
<td></td>
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<tr>
<td>• Physical violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Drugs/illicit substances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Failure to attend after school detentions and redemption</td>
<td></td>
<td></td>
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<tr>
<td>• Assessment cheating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Damage to property/infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Theft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Weapons/dangerous materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Arson</td>
<td></td>
<td></td>
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<tr>
<td>• Sexualised behaviour</td>
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</tr>
<tr>
<td><strong>NB It is the classroom teacher or yard duty teacher’s responsibility to enter all incident information onto Compass the same day</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Class Student Management Model

It is expected that all students and teachers follow this classroom model in order to maintain an orderly learning environment.
CDSC Student Management Model Teacher Guide – 4R Process

**Level 1**
**Remind**
Teacher positively reminds the individual student about CDSC values and classroom expectations

- "remember our expectation of coming to class on time, take a seat, thanks"
- "remember our college value of mutual respect, please remain quiet whilst others are presenting, thanks"
- "remember that we are supposed to be focused on our learning right now, thanks"
- "I am going to take this opportunity to remind you that we are not using mobile phones at the moment, thanks"

**Level 2**
**Re-focus**
Teacher explicitly re-focuses the student from what they are doing to what they should be doing

- "Bob, stop ..., you know our classroom expectation/college value of ..., you need to refocus on ..., thanks"

**Level 3**
**Relocate**
Teacher asks the student to move to an alternative location

- **Within the classroom**
  - "Bob, I have reminded and refocused you already, can you move to ... table, thanks"
- **Relocate outside the classroom for up to 3 minutes**
  - "Bob, I have reminded and refocused you already, step outside the classroom and I will come and talk to you, thanks"
- **Outside teaching space (up to 3 minutes)**
  - "Bob, I have reminded and refocused you already, stand over to the side of the sporting field and I will come and talk to you, thanks"

**Followed by**
- "You have a choice now to follow our classroom expectations/college values by refocusing on your learning. Any disruption to yours or a classmates learning will result in removal."

**Level 4**
**Remove**
Teacher directs the student to the main office with a pen

- "Bob, please go to the house and complete the reflection sheet they give you in your removal class. It is my expectation that you bring the completed sheet to me before our next lesson."
CDSC Class Removal Reflection Sheet

If a student is removed from class, following the 4R process, they are expected to complete a reflection sheet in their removal class, see Figure 2. This sheet will then be used to guide a restorative conversation between the classroom teacher and the student.

Figure 2

Student Removal Process

The following process is used to assist the teacher to remove the student when they have been reminded, refocused and relocated as part of the 4R process.

Student Re-entry to the Class

The following process is used to assist the teacher in supporting the student back into the classroom.
CDSC SMM Low Level – Yard

The following process is used to deal with low level behaviour in the yard. Restorative conversations and teaching of pro-social behaviours are the fundamental strategies in resolving issues in the yard.

CDSC SMM High Level – Class

The following is the flow map outlining the process to be used for high level behaviours displayed in class. It is important to note that it is the classroom teacher’s responsibility to enter the incident on Compass but that the follow action will predominantly be taken on by a leading teacher, house leader and/or a Principal class member.
CDSC SMM High Level – Yard

The following is the flow map outlining the process to be used for high level behaviours displayed in the yard. It is important to note that it is the classroom teacher’s responsibility to enter the incident on Compass but that the follow action will predominantly be taken on by a leading teacher, house leader and/or a Principal class member.

- **Dangerous Behaviour**
  - Control the situation to the best of your ability, without placing yourself in any danger.
  - Use the walkie-talkie to ask for urgent assistance and send a responsible student to the nearest office to ask for urgent assistance.
  - All available staff to assist teacher.
  - Leading Teacher/Principal class member to remove student from yard, into the closest safe space.
  - Leading Teacher/Principal class member to follow High Level Behaviour Action Table.

- **Non-Dangerous Behaviour**
  - Yard duty teacher to write detailed incident report on SMT ensuring all information is sent to the relevant sub school leader.
  - If urgent follow-up is required use walkie-talkie and send a responsible student to the nearest office to ask for urgent assistance.
If a behaviour is deemed to be high level the leading teacher, house leader and/or Principal class member will use the following table to assist them in delivering consistent consequences and supports to the student.

