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1. **RATIONALE**

1.1 Anaphylaxis is an acute allergic reaction to certain food items and insect stings. The condition develops in approximately 1-2% of the population. The most common allergens are nuts, eggs, cow’s milk and bee or other insect stings and some medications. It can be life threatening and research indicates it is becoming more prevalent.

2. **AIMS**

2.1 To provide a safe and healthy school environment that takes into consideration the needs of all students, including those who may suffer from anaphylaxis.

3. **IMPLEMENTATION**

3.1 Anaphylaxis is a severe and potentially life-threatening reaction to various foods or insect stings.

3.2 Signs and symptoms of anaphylaxis include hives/rash, tingling in or around the mouth, abdominal pain, vomiting or diarrhoea, facial swelling, cough or wheeze, difficulty breathing or swallowing, loss of consciousness or collapse, or cessation of breathing.

3.3 Anaphylaxis is best prevented by knowing and avoiding the allergens.

3.4 Anaphylaxis will be managed by:

   3.4.1 providing recognised training at least every three years for all staff on anaphylaxis management and briefings twice yearly on anaphylaxis including the administering of an adrenaline auto-injector such as an EpiPen or an Anapen.

   3.4.2 informing the community about anaphylaxis via the newsletter.

   3.4.3 informing students about allergies, including anaphylaxis causes and first aid, as part of the P-6 curriculum.

   3.4.4 not allowing food sharing, and restricting food to that approved by parents

   3.4.5 keeping the lawns well mown, ensuring children always wear shoes, and not allowing drink cans at school.

   3.4.6 identifying susceptible students and knowing their allergens.

   3.4.7 requiring parents to provide an ASCIA emergency management plan developed by a health professional and an auto-injector if necessary, both of which will be maintained in the first aid room for reference as required - first aid staff will contact parents if the use-by date of the injector is close to expiration.

   3.4.8 all ASCIA Anaphylaxis Action Response Posters will be displayed in the first aid room as appropriate.

   3.4.9 maintaining open communication with parents.

3.5 The College:

   3.5.1 won’t ban certain types of foods (eg: nuts) as it is not practicable to do so and is not a strategy recommended by the DEECD or the Royal Children’s Hospital

   3.5.2 will request parents do not send those items to school if at all possible

   3.5.3 have the canteen eliminate or reduce the likelihood of such allergens

   3.5.4 will reinforce the rules about not sharing food and not eating foods that parents have not provided or consented to.

4. **EVALUATION**

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

*Updated July 2014*

*Next Update 2017.*
1. **RATIONALE**

   1.1. To provide updated and modern equipment and assets for the College.
   1.2. To monitor assets recorded as College responsibility.
   1.3. To dispose of assets in an appropriate and consistent manner.

2. **AIMS**

   2.1. Maintain an asset register ensuring assets are identifiable and kept in a proper and functional order.
   2.2. Verify accuracy of College asset register.
   2.3. All unwanted or unrepairable assets are to be disposed of.

3. **IMPLEMENTATION**

   3.1. The DEECD Asset Management Policy and Guidelines will be implemented.
   3.2. All assets are to be recorded on the College asset register.
   3.3. Mark all assets with the asset register number and College identification
   3.4. All assets are to be continually checked for repair and replacement possibilities.
   3.5. All assets are to be kept in proper and functional order.
   3.6. The Finance Committee is to oversee the disposal of assets.
   3.7. All approved asset disposals will be appropriately removed from the College

4. **EVALUATION**

   4.1. This policy will be reviewed as part of the College three-year review cycle.

Updated July 2014
Next Update 2017.
1. **RATIONALE**

The College will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or teach and a right to feel safe and secure in their College environment at all times.

2. **AIMS**

2.1 Bullying is defined as follows:

A person is bullied when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

2.2 With this definition in mind the follow outlines the aims of the Bullying and Harassment Policy:

2.2.1 to reinforce within the College community what bullying is, and the fact that it is unacceptable

2.2.2 to alert everyone within the College community of the signs and evidence of bullying and to ensure bullying is reported to staff whether a person is an observer or a victim

2.2.3 to ensure that all reported incidents of bullying are followed up appropriately

2.2.3 to seek parental and peer-group support and co-operation at all times.

3 **IMPLEMENTATION**

3.1. Bullying may consist of physical harm, harassment, verbal insults or hurtful remarks, or actions designed to hurt somebody’s reputation, social standing or to cause humiliation. Bullying may be carried out directly or indirectly, and may include the use of digital technologies such as social network sites, websites or on-line chat rooms.

3.2 The College has adopted a zero tolerance position on bullying.

3.3 The College will combat bullying by providing a safe, secure and stimulating learning environment based on the Effective School’s model.

3.4 We have adopted a four-phase approach to bullying.

3.4.1 *Primary Prevention*:

3.4.1.1 Professional development for staff relating to bullying, harassment and proven counter measures.

3.4.1.2 Each classroom teacher to clarify with students the types of bullying, as well as the consequences and impact of bullying.

3.4.1.3 Community awareness and input relating to bullying, its characteristics and the College’s programs and response, complemented by clear processes for reporting suspected bullying.

3.4.1.4 The provision of programs that promote inclusiveness, resilience, life and social skills, assertiveness, conflict resolution and problem solving will form an integral part of our curriculum. In particular, assertiveness training and bystander training that builds skills in children to challenge and/or report unacceptable behaviour will be central to our curriculum.

3.4.1.5 A bullying survey to be introduced, administered and responded to annually.

3.4.1.6 The ‘You Can Do It Education’ program to be implemented across the school. Student Representative Council, peer support delegates, staff and students to promote the philosophy of ‘No Put Downs’.

3.4.1.7 Teachers will be trained in cyber safety. Cyber safety awareness programs will be provided for parents and cyber safety will form part of each child’s ICT curriculum

3.4.1.8 *Effective supervision of electronic devices and Education on ethical use.*

3.4.2 *Isolated, Infrequent or Less Serious Incidents:*
3.4.2.1 All instances of suspected bullying or inappropriate behaviour must be responded to by staff.

3.4.2.2 Parents are encouraged to contact the College if they suspect a bullying or behaviour problem.

3.4.2.3 The College will reinforce with children the importance of appropriately reporting incidents of inappropriate behaviour involving themselves or others, and the imperative that staff respond appropriately and proportionally to each allegation consistent with the College’s Student Engagement Policy, including the proper reporting and recording of the incident on our on-line behaviour tracker.