*All actions on the CDSC SMM High Level Behaviour Action Table are to be completed by the House Leaders, Learning Support Team and/or Principal Class.*

*All high level behaviour requires the student to have completed a reflection sheet at a suitable time.*

*Any notifications to Emergency Management and calls to the police must be discussed with the Principal class first.*

- Wellbeing Referrals can include counselling, behavioural modification, post crisis intervention and small group programs. Small group programs offered from Wellbeing can include Leap, Shine and Drumbeat NUKE program. Referrals can also be made to alternative settings including behaviour modification settings such as the Southern Teaching Unit or Myuna Farm.

- Pathway Support includes enrolling into another education setting such as the Brotherhood of St Laurence (BSL) or Chisholm Tafe to undertake a CGEA and VCAL. Please note that students need to be at least 15 years of age to enrol in these education settings.

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Possible Consequences</th>
<th>Supports</th>
</tr>
</thead>
</table>
| Failure to complete reflection sheet | Withdrawal from class Detention Suspension | • Restorative conversation  
• Student Support Group Meeting  
• Behaviour Management Plan  
• Staged Response |
| Student does not attend main office or removal class after sent out of class following the 4R process | Withdrawal from class Detention Suspension | • Restorative conversation  
• Student Support Group Meeting  
• Behaviour Management Plan  
• Staged Response |

Once referrals are written, the student then becomes case managed through Learning Support and House Leaders.
<table>
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<tr>
<th>Behaviours</th>
<th>Possible Consequences</th>
<th>Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat low level behaviour/Behaves in a way that impacts others learning</td>
<td>Withdrawal from class Suspension</td>
<td>• Restorative conversation</td>
</tr>
<tr>
<td>Examples include; any low level of behaviour still being displayed for which students have already received consequences from classroom teacher including, lunch detention, restorative conversations, after school detention</td>
<td></td>
<td>• Student support group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Behaviour Management Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staged Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Wellbeing Referral – counselling, behavioural modification, small group programs including: Leap, Shine, Drumbeat etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Referral to an alternative setting including behaviour modification settings such as the Southern Teaching Unit or Myuna Farm.</td>
</tr>
<tr>
<td>Smoking</td>
<td>As identified in smoke free school policy: First Incident – Meeting with Sub School Leader, lunch time detention to complete smoking assignment, parent contact made and first smoking letter sent home. Second incident – Parent contact, second letter sent home and after school detention to review risk reduction agreement. Third incident – Suspension as a response to non-compliance to school policy.</td>
<td>• As identified in smoke free school policy: First Incident – Risk reduction agreement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Second Incident – Meeting with sub school leader.</td>
</tr>
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<td></td>
<td></td>
<td>• Third Incident – Student Support Group, referral to school nurse re health education.</td>
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<td></td>
<td></td>
<td>• Staged Response</td>
</tr>
</tbody>
</table>