3.4.2.4 Parents are to be contacted if their child is alleged to have been bullied or experienced inappropriate behaviour, or if their child appears to have behaved inappropriately or bullied someone else.

3.4.2.5 Appropriate and proportional consequences may include a verbal apology, writing a letter of regret, completing a Behaviour Incident booklet, attending SOS, loss of privileges etc.

3.4.2.6 Public recognition and reward for positive behaviour and resolution of problems will occur as appropriate.

3.4.3 Repetitive or Serious Incidents:

3.4.3.1 Serious incidents and/or repetitive incidents of bullying or unacceptable behaviour must be reported, responded to by staff and documented.

3.4.3.2 Serious incidents are those that include physical assault, sexual assault, psychological or cyber bullying, criminal activity involving theft or serious damage of property, serious threats or homophobic bullying etc.

3.4.3.3 All such incidents or allegations will be properly investigated and documented. Depending upon the nature of each incident, they may be also be reported to and investigated by police, reported to the Student Critical Incident Advisory Unit, and/or reported to the Department’s Emergency and Security Management Unit.

3.4.3.4 The College may contact support professionals such as Welfare officers, Welfare coordinators or Councillors and/or Student Support Officers for assistance and support.

3.4.3.5 Students and staff and parents identified by others as bullies will be informed of allegations.

3.4.3.6 Both bullies and victims will be offered counselling and support.

3.4.3.7 All repetitive or serious incidents must be brought to the attention of the principal class members of the College.

3.4.3.8 The most appropriate staff member will contact parents of the targeted child. Principal class members will contact alleged perpetrators unless advised by police etc not to do so.

3.4.3.9 Regional office will provide support as appropriate, and the principal will monitor the investigation and review the situation until matters are appropriately resolved.

3.4.3.10 Consequences of repetitive or serious incidents may include criminal charges, suspension, expulsion, loss of privileges, counselling, conciliation or any other consequences consistent with the College’s Student Engagement Policy.

3.4.3.11 A management strategy for all parties will be developed in consultation with the students and parents involved.

3.4.3.12 Parents or community members who bully or harass or abuse staff will be provided with official warnings, and if necessary referred to the police, and/or have Trespass restrictions placed upon them by the principal consistent with the Summary Offences Act.

3.4.4 Post Incident:

It is important that appropriate strategies are put in place after the incident has been resolved for all students involved. Appropriate strategies may include:

3.8.1 conciliation meetings between all parties
3.8.2 ongoing monitoring of students involved.
3.8.3 identification of an agreed key contact staff member for each student involved.
3.8.4 follow-up meetings regarding each child’s management strategy.
3.8.5 ongoing communication with parents.
3.8.6 counselling from appropriate agencies of support officers etc for both parties
3.8.7 reinforcement of positive behaviours and appropriate behaviour strategies.

3 EVALUATION

4.1 This policy will be reviewed every three years as part of the College's Policy review cycle.
1. RATIONALE

1.1 An extensive school bus network managed by the Department of Transport supplies free bus transport to students living in regional Victoria. Parents need to be given clear and concise advice regarding transport available for their child.

2. AIM

Terang College is the co-ordinating school for the bus services provided by the Victorian Government and will:

2.1. co-ordinate the provision of this service to Terang College, Noorat Primary School, St Thomas’ School and Mercy Regional College
2.2. provide a safe and secure bus system ensuring all eligible students have access to this service
2.3. make decisions based on the Department of Education and Early Childhood Development (DEECD) and Victorian Government School Bus Service Guidelines.

3. IMPLEMENTATION

Terang College will make decisions based on the Department of Education and Early Childhood Development (DEECD) and Victorian Government School Bus Service Guidelines and implement:

3.1. Meetings:

3.1.1 A meeting will be held at the Terang College on the fifth Tuesday of term 1 and term 3 each year.

3.1.2 Attendance at each meeting will be open to:

3.1.2.1 representative from each school
3.1.2.2 representative from each bus company
3.1.2.3 co-ordinating school principal and delegate

3.2. Administration:

3.2.1 Terang College will administer the following:
3.2.1.1 meeting arrangements and recording of these meetings
3.2.1.2 Emergency Procedures & Behaviour Rules

- update regularly
- distribute updated copy to
  - each school requesting the information be forwarded to all parents
  - bus folders
  - bus drivers
  - bus companies

3.2.1.3 maintain accountable records which include
- the personal and parent details all students travelling on all buses
- the enrolled school of each student
- bus route stop point locations and am & pm stop times
- bus details
- bus contractor’s details

3.2.1.4 information forwarded to each school will include:
- map indicating all bus routes
- emergency procedures
- bus route loadings
- rolls relevant to their school
- bus passes
- behaviour rules

3.2.1.4 information forwarded to each bus driver will include:
- map indicating all bus routes
- emergency procedures
- parent contact details
- bus stop locations & times
- behaviour report proformas
- behaviour rules

3.3. Travel Entitlement & Conditions:
3.3.1 An application form is to be completed by any person applying to use the bus service.

3.3.2 Bus Passes
- any changes to usual bus travel must have an approved bus pass
- a bus pass will only be issued for reasons as outlined in the Bus Behaviour Rules — not for sporting convenience, etc.
- written / telephone notification from parents must be received when issuing a bus pass
- one notification can cover a period of time
- drivers need to be vigilant on bus passes
- a bus pass is required if they are on the same bus but changing bus stop
- the buses are not to stop at undesignated bus stops, e.g. stadium

3.3.3 When an unenrolled child boards the bus
- the child is to be taken to their school
- bus driver is to inform the Terang College office
- the Terang College office will make contact with parent

3.3.4 In the event that parents are not at a student’s bus stop – the bus driver to bring the child back to Terang Police Station

3.4. Bus Service:
3.4.1 Buses should not leave Terang College 5-12 campus before 3.30 pm.
3.4.2 Drivers will not leave the designated bus route unless directed by the Terang College Principal or his delegate.
3.4.3 Drivers will ensure all travellers remain on the bus until approved destination.
3.4.4 Bus drivers are to adhere strictly to am and pm stop times.
3.4.5 Cancelled bus travel will be the decision of the Terang College Principal who will make decisions based on Emergency Management information and directions received,
3.4.6 Terang Town Bus will operate independently to the Government provided bus services co-ordinated by Terang College.