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<tr>
<th>Behaviours</th>
<th>Possible Consequences</th>
<th>Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving school grounds without permission or signing out</td>
<td>Suspension</td>
<td>- Student Support Group</td>
</tr>
<tr>
<td></td>
<td>Yard Restrictions</td>
<td>- Emergency Management Notification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Staged Response</td>
</tr>
<tr>
<td>Verbal abuse</td>
<td>Yard restrictions</td>
<td>- Restorative conversation</td>
</tr>
<tr>
<td>Examples include; swearing directed towards teachers or other students</td>
<td>Suspension</td>
<td>- Student support group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Wellbeing Referral</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Staged Response</td>
</tr>
<tr>
<td>Bullying and Harassment</td>
<td>Detention</td>
<td>- Restorative conversation</td>
</tr>
<tr>
<td>Examples include repeat cases of behaviour that can be classified as bullying</td>
<td>Yard restrictions</td>
<td>- Student support group</td>
</tr>
<tr>
<td></td>
<td>Suspension</td>
<td>- Follow pro – social model for bullying</td>
</tr>
<tr>
<td></td>
<td>Police Involvement</td>
<td>- Engagement in pro-social curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Staged Response</td>
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<tr>
<td></td>
<td></td>
<td>- Emergency Management Notification</td>
</tr>
<tr>
<td>Online incidents of inappropriate behaviour affecting students.</td>
<td>Suspension</td>
<td>- See step by step guide for responding to incidents of inappropriate behaviour affecting students published by the DEECD.</td>
</tr>
<tr>
<td>Examples include; cyberbullying, sexting, exposure to pornographic images or a breach of the schools Student Engagement Policy.</td>
<td>Police Involvement</td>
<td>- Restorative Conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Pro social curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Wellbeing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mandatory Reporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Emergency Management Notification</td>
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<td></td>
<td></td>
<td>- Staged Response</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Behaviours</th>
<th>Possible Consequences</th>
<th>Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Violence</td>
<td>Suspension</td>
<td>• Restorative conversation</td>
</tr>
<tr>
<td>Engaging in violent behaviour, fighting or throwing punches or blows of</td>
<td>Yard Restrictions on return from suspension</td>
<td>• Student support group</td>
</tr>
<tr>
<td>any kind</td>
<td>Expulsion</td>
<td>• Anger management counselling</td>
</tr>
<tr>
<td></td>
<td>Police Involvement</td>
<td>• Support for the person who was harmed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engagement in pro-social curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staged Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SSSO Involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Emergency Management Notification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student exited to appropriate pathway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pathway support</td>
</tr>
<tr>
<td>Drugs/Illicit substances</td>
<td>Suspension</td>
<td>• Student support group</td>
</tr>
<tr>
<td>Using or possessing drugs or illicit substances at school, or attending</td>
<td>- 3 days for first offence using/bringing substances to school</td>
<td>• Referral to Learning Support to see Nurse re health education</td>
</tr>
<tr>
<td>school under the influence of drugs or illicit substances</td>
<td>- 5 days for distribution of substances</td>
<td>• Counselling from YSAS</td>
</tr>
<tr>
<td></td>
<td>- Multiple involvement subject to discretion of principal class.</td>
<td>• Staged response</td>
</tr>
<tr>
<td></td>
<td>Police Involvement</td>
<td>• SSSO Involvement</td>
</tr>
<tr>
<td></td>
<td>Expulsion</td>
<td>• Emergency Management Notification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student exited to appropriate pathway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pathway support</td>
</tr>
<tr>
<td>Failure to attend after school detentions and redemption</td>
<td>Additional detentions (before/after school) scheduled. Suspension</td>
<td>• Student Support Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Opportunity to redeem missed detention/redemption</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staged response</td>
</tr>
</tbody>
</table>

Once referrals are written, the student then becomes case managed through Learning Support and House Leaders.
<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Possible Consequences</th>
<th>Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Cheating</td>
<td>Panel review process</td>
<td>• Student Support Group</td>
</tr>
<tr>
<td></td>
<td>Suspension</td>
<td>• Wellbeing Referral (Emotional support)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staged response</td>
</tr>
<tr>
<td>Damage to property/infrastructure</td>
<td>Invoice student for costs</td>
<td>• Student Support Group</td>
</tr>
<tr>
<td>Examples include; graffiti, interfering with fire extinguisher, deliberate damage to school fixtures and fittings, deliberate damage to others belongings.</td>
<td>Detention</td>
<td>• Pro social curriculum</td>
</tr>
<tr>
<td></td>
<td>Community Service</td>
<td>• Staged Response</td>
</tr>
<tr>
<td></td>
<td>Suspension</td>
<td>• Emergency Management Notification</td>
</tr>
<tr>
<td></td>
<td>Police involvement</td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td>Detention</td>
<td>• Student Support Group</td>
</tr>
<tr>
<td></td>
<td>Suspension</td>
<td>• Staged Response</td>
</tr>
<tr>
<td></td>
<td>Invoice student for cost</td>
<td>• SSSO Involvement</td>
</tr>
<tr>
<td></td>
<td>Community Service</td>
<td>• Pro social curriculum</td>
</tr>
<tr>
<td></td>
<td>Police involvement</td>
<td>• Emergency Management Notification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapons/Dangerous Materials</td>
<td>Confiscate</td>
<td>• Student Support Group</td>
</tr>
<tr>
<td>Examples include; any item that can be used as a weapon</td>
<td>Detention</td>
<td>• Staged Response</td>
</tr>
<tr>
<td>- Dangerous materials could include lighters, fireworks, laser pointers etc</td>
<td>Suspension</td>
<td>• SSSO Involvement</td>
</tr>
<tr>
<td></td>
<td>Police involvement</td>
<td>• Emergency Management Notification</td>
</tr>
<tr>
<td></td>
<td>Expulsion</td>
<td>• Student exited to appropriate pathway</td>
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<tr>
<td></td>
<td></td>
<td>• Pathway support</td>
</tr>
</tbody>
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<th>Possible Consequence</th>
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</thead>
<tbody>
<tr>
<td>Arson</td>
<td>Suspension</td>
<td>• Student support group</td>
</tr>
<tr>
<td>- Deliberately Lighting fires</td>
<td>Expulsion</td>
<td>• Wellbeing Referral</td>
</tr>
<tr>
<td></td>
<td>Police Involvement</td>
<td>• Engagement in fire lighting support program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staged Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SSSO Involvement</td>
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<td></td>
<td></td>
<td>• Emergency Management Notification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pathway support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student exited to appropriate pathway</td>
</tr>
<tr>
<td>Sexualised Behaviour</td>
<td>Suspension</td>
<td>• Student Support Group</td>
</tr>
<tr>
<td></td>
<td>Expulsion</td>
<td>• Mandatory Reporting</td>
</tr>
<tr>
<td></td>
<td>Police Involvement</td>
<td>• Learning Support Referral</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SSSO involvement</td>
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<tr>
<td></td>
<td></td>
<td>• Emergency Management Notification</td>
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<td></td>
<td>• Staged Response</td>
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<td></td>
<td>• Pathway Support</td>
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<td></td>
<td></td>
<td>• Student exited to appropriate pathway</td>
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Once referrals are written, the student then becomes case managed through Learning Support and House Leaders.
6. CDSC Anti-Social Behaviours