3.5. Bus Captains will:
3.5.1 be appointed two per bus by Terang College Principal.
3.5.2 mark rolls for both am and pm travel and return these to the Terang College 5-12 campus office.
3.5.3 organise a replacement if both captains will be away.

3.6. Complaints:
3.6.1 Discipline Forms:
3.6.1.1 Blank forms will be provided in the bus folders.
3.6.1.2 Drivers are encouraged to complete discipline forms.
3.6.1.3 Completed forms are to be forwarded to the Terang College.
3.6.2 Parent:
3.6.2.1 Parents are encouraged to forward concerns in writing as this becomes supporting documentation for future reference.

3.7. Bus Waiting Areas:
3.7.1 School:
3.7.1.1 Schools are to ensure students are waiting to board the bus as soon as it arrives at their location.
3.7.2 Home:
3.7.2.1 Bus stops will only be approved after the relevant bus company has deemed it as safe and appropriate.
3.7.2.2 Students are expected to be waiting at the bus stop.
3.7.2.3 For am & pm, buses will remain at bus stops until scheduled stop time.

3.8. Conveyance Allowance:
3.8.1 Terang College will advise parents via the newsletter of the criteria to enable eligibility for Conveyance Allowance.

4. EVALUATION

4.1. This policy will be reviewed as part of the College three-year review cycle.

Updated July 2014-
Next Update 2017.
1. **RATIONALE**

The College’s excursion 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 Terang College.

2. **AIMS**

2.1. To reinforce, complement and extend learning opportunities beyond the classroom.

2.2. To develop an understanding learning is not limited to school and valuable and powerful learning takes place in the real world.

3. **IMPLEMENTATION**

3.1. An excursion is defined as any activity beyond the College grounds.

3.2 All overnight excursions must be approved by College Council who will ensure:

   3.2.1 costs are maintained at a reasonable and affordable cost
   3.2.2 comply with all DEECD requirements
   3.2.3 approval is granted at a scheduled meeting at least three weeks prior to the departure date
   3.2.4 information presented to the School Council will include:

      3.2.4.1 the educational aims and objectives of the excursion.
      3.2.4.2 the names of all adults attending and their expertise and experience.
      3.2.4.4 travel arrangements and costs.
      3.2.4.5 venue details and an itinerary of events.
      3.2.5 the 3.2.4 information is provided to the Principal at least a week before the College Council meeting date.

3.3 All excursions must be approved by the Principal.

3.4 All endeavours will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish their child/ren to attend an excursion, will be required to discuss their individual situation with the Principal. Decisions relating to alternative payment arrangements will be made by the Principal on a case-by-case basis.

3.5 All families will be given sufficient time to make payments for excursions. Parents will be sent notices before the excursion date reminding them of the need to finalise payment. Children whose payments have not been finalised at five school days before the departure date will not be allowed to attend unless alternative payment arrangements had been previously organised with the Principal or Business Manager.

3.6 Office staff will be responsible for managing and monitoring the payments made by parents and will provide classroom teachers with detailed records on a regular basis.

3.7 A designated ‘Teacher in Charge’ will coordinate each excursion.

3.8 Information will be provided to all parents of non-English speaking families in a manner that allows them to provide an informed consent to their children attending excursions.
3.9 The designated Teacher in Charge of each excursion will ensure all excursions, transport arrangements and excursion activities comply with DEECD guidelines. The “Notification of School Activity” form will be completed and forwarded online to DEECD (if required) three weeks prior to the excursion departure date.

3.10 Classroom teachers will be given the first option to attend excursions.

3.11 The College will continue to provide the opportunity for teachers to update their first aid skills.

3.12 The College will provide a mobile phone and a first-aid kit for all excursions.

3.13 Copies of completed permission forms must be carried by excursion staff at all times.

3.14 When deciding on which parents (if any) will attend, the Teacher in Charge will take into account:
   3.14.1 any valuable skills the parents have to offer, e.g. bus licence, first aid, etc
   3.14.2 the need to include both male and female parents
   3.14.3 the special needs of particular students.

3.15 Parents selected to assist with an excursion may be required to pay costs associated with the excursion.

3.16 Only children who have displayed sensible, reliable behaviour at school will be invited to participate in College excursions. Parents will be notified if a child is in danger of losing their invitation to participate in an excursion due to poor behaviour. The decision to exclude a student will be made by the Principal, in consultation with the classroom teacher and the Teacher in Charge.

4. EVALUATION

4.1 This policy will be updates as part of the College’s three year review cycle.

Updated July 2014
Next Update 2017.
1. **PURPOSE**

1.1. To promote healthy eating habits in support of educational objectives of the school curriculum.
1.2. To promote the maximum custom of the canteen by providing the widest possible range of foods within the nutritional guidelines.
1.3. To ensure adequate promotion of the canteen in the College community.
1.4. To ensure prices are kept as low as possible whilst maintaining profitability.
1.5. To ensure the College Council is kept informed regarding canteen operations.
1.6. To invite student input into the canteen operation via the SRC.
1.7. To conduct the canteen operations in accordance with the relevant health regulations.

2. **GUIDELINES**

2.1. The canteen will offer a wide variety of healthy food that complies with the Australian Dietary Guidelines.
2.2. The canteen will promote low salt/sugar/fat food items.
2.3. The canteen will use the College newsletter to promote the canteen by advertising the range of products available and prices.
2.4. College Council will monitor the menu and price list each year to ensure a wide variety of nutritious food is available at reasonable prices.
2.5. A copy of the relevant Health Regulations will be accessible to all canteen workers.
2.6. A canteen sub-committee will be responsible to Council for canteen running and organization.

3. **IMPLEMENTATION**

3.1. The canteen will be open at recess and lunchtime to provide lunch for College students and staff.
3.2. The canteen operator will be notified of any event involving food production which may result in over catering or food wastage in the canteen.
3.3. The canteen operator will be notified of exam timetables to circumvent disturbance to students sitting exams.
3.4. The P-4 office manager will collect lunch orders for the P-4 students.
3.5. Canteen operations may be provided an external operator if an operating lease outlining all responsibilities is signed by both the operator and College Council.

4. **EVALUATION**

4.1. This policy will be reviewed as part of the College three-year review cycle here will be a minor evaluation annually.

Updated July 2014
Next Update 2017.
1. **RATIONALE**

1.1. To provide an approach to school management which clearly focuses on student welfare, teaching and learning, the central issues of any school.

1.2. To reflect the general community values and to involve the community in decisions thus encouraging ownership of the College.