CDSC Pro-Social Behaviours Model

In conjunction with the student management model, a pro-social response to teaching positive behaviours must be adopted. See Figure 3 for the CDSC model.

Figure 3

Figure 4 is the process that staff should use when dealing with bullying behaviours.

Figure 4
7. Process for Updating and Reviewing the Student Engagement Policy

As part of the college's School Strategic Plan, this policy will be reviewed, inclusive of all members of the college community.
Reference

This Student Engagement Policy has been written to fulfil the requirements as identified in the DEECD Student Engagement and Inclusion Guidance 2014.

The CDSC Student Engagement Policy has also been written to align with and address the following legal obligations and guidelines:

The Equal Opportunity Act 2010 (Vic)

The Charter of Human Rights and Responsibilities Act 2006 (Vic)

The Disability Standards for Education 2005

The Education and Training Reform Act 2006 (Vic)

The following CDSC policies should also be consulted when utilising the CDSC Student Engagement Policy:

Acceptable User Agreement

Attendance Policy

Bullying and Harassment Policy

Careers Education and Pathway Plan

Disability Policy

Extension and Advancement Policy

Inclusion Policy

Senior School Attendance Policy

Student Leadership Policy

Smokefree School Policy

Truancy Policy

Uniform Policy

This policy was endorsed by the College Council in June, 2016
Student Leadership Policy

Purpose
It is the responsibility of Carrum Downs Secondary College to provide opportunities for students from all year levels to develop their leadership skills in ways that will contribute to the College and the broader community.

Aim
To foster and develop:
- Leadership initiative and teamwork in students
- Training and development opportunities for student leaders
- Student role models
- Mentoring relationships between staff and students
- Community involvement
- Involvement with school development and student voice

ROLES AND RESPONSIBILITIES
Role of Student Leaders includes:
- Help build student voice at CDSC
- Be a model citizen, modelling and reminding others of college expectations
- Liaising with other members of the student council and other student leaders
- Mentoring other student leader and developing potential leaders
- Assisting with Course information evenings, Student conferences and College tours
- Preparing reports to be presented at College Council meetings by the College Captains
- Leading Student Action Team (SAT). SATs may focus on (but are not limited to):
  - Peer Support
  - Careers Education
  - Student Safety and Wellbeing
  - Publicity and Promotion, including digital media
  - Building a House culture and pride
  - Linking the House to the community through online bulletins and public presentations
  - Staff panel interviews
  - Celebrating learning
  - Peer tutoring
  - Providing teacher feedback
  - Extra-curricular learning programs
  - Running college sporting carnivals and inter-school sports
  - Facilitating the annual college productions, college music nights and art shows

Elections and Composition
- Student Leadership at CDSC operates in action teams across a diverse range of college life, including House Leaders, Community Leaders, Learning Leaders, Sports Leaders and Creative Arts Leaders, as well as 4 College Captains.
- Student Leaders are selected after an intensive application and interview process.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Student Request for Sponsorship Policy

Purpose
Carrum Downs Secondary College wants to support student participation in high level academic and sporting pursuits outside of school that incur a cost to the student.