1.3. To facilitate sharing in the decision making process and the involvement of all possible participants in appropriate ways.

1.4. To encourage parent involvement in learning to achieve positive outcomes for students.

2. **AIMS**

College Council is responsible for:

2.1. policy development

2.2. financial management

2.3. facilities management

2.4. principal selection

2.5. College Council employee selection

2.6. charter development

2.7. DEECD guidelines for School Councils will be followed.

2.8. promoting active sub-committees involving parents, teachers, students and the College community.

2.9. elections which will be widely advertised and parents encouraged to stand.

2.10. encouraging College community members to attend College Council meetings - they may speak with permission of the chairperson but cannot vote.

2.11. representing their constituents on College Council and should report back to them as necessary.

2.12. reviewing Council composition as deemed necessary

2.13. promoting the College to the wider community

2.14. recognising regular communication between College Council and the community is important

2.15. valuing the point of view of all College community members.

3. **IMPLEMENTATION**

3.1. College Council will adhere to DEECD guidelines.

3.2. Membership of College Council is

   • Principal
   • 6 elected parents (non DEECD employees)
   • 4 DEECD employees
   • 4 Co-opted members (2 Parents’ Clubs, 1 student, 1 community)

3.3. The Campus Principals are associate members if not elected as staff representatives

3.4. The Business Manager is an associate member.

3.5. Council will meet at least 8 times a year.

3.6. Elections will be held by March 31 each year with half of the members retiring.

3.7. Sub-Committees will be formed as required - sub-committees could be Finance/Development, Fund Raising, Community Links, Technology, Curriculum and others as deemed necessary.

3.8. Sub-Committees will present a written report for each Council meeting.

4. **EVALUATION**

4.1. This policy will be reviewed every 3 years.

Updated July 2014.
Next update 2017
TERANG COLLEGE
COMMUNICATIONS
POLICY

1. RATIONALE

It is essential staff members of the College communicate information in agreement with established protocols so as to preserve the professionalism of the College, to protect the rights of individuals, to uphold our duty of care to students and to comply with DEECD and legal requirements. Parent need to be well informed on events happening in the College which directly affect their child. Staff need an efficient system for information dissemination and there needs to be a clear channel for decision making within the work environment and whole College community.

2. AIMS

2.1. To ensure the communication of information is carried out correctly and in a manner that complies with College, DEECD and legal requirements.
2.2. The College staff should be organised into departments and faculties not only for teaching purposes but to discuss work related issues.
2.3. Regular staff meetings should be a major forum for information dissemination and feedback.

3. IMPLEMENTATION

3.1. Our College has a policy of open and cooperative communication.
3.2. This practice however recognises staff members have legal, departmental, local, professional and social obligations with regards the communication of information.
3.3. DEECD employees are free to make public comment on issues relating to education but, in doing so, must be wary not to make comments that can be construed as negative criticism of the College, College Council, our community, staff or community members.
3.4. As a matter of professional courtesy, and as a requirement of Section 3.6 of the Teaching Services (Conduct of Duties) Order staff will communicate with the Principal before making public comment or formal statement on educational issues or that bears on the organisation or program of the College or place of work. The Principal and College Council president will ensure that each other are informed.
3.5. The Information Privacy Act and the Health Records Act require that schools protect the interests of individuals with regard to their personal information and respect the individual’s right to control how their personal information is used and for what purpose.
3.6. The College will only collect consensual information it requires about individuals and will only communicate and disclose information for the purposes for which it was collected.
3.7. Any person seeking information from the College that falls outside the College’s previous practices must be directed to the Principal who may require a formal written Freedom of Information request be made.
3.8. All such Freedom of Information requests will be referred to DEECD’s Freedom of Information Unit.
3.9. Information sought by police, including interviews of students must be directed to the Principal.
3.10. Requests from Department of Human Services child protection unit personnel regarding students or families will be complied with at all times.
3.11. The College will comply with court subpoenas to provide information at all times but will not respond to requests from lawyers seeking information without DEECD’s approval.
3.12. Action may be taken by individuals, the department or organisations against staff members who choose to communicate information improperly.
3.13. We will provide a minimum of two written reports, the opportunity for two parent-teacher interviews for students, additional interviews upon agreement, a multimedia digital portfolio and a community report for each student annually.

3.14. Weekly College newsletters will be sent home and made available on the TC web site to each family and to various community organisations. These will contain information regarding the activities being conducted at the College, news from the College Council and Parents’ Club, DEECD initiatives and community news. Each staff member will also receive a copy.

3.15. A daily bulletin will be distributed to home group staff outlining any changes to normal procedure, administrative notices or request, social and DEECD news. A daily briefing session will be held at the 5-12 campus to inform staff of the day’s events.

3.16. Staff meetings will be held fortnightly at the P-4 campus and monthly at the 5-12 campus.

3.17. PLT’s will meet on a regular basis to discuss issues, make recommendations to staff meetings and discuss teaching and learning practices.

3.18. The College will endeavour to have regular articles in local newspapers featuring College news.

3.19. Parents Association and College Council will serve as forums to discuss issues of parent concern.

3 EVALUATION

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

Date: Updated July 2014
Next Update 2017.
1. RATIONALE

1.1. To provide an opportunity for students to experience cultural performances at the College.
1.2. To provide cultural experiences our students otherwise would not have been able to participate in due to distance and cost.

2. AIMS

2.1. The cultural experiences coordinator will organise and book performances (in consultation with relevant staff) suited to the relevant year levels.
2.2. All programs must be suited to the particular year levels.
2.3. The coordinator will notify the daily organiser, coordinators and classroom teachers through email of booked performances when the booking is confirmed (early in the following school year).
2.4. All communication regarding performances/bookings MUST go through the cultural experiences coordinator.
2.5. All performances must be of a reasonable cost.
2.6. Performances where possible should be tied to current work being done by students.

3. IMPLEMENTATION

3.1. The cultural experiences coordinator is to be in charge of the bookings and arrangements.
3.2. Two activities per year are to be organised for the P-6 year levels.
3.3. An invitation may be extended to neighbouring schools and community organisations to attend performances.
3.4. All students are encouraged to attend.
3.5. Students not attending are to be fully supervised elsewhere.

4. EVALUATION

4.1. This policy will be reviewed as part of the College three-year review cycle.

Updated July 2014
Next Update 2017
1. RATIONALE

1.1. To develop the knowledge, skills and behaviours children need to become successful learners at school.

1.2. To provide quality educational programs in line with the AusVels/Australian Curriculum framework.

1.3. To provide foundation knowledge, behaviours and skills as outlined in the AusVels and Australian Curriculum framework.