Aim
- To provide guidance to school council when determining student entitlement to sponsorship funding and ensure equitable distribution of sponsorship funds to approved students.

Implementation
- All requests for sponsorship should be made in writing and addressed to the college council president, providing a description of the activity and the purpose of the funding.
- The validity of the activity and the amount of funding will be at the college council’s discretion.
- Successful applicants will only be funded on one occasion for the term of their enrolment at the college.
- Applicants must have proven themselves to be a positive member of the college community by the demonstration of the college values.
- Information relating to the sponsorship will be stored in an easy and accessible format for audit purposes.

Evaluation: This policy will be reviewed as part of the College’s review cycle

This policy was endorsed by the College Council in June, 2016
Sun Smart Policy

Policy
• Australia has the highest rate of skin cancer in the world. It is estimated that more than 75% of all skin cancers could be prevented by practising sun protection in early childhood and adolescence.
• Over exposure to the sun presents a serious health risk. Students will be educated as to the need for suitable sun protection, and be offered protection from over exposure whilst at school.

Aim
• To increase student and community awareness of skin cancer.
• To assist students to develop strategies which encourage responsible decision making about sun protection.
• To work toward a safe school environment.
• To encourage students, parents, teachers and staff to wear protective clothing, hats and sunscreen during high risk times such as lunchtime, during sport, camps and excursions.

Implementation
• Sun protection and skin cancer awareness programs are incorporated into the appropriate Key Learning Areas of the College curriculum.
• Students and staff will be actively encouraged to wear a broad spectrum water resistant sunscreen (SPF 30+) and approved broad brimmed hat (as per school uniform). Sunscreen as described on the booklist is to be purchased by the parent/guardian and applied as directed by the manufacturer.
• The College will provide adequate shade structures for students, particularly over high density areas such as eating spaces and passive leisure areas.
• The College Newsletter, Daily Bulletin and assemblies will be utilised to highlight and reinforce the Sun Smart policy.

Evaluation: This policy will be reviewed as part of the College’s review cycle


This policy was endorsed by the College Council in June, 2016
Truancy Policy

Purpose
To ensure that schools take appropriate action in relation to managing a student who runs away from school or a school approved activity.

Policy
Schools must:

- take immediate steps to establish whether the student has left the school grounds or a school approved activity
- take all reasonable steps to discharge the duty of care that is owed to the student
- notify the parent, guardian or carer of the student as soon as reasonably possible
- notify the Victoria Police if there is a reasonable concern for the safety of the student or others
- report the incident to the Department’s Security Services Unit on (03) 9589-6266, as soon as practicable.

If a staff member reasonably suspects that a student has left the school grounds or a school-approved activity, such as an excursion or camp, without authorisation, they should immediately notify a member of the leadership team so that all reasonable steps can be taken to discharge the duty of care owed to that student. The reasonable steps to be taken will vary and depend on the individual circumstances of the case and the individual student.

In determining what reasonable steps to take, relevant considerations include the following:

- the location of the school or the school approved activity and its proximity to external dangers such as busy roads or railway lines
- whether the student has a disability that may affect their ability to appreciate the risk associated with their behaviour and actions
- the age of the student
- the student’s prior behaviour or previously exhibited vulnerabilities, difficulties or troubles
- the student’s mental state immediately prior to leaving the school grounds or the school approved activity i.e. whether they were highly distressed, whether they were drug or alcohol affected, whether they had indicated an intention to hurt themselves or others
- the time that has elapsed since the student has left the school grounds or school approved activity
- whether other students who are under the care and supervision of the school staff can be appropriately supervised whilst appropriate action is taken to manage the student who has run away from school or the school approved activity.

Depending on the individual circumstances of the case, the reasonable steps to be taken may include one or more of the following:

- contacting the Victoria Police to advise them of the missing student and the particular age, disability, vulnerabilities, or mental state of the individual student
- contacting the parent, guardian or carer of the student to advise them that the student has left the school grounds or school-approved activity and to obtain any additional information and assistance that may assist in locating the student
- searching for the student, particularly if there is information available as to the student’s potential whereabouts
- following the student and maintaining visual contact until the student returns to school or school-approved activity, or is in the company of the police or their parent, guardian or carer

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making contact with the student and encouraging them to return to the school grounds or the school approved activity, go to a safe place, stop the behaviour that is putting them at risk, or remain in the company of a suitable and responsible adult

After an incident in which a student has run away from the school grounds or school-approved activity, school staff should take the following steps:

- Report the incident to the parent, guardian or carer (if this has not already been done)
- Report the incident to the Department’s Security Services Unit
- Document the incident and the staff response to the incident following high level behaviour processes
- Consider whether it is appropriate to conduct a Student Support Group meeting
- Consider whether it is appropriate to develop a Behaviour Support Plan.