1.4. To provide programs appropriate to students’ needs and enhance their learning and development.

2. AIMS

2.1 To deliver programs to ensure students have optimal opportunity to develop literacy and numeracy skills and knowledge.

2.2 For staff to utilise a variety of teaching and learning strategies in order to cater for all students’ developmental needs.

2.3 To have an inquiry based learning approach will be used to integrate and link learning across a number of dimensions.

2.4 The policy will be in line with the Terang College P-12 Curriculum Policy.

2.5 The Arts will be a focus area of development across the P-4 Sub-School.

2.6 Physical Education will be promoted as a minor focus area across the P-4 sub-school.

2.7 “You Can Do It” will be used across the P-4 Campus to develop positive attitudes and behaviours in students, towards their learning and others.

3. IMPLEMENTATION

3.1 The P-4 sub school will run a 2hr/2hr/1hr timetable in order to promote literacy and numeracy teaching and learning.

3.2 Classes will where possible be structured in line with students’ chronological age and/or within line with AusVels levels

3.3 An Arts specialist will promote the Arts development across the sub-school.

3.4 Inquiry based units will be developed in line with a 2 year cyclic plan and specific classroom needs and interests.

3.5 Intervention and support programs (e.g. Language Support Program, Reading Recovery, Rainbow Reading, speech therapy) will be used to assist students who are assessed as needing additional assistance.

3.6 A Library/Resource centre will be staffed by a specialist teacher in order to assist the development of literacy and inquiry based learning skills and knowledge.

3.7 Year level co-ordinators will be responsible for ensuring curriculum delivery is consistent across their respective levels.

3.8 A detailed review of all aspects of the P-4 will be conducted annually. This review will analyse teaching and learning practice, assessment and survey data, procedures and practise with a view to ongoing improvement.

4. EVALUATION

4.1 Evaluation of P-4 programs will be ongoing.

4.2 Staff will have the opportunity to review programs at P-4 staff meetings or as required.

4.3 In line with P-12 Curriculum Policy.

1. **RATIONALE**

In the 9-12 sub-school students are encouraged to fulfil their learning and performance potential through a range of curricula and co-curricular programs. Students are prepared for a successful move into further study, employment and the broader community. The final years of school are centred on making decisions about individual strengths, interests and future study and career options. This is achieved by fostering a caring atmosphere and establishing a sense of responsibility and self-esteem. To accommodate this ‘individuality’ a variety of pathways such as the VCE, VCAL, VETis and School Based Apprenticeships are offered. These pathways can be accessed from Year 10 onwards. This allows our students to choose subjects that appeal to them and to study options that will benefit them in their life beyond school.

The year nine course is the result of the particular needs of students at this stage of their development. Students benefit from an enquiry-based and responsible approach to their education at this level. Year 9 is an innovative, activity-based curriculum which challenges and engages students. The integrated enquiries teach traditional skills in a wider context; English and Mathematics are tied to questions which also use Science and Humanities as part of the enquiry. Well-being is of paramount importance.

2. **AIMS**

2.1. To develop knowledge, skills, and behaviours that students need in order to be successful learners.

2.2. To provide quality educational programs in line with AUSVELS, Victorian Certificate of Education, and Victorian Certificate of Applied Learning.

2.3. To provide programs that are appropriate to students’ needs and enhance their learning, development and transition within and from Terang College.

3. **IMPLEMENTATION**

3.1. Programs will ensure that students have optimal opportunity to develop literacy and numeracy skills and knowledge.

3.2. Staff will utilise a variety of teaching and learning strategies in order to cater for all students development needs.

3.3. An inquiry based learning approach will be used to integrate and link learning across disciplines.

3.4. Programs offered through VCE and VCAL will be in line with student needs.

3.5. A comprehensive careers program will be available to all students.

3.6. All students from year 9-12 will have a ‘My Career’ folio.

3.7. Personal development programs will be offered at all year levels to develop positive attitudes and behaviours toward life and learning.

3.8. Classes will, where possible, be structured in line with students’ chronological age and/or with AUSVELS levels.

3.9. PLT’s will implement a range of strategies/programs to facilitate best practice, complimenting p-4 and 5-8 curriculum development.
3.10. PLT’s will be responsible for ensuring curriculum delivery is consistent across their respective levels.

4. EVALUATION

4.1 Evaluation of 9-12 programs will be ongoing.

4.2 Staff will have the opportunity to review programs at Later Years’ meetings or as required.

4.3 In line with the P-12 Curriculum Policy.

Updated July 2014
Next Update 2017.
1. RATIONALE

The Terang College Middle School encompasses students in years 5 to 8. It provides an integral link between the junior and senior sub-schools ensuring the continuation of a seamless curriculum. This further builds upon foundations set within the Early Years of Education such as Inquiry/Integrated Learning and the further development of Numeracy and Personal Learning skills.

One of the key advantages of a P-12 College is the privilege of being part of a student’s educational journey; celebrating their successes and helping them develop to their full potential as they move from childhood into adolescence. This journey is complemented by the forging of bonds between the students, their teachers and parents all working towards a common goal.

The development of the Middle School precinct at the Strong St Campus has enabled delivery of a diverse co-curriculum program offering students a broad range of educational experiences. Our primary focus has been to research and implement best professional practice strategies to maximize the learning outcomes for our students.

Middle School staff work diligently to improve student outcomes in the key Middle Years priority areas of literacy, numeracy and individual wellbeing. Sub-school staff collaborate in teams to create a stimulating learning environment that caters for individual student needs.

Recognizing and developing leadership is an important aspect of the Middle School. At the end of year 7, students within the Middle School can express interest and apply for student leadership positions. These students then submit written applications and participate in a group interview to gain positions as Year 8 Middle School Captains and roles within the Middle School Leadership group.

The Middle School Leaders are involved in student transition and progression programs; the development of the Student Representative Council (SRC) where students are empowered with decision making procedures aimed at improving student wellbeing and a forum in which students have a voice.

Students’ academic achievements are dependent upon their social and emotional wellbeing. At Terang College, students are able to access the College based counsellor and nurse providing a holistic approach to their educational needs. This is reinforced within the Middle School precinct in the creation of a safe and supportive environment where students can develop their own strategies to deal with issues that will confront them throughout their lives.

2. AIMS

2.1. To provide a curriculum program that provides the basis for in depth learning within all domains in the learning strands.

2.2. To develop independence, flexibility and self-regulation in the process of student learning.

2.3. To provide the knowledge, behaviours, and skills as outlined in the AUSVELS for levels 2-9 where appropriate.

2.4. To provide teaching and learning experiences that engage the students and are appropriate to their needs and enhance their learning and development.

3. IMPLEMENTATION

3.1. Programs will ensure students have optimal opportunity to progress beyond the foundations in literacy and numeracy by learning how to apply many of the practical skills already mastered in the early years.
3.2. Staff will utilise a variety of teaching and learning strategies in order to engage students and cater for their developmental needs.

3.3. This policy will be in line with the Terang College P-12 Curriculum Policy.

3.4. A broad curriculum will be provided that incorporates the three strands of learning as outlined in the AUSVELS.

3.5. Personal development programs will be offered at all years to develop positive attitudes and behaviours towards personal learning and interpersonal relationships.

3.6. Students will study English for 10 periods (5-6) and Mathematics for 5 sessions per week each, with all other studies given proportionate time.

3.7. The sub-school will report student progress on a regular basis.

3.8. PLT’s will be responsible for ensuring curriculum delivery is consistent across their respective levels.

3.9. PLT’s will implement a range of programs to facilitate best practice, in accordance with P-4 and 5-12 curriculum.

3.10. All students will participate in organised sporting activities to promote physical fitness and general wellbeing.

4. EVALUATION

4.1 Evaluation of Middle School programs will be ongoing.

4.2 Staff will have the opportunity to review programs at 5-8 staff meetings or as required.

4.3 In line with P-12 Curriculum Policy.

Updated July 2014
Next Update 2017.
### 2014 Curriculum Across 5-10

**Periods per 30 period cycle in brackets**

<table>
<thead>
<tr>
<th>Year 5</th>
<th>English/Maths/Humanities/Science (20)</th>
<th>LOTE (1)</th>
<th>Wood/Art (2)</th>
<th>Music (1)</th>
<th>SAKG (2)</th>
<th>Personal Development (1)</th>
<th>PE (1)</th>
<th>Sport (2)</th>
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<tr>
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<td>Year 7</td>
<td>English (5)</td>
<td>Math (5)</td>
<td>Humanities (4)</td>
<td>Science (3)</td>
<td>LOTE (3)</td>
<td>Food/Wood/Art/Viscom (2x2)</td>
<td>Music (1)</td>
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<tr>
<td>Year 8</td>
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<tr>
<td>Year 9</td>
<td>English/Maths/Humanities/Science (16)</td>
<td>Personal Development (1)</td>
<td>Electives (2 x4)</td>
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<tr>
<td>Year 10</td>
<td>English (5)</td>
<td>Math (5)</td>
<td>Humanities (4)</td>
<td>Science (4)</td>
<td>Careers (1)</td>
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</tbody>
</table>
1. **RATIONALE**

1.1. To equip students with capabilities to: manage themselves and their relations with others, understand the world and act effectively in that world, in order to prepare them for success in education, work and life.

1.2. To provide quality education programs according to the AusVELS (Years P – 10), which challenge and extend all students and allow them to have a positive experience at school in which they achieve success at appropriate standards.

1.3. To provide a program at Years 11 & 12 which meets the needs and aspirations of all senior students, encourages high retention rates, and provides pathways to tertiary studies, further training or the work force.

1.4. To ensure seamless transition between all year levels across the college, as well as pre and post school transition.

1.5. To provide teaching and learning strategies appropriate to the needs of students at each level of development.

2. **AIMS**

2.1. The College will offer a broad curriculum that enables all students in Years P - 10 to experience skill development in each of the three essential learning strands (Physical, Personal and Social Learning; Discipline-based Learning; and Interdisciplinary Learning) in order to achieve the essential state-wide learning standards.

2.2. The College will offer a broad curriculum that will enable all students to successfully complete their VCE, VCAL, VET or School-based New Apprenticeships at the College.

2.3. Each student will have an opportunity to access all parts of the curriculum.

2.4. Programs will be student-centred, so that all students can experience achievement and success in their studies.

2.5. The curriculum will be in line with the guidelines and directives of the DEECD.

3. **IMPLEMENTATION**

3.1. The College is organised into three sub-schools (P-4, 5-8, 9-12) which are each responsible for developing curriculum which responds to the needs of the students in that sub-school and maximises their opportunities and outcomes.

3.2. School time will be allocated in such a way that:

3.2.1 VCE students will have equal time allowed for each study undertaken.

3.2.2 Year 10 students (developing pathways) will study English and Mathematics for five lessons per week each, and all other studies given proportionate time each week.

3.2.3 Year 9 students will study an integrated program for English, Maths, Humanities and Science; Phys Ed, Sport and Community Project; and 2 elective subjects per semester.

3.2.4 Middle Years Sub-school (Years 5 - 8) (building breadth and depth) students will study English (10 periods Yr 5-6) and Mathematics for five lessons per week each, with all other studies given proportionate time.

3.2.5 P - 4 Sub-school (laying the foundations): students will follow a curriculum that focuses on developing the fundamental knowledge, skills and behaviours in literacy and numeracy using an inquiry and integrated approach to learning, which underpins all future learning.

3.3. The College will support appropriate professional development of teaching staff that maximises student learning.

3.4. The College will report student progress to parents on a regular basis.

4. **EVALUATION**

4.1. Evaluation of the curriculum will be ongoing

*Updated July 2014*

*Next Update 2017.*
1. RATIONALE

1.1. In addition to their professional obligations, Principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable.

2. AIMS

2.1. To ensure staff have an understanding of their duty of care to students and behave in a manner that does not compromise these legal obligations.

3. IMPLEMENTATION

3.1. Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the College or on College activities as well as providing safe and suitable buildings, grounds and equipment.

3.2. Staff’s duty of care is not confined to the geographic area of the College, or to activities, or to College activities occurring outside the College where a student is acting on staff instructions. The duty also applies to situations both before and after school where staff can be deemed to have ‘assumed’ the staff pupil relationship.