**Evaluation:** This policy will be reviewed as part of the College’s review cycle


This policy was endorsed by the College Council in June, 2016
Uniform Policy

Purpose
A uniform dress code reinforces in students a pride in their own appearance, instills recognition of themselves as an integral part of the school community and assists in developing pride in representing their school. Issues of quality, health and safety and expense are also factors which contribute to the establishment of the Uniform Policy.

Aim
- To promote equality amongst all students.
- To further develop a sense of pride in and identification with our school.
- To provide durable clothing that is cost effective and practical for our school environment.
- To maintain and enhance the positive image of the school in the community.

Implementation
- After consultation with the school community and the Student Representative Council, School Council has developed a Uniform Policy that we believe provides choice for the students, allows for students to safely engage in the many varied school activities, and caters for the financial constraints of families.
- The Uniform Policy applies during school hours, while travelling to and from school and when students are on school excursions.
- Summer and winter uniforms and sports uniform as listed in appendix I are required to be worn. Sports Uniform is only to be worn during Physical Education and when representing the College at sporting events.
- Studs or sleepers (maximum 2 earrings per ear) and watches are the only jewellery to be worn, safety must be considered in all instances. Exemption on religious or medical grounds will be considered on an individual basis by the principal. Jewellery will need to be removed in sport and practical subjects or where requested by the teacher.
- Facial piercings are not permitted.
- Extreme hair colours, extreme hairstyles and excessively long fingernails are not permitted. Hair must be tied in an appropriate manner for practical subjects or when requested by the teacher.
- Minimal natural makeup is permitted but fake eyelashes are not.
- Finger nails must be short and nail polish is not permitted. Fake nails are not allowed at school.
- Tattoos must not be visible.
- The only headwear that is acceptable is the school uniform hat consistent with our Sunsmart policy. They must be worn outside in Terms 1 & 4. Hats are not to be worn inside. Exemption on religious or medical grounds will be considered on an individual basis by the Principal.
- The student Dress Code, including details of uniform items and places of purchase, will be published in the student diary each year.
- School Council requires the Principal to be responsible for implementation of the Dress Code in a manner consistent with the Student Code of Conduct.
- Parents seeking exemptions to the Dress Code due to religious beliefs, ethnic or cultural background, student disability, health condition or economic hardship must apply in writing to the Principal.

Evaluation: This policy will be reviewed as part of the College’s review cycle

This policy was endorsed by the College Council in June, 2016
Visitor’s Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people. Carrum Downs Secondary College recognises that strong community involvement in the college is critical in student development and learning. Parents and families are valued partners in their child’s development and learning. As the College is an educational institution and not a public place the safety and privacy of students and staff is our highest priority.

Aim
- To ensure that safety of the College community is not compromised by visitors to the college.
- To ensure that the visitors to the College have a clear understanding of our expectations.

Implementation
- All visitors to the College are expected to enter the college via the Brunnings Rd entrance and register at Reception.
- Visitors will be granted a visitors pass if the purpose for the visit;
  - clearly serves an educational purpose and is consistent with curriculum objectives,
  - is age appropriate for young people in our College, and
  - is consistent with the values of the College and public education.
- All visitors must fill in the Visitors Registration Book at reception and visibly wear the visitors pass at all times within the college grounds.
- All visitors participating in student based activities must have a Working with Children Check or Criminal Records Check or be accompanied by a member of College staff.
- Parents/Guardians who are picking up or dropping off students are to come to reception and the college will arrange for a student to be notified.
- Parents/Guardians are not permitted to be in the College grounds during the school day without first reporting to reception and collecting a Visitor Pass.
- All visitors are to follow all Occupational Health and Safety Guidelines including emergency management procedures. Evacuation Procedures are to followed and are posted in every room and building in the college.
- Parents will be notified and parent permission is required in advance if their child is to be involved in a program or event that is in addition to the students learning and development eg: Talent Scouts, Employers and Recruitment Officers.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Volunteers/Teachers in Training/Contract Workers Policy

Purpose
Carrum Downs Secondary College is committed to the safety of all children and young people. Carrum Downs Secondary College recognises that strong community involvement in the College is critical in student development and learning. Volunteers, Teachers in Training and Contract Workers are valued partners in the running and development of our College. As the College is an educational institution and not a public place the safety and privacy of students and staff is our highest priority.