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

3.4. Whilst each case regarding staff’s legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a staff member has failed to meet their legal duty of care responsibilities to their students:-

3.4.1 arriving late to scheduled timetabled yard duty responsibilities
3.4.2 failing to act appropriately to protect a student who claims to be bullied
3.4.3 believing that a child is being abused but failing to report the matter appropriately
3.4.4 being late to supervise the line up of students after the bell has sounded
3.4.5 leaving students unattended in the classroom
3.4.6 failing to instruct a student who is not wearing a hat to play in the shade or apply sunscreen
3.4.7 ignoring dangerous play
3.4.8 inadequate supervision on a College excursion

3.5. Staff members are also cautioned against giving advice on matters they are not professionally competent to give (negligent advice). Advice is to be limited to areas within a staff members own professional competence.

4. EVALUATION

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

Updated July 2014
Next Update 2017.
1. RATIONALE

1.1. Active and effective participation in Australian society as thoughtful individuals and as informed citizens depends on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. The study of English draws from the broader concepts of language, literacy and literature.

1.2. It is about the appropriate and effective use of language; the development of knowledge about language; the use of language as a means of learning and an appreciation of the pleasure of literature.

2. AIMS

2.1. The English program aims to develop in students:

2.1.1. the effective ability to speak, listen, read, view, write and reflect on increasingly complex material with confidence, purpose and enjoyment

2.1.2. the ability to structure, organise, express and develop ideas fully to facilitate interaction with others, entertain, persuade and argue

2.1.3. a knowledge of the ways in which language varies according to context, purpose, audience and content to create meaning

2.1.4. the ability to discuss in writing and by speaking, challenging ideas that relate to aspects of contemporary society, personal experience and observation

2.1.5. the ability to discuss and analyse texts and language critically, and to develop interpretations of a range of texts

2.1.6. to be interested in and develop the skills of the aesthetic aspects of text, and develop an informed appreciation of literature

2.1.7. a knowledge of the ways interpretation and understanding may vary according to cultural, historical, social and personal differences.

3. IMPLEMENTATION

3.1. The English domain is an essential component of AusVELS.

3.2. All students at the College will study a sequential English course based upon the learning focus statements contained within the AusVELS document.

3.3. All teachers are required to work with their respective teams and PLT to contribute to the development and implementation of a viable and effective English course for all students and to implement student needs based lessons using agreed planning templates and lesson structures.

3.4. Student’s individual abilities must be monitored using formal measurements and learning opportunities will be provided that cater for the identified needs of each student.

3.5. Student progress in all dimensions of English will be reported in half year and end of year academic reports, as well as be reported in the school’s annual report.

3.6. Literacy support will be provided to students for whom it has been identified by a classroom teacher and in consultation with the special needs coordinator are in need of extra assistance.

3.7. English study for each student will be 5 x 50 minute lessons per week. Yr 5-6, 10 period per wk.
3.8. Remedial Programs, support and resources are provided for students who are deemed at risk through systematic data analysis.

3.9. English activities that reflect the topics being studied at school, and are appropriate to each child’s ability, will form a regular component of student’s homework.

3.9 A staff member will be allocated the responsibility for coordinating English across the College as well as implementing an English budget developed by staff and resourced by College Council.

3.10 The English PLT leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.

4. EVALUATION

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

Updated July 2014
Next Update 2017.
1. RATIONALE

College Council have responsibility for monitoring College funds and deciding if there is an opportunity to invest surplus funds to generate interest revenue for the College.

2. PURPOSE

College Council will manage its funds to:

2.1. Ensure compliance with all Departmental directives and instructions for the operation of such accounts as per current (S296-2008) School Investment Policy Guidelines.

2.2. Ensure the monetary needs of the College are capable of being met within the maturity profiles of its various investments.

2.3. Ensure the maintenance of investment strategies to meet future initiatives, whilst retaining access to cash reserves to meet unforeseen contingencies and staffing shortfalls.

2.4. Ensure secure procedures and internal controls for internet banking.

2.5. Ensure reliable processes and management of eftpos facilities.

3. IMPLEMENTATION

The College’s Financial Policy will be achieved through the implementation of the following strategies:

3.1. All accounts will be included in the CASES21 financial system and the procedures for properly maintaining the accounts will be completed in accordance with DEECD policy and:

3.1.1 no direct deposits are to occur into investment accounts except for interest earned on these accounts.

3.1.2 all monies will be receipted through the Official Account as the monies must first be transferred to the Official Account.

3.2. In maximising the funds available for investment, it is essential to:

3.2.1 monitor the program budgets and commitments to determine cash required in any given period.

3.2.2 ensure bank account balance will not be overdrawn.

3.2.3 make use of the High Yield account – College Council delegates authority to the Principal and Business Manager for the transferring of money between the Official Account and High Yield Account.

3.3. College Council can elect to operate investment accounts in addition to the HYIA, but approval must include:

3.3.1 the amount of funds to be invested.

3.3.2 the terms of the investment.

3.3.3 the type of investment meet the DEECD policy guidelines.

3.3.4 the total of investment per College Council preferred institutions not exceed $500,000.

3.4. Approval signatures for all College Purchase Orders be as follows:

3.4.1 Principal & Assistant Principal – unlimited but College Council must approve purchases over $15,000 prior.

3.4.2 P-4 Campus Leader & Business Manager – up to $5000

3.5. Internet Banking will be achieved by implementing the following strategies:

3.5.1 Payment of invoices and local payroll may be paid using the link between Cases21 and the software provided by the bank of the College Official Account.
3.5.2 All payments processed through internet banking software must be authorised as per signatories of 3.7.

3.5.3 The authorising officers are responsible for ensuring internal control procedures are followed in accordance with DEECD guidelines.

3.5.4 The Business Manager may not authorise any payment even if they are an elected member of College Council.

3.6. The use of a College Purchasing Card is approved with the following conditions:
3.6.1 The defined credit limit of $5000 per card may not be exceeded.
3.6.2 All purchases must be for College purpose.
3.6.3 No cash advances to be processed.
3.6.4 Card holder details to be minuted by College Council
3.6.5 Card holder must complete an ‘Undertaking by the Cardholder’ form.
3.6.6 Transaction documentation must be attached to the monthly statement.
3.6.7 The cards must not be linked to any rewards program.