Aim
- To ensure that the safety of the College community is not compromised by workers not employed by the College.
- To ensure that the safety of workers not employed by the College.

Implementation
- All workers not employed by the College are expected to comply with all College Policy and Procedures as set out in the Policy Handbook.
- All visitors must fill in the Visitors Registration Book at reception and visibly wear the Visitor Pass at all times within the College grounds.
- All workers not employed by the College must have a Working with Children Check or Criminal Records Check or be accompanied or overseen by a member of College Staff and/or be working in an area of the College with no student contact.
- Regular contractor’s Working with Children Check detail must be recorded and kept on file.
- All workers not employed by the College are to follow all Occupational Health and Safety Guidelines including emergency management procedures. Evacuation Procedures are to be followed and are posted in every room and building in the College.

Evaluation: This policy will be reviewed as part of the College’s review cycle
This policy was endorsed by the College Council in June, 2016
Wellbeing and Engagement Statement

Carrum Downs Secondary College (CDSC) is committed to the safety and wellbeing of all students by creating an inclusive learning environment. Students engaged in their learning often have better relationships with teachers, peers, families and the wider community.

CDSC staff demonstrate inclusive teaching and learning practices at a school-wide, targeted and individual level, see figure 2. At CDSC we expect our teaching and learning strategies to enhance and support the behavioural and emotional wellbeing of our students.

School-Wide
- Attendance policy
- Sub School structure
- PC teachers and program
- Student Management Model
- Learning support
- Teaching of pro social skills
- Restorative practices
- Student leadership
  - CDSC Instructional Model
  - Case management
  - Diversity of certificates offered
  - Elective program
  - Data-driven feedback
  - Careers curriculum framework
  - Differentiated instruction

Targeted
- Year 6 orientation
- Transition support
- Select Entry Program
- Wannik
- Camps
- Resilience groups
- Social skills group
- Bullying and harassment workshops
- Cyber safety workshops
- Data-driven supports, i.e. - Literacy/Numeracy
  - Health programs
  - Year 7 peer support program

Individual
- Behavioural management plans
- Student support group meetings
- Modified timetable
- Individual needs-based programs
- Pro social skills individualised curriculum
- Staged response documentation
- Counselling
- Behaviour management programs
- Referral to alternative educational setting
- Pathway support

A Team Approach
All teachers are able to help students overcome problems. If students have a problem with a particular subject, they should talk with that subject teacher.

House Leadership Team
The House Leader is responsible for all students in a House and is responsible for making sure students are progressing well and keeping in contact with parents.

Wellbeing
The Wellbeing team has special skills in helping students. Students can make an appointment to see a Wellbeing staff member through a referral process. The Youth Workers, Counsellor and Secondary School Nurse are available to assist students and families who may need special support in the long or short term. Speak to the House Leadership Team to discuss.
The Wellbeing team offers a variety of alternative programs designed to meet the individual needs of students. This includes wellbeing programs based around creative expression, self-esteem, stress-management, health issues and building resilience. Students can also access one on one social and emotional support. Furthermore, Wellbeing provides a comfortable space for students who require integration support.

The Learning Support Team is comprised of:

- Wellbeing Leader
- Wellbeing Coordinator
- Integration Coordinator
- Counsellors
- Integration Assistance
- Nurse

The Wellbeing team highly value community based support services and continually seeks new and exciting opportunities to engage students and families in lifelong learning.

The Wellbeing and Engagement Statement has been written to fulfil the requirements as identified in the DEECD Student Engagement and Inclusion Guidance 2014. The CDSC Wellbeing and Engagement Statement has also been written to align with and address the following legal obligations and guidelines:

- The Equal Opportunity Act 2010 (Vic)
- The Charter of Human Rights and Responsibilities Act 2006 (Vic)
- The Disability Standards for Education 2005
- The Education and Training Reform Act 2006 (Act)

**Evaluation:** This policy will be reviewed as part of the College’s review cycle


*This policy was endorsed by the College Council in June, 2016*