3.7. Eftpos Facilities be provided to enable payments for College related charges under the following conditions:
3.7.1 The terminal/s be located in a secure location which allows for no unauthorised usage and ensures privacy for PIN transactions.
3.7.2 The Principal and administration staff are the only authorised and approved users.
3.7.3 Two copies of the Eftpos receipt are to be printed – one for cardholder and one merchant copy retained for audit purposes.
3.7.4 CASES21 generated receipt be issued to the cardholder.
3.7.5 The transaction is to be receipted in an Eftpos Only Receipt Batch on CASES21 which will be processed at the same time as daily settlement.
3.7.6 Daily settlement must be processed on the machine ensuring the balance matches the Eftpos batch.
3.7.7 Supporting documentation for all transactions of value be attached to the CASES21 generated Bank Deposit and retained for audit purposes.
3.7.8 Cash transactions are not to be processed.
3.7.9 When the system is offline or unavailable, a manual card reader will be used for credit card transactions only.
3.7.10 Refunds are not to be processed using the Eftpos facility but must be processed as a cheque payment processed in CASES21.

3.8. All financial documentation must be retained as outlined in the DEECD policy.

3.9. Account signatories to be principal and one of either treasurer, president, assistant principal or vice president.

3.10. All accounts are audited in accordance with DEECD requirements and regulations.

4. EVALUATION

4.1. This document is to be reviewed annually as part of the College’s policy review cycle.

Updated July 2014
Next Update 2017.
1. **RATIONALE**

1.1. The whole College is committed to offering equality of opportunity to all students within the total College environment regardless of sex, race, disability, religion, politics, social beliefs or socio-economic background.

1.2. We recognise there are still many discriminatory practices in our society and will implement this policy attempting to overcome these.

2. **AIMS**

2.1. Equal Opportunity is the responsibility of every adult and student within the College, its organisations, council and committees.

2.2. Equal Opportunity is to be addressed in all College policies and programs.

2.3. The College will provide equal access to and participation in all curriculum areas.

2.4. The College will endeavour to minimize sex stereotyping both in and out of the classroom, eg. the assumption that certain activities are appropriate only for males.

2.5. The College will make children aware of non-sexist ideas.

2.6. The College will aim to overcome barriers as far as possible which prevent adults and children with disabilities from participation in activities.

2.7. Ensure all curriculum is gender inclusive, where appropriate.

3. **IMPLEMENTATION**

3.1. All resources, equipment, etc, will be equally accessible and distributed among all students.

3.2. Teachers are to be aware of sex stereotyping when purchasing resources, eg. library books.

3.3. Teachers will expose students to the non-traditional role models where possible, eg. female mechanic.

3.4. A teacher will be assigned as Gender Equity Officer and will attend network meetings and report back to staff and College Council.

3.5. Students from families who have conflicting views to units of work will be consulted with and learning tasks modified accordingly.

4. **EVALUATION**

4.1. This policy will be reviewed as part of the College three-year review cycle.

Updated July 2014.
Next Update 2017.
1. **RATIONALE**

   Humanities - Civics and Citizenship provides students with knowledge, skills and opportunities to understand and practice what it means to be a citizen in a democracy. Citizens require knowledge and understanding of civic institutions and the skills and willingness to actively participate in society.

2. **AIMS**

   Humanities – Civic and Citizenship aims to ensure all students;

   2.1 Have the knowledge, skills and opportunities to understand and practice what it means to be a citizen in a democracy. Citizens require knowledge and understanding of civic institutions and the skills and willingness to actively participate in society.

   2.2 Have a knowledge of political and legal systems and processes and the history that underpins them in order to achieve civic understanding.

   2.3 Understand their rights and responsibilities as citizens, and democratic values and principles such as democratic decision making, representative and accountable government, freedom of speech, equality before the law, social justice and equality.

   2.4 Education strengthens understanding and valuing of the self. It teaches why citizens need a sense of personal identity within their own community and how they can contribute to local, national and global communities.

   2.5 Develop an appreciation for the uniqueness and diversity of Australia’s multicultural society and the efforts of individuals and groups to achieve political rights and equality.

3. **IMPLEMENTATION**

   3.1. Students in years P-10 will study a sequential Civics and Citizenship course based upon the learning focus statements contained within the Australian Curriculum: Civics and Citizenship. Students in VCE have the opportunity to complete Business and Legal Studies based subjects.

   3.2. The Australian Curriculum: Civics and Citizenship is organized into two interrelated strands, Civic Knowledge and Understanding and Community Engagement.

   3.3. Humanities teachers are required to work with their respective teams, sections or faculties to contribute to the development and implementation of a viable course for all students. They will implement student needs based lessons using planning templates, lesson structures and the use of ICT based resources in the classroom.

   3.4. The College will appoint a Humanities coordinator who will oversee and coordinate the Humanities program.

   3.5. Students' individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.

   3.6. Student progress in both strands of Humanities- Geography will be reported in half and end of year academic reports.

   3.7. Humanities study for each student will not be less than two 50 minute lessons per week.

   3.8. A program budget that provides for the needs of the Humanities program will be developed by the Humanities coordinator and will be resourced by the school.

   3.9. The Humanities KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.
3 EVALUATION

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

Updated July 2014
Next Update 2017.
1. **RATIONALE**

Economics is the study of how different societies allocate scarce resources to satisfy the wants and needs of its members. As with any social science, economics is concerned with human social behavior: the behavior of the individuals and the interaction among them.

2. **AIMS**

   2.1 The study of Economics assists students to better understand how wealth is generated and distributed, and to understand:
      
      2.1.1 microeconomic concepts that explain how businesses and markets operate
      2.1.2 macroeconomic concepts that help explain how a nation's economy works.

   2.2 Economics provide students with the knowledge and skills to engage with economic matters and to consider the effects of alternative economic decisions on themselves and others. They are in a better position to:
      
      2.2.1 act rationally and ethically when making economic and personal financial decisions.
      2.2.2 appreciate the complexity of economic decision making
      2.2.3 understand the economic decisions made by others.

   2.3 Learning Economics means students can manage their personal affairs better. They can be more effective members of society as they are capable of making reasonable judgments on public policy issues that have a bearing on their personal prospects and those of the nation.

3. **IMPLEMENTATION**

   3.1 Students in years P-10 will study a sequential Economics course based upon the learning focus statements contained within the Australian Curriculum: Economics. Students in VCE have the opportunity to complete Economics based subjects.

   3.2 The Australian Curriculum: Economics is organized into two interrelated strands, Economic Knowledge and Understanding and Economic Reasoning and Interpretation

   3.3 Humanities teachers are required to work with their respective teams, sections or faculties to contribute to the development and implementation of a viable course for all students. They will implement student needs based lessons using planning templates, lesson structures and the use of ICT based resources in the classroom.

   3.4 The College will appoint a Humanities coordinator who will oversee and coordinate the Humanities program.

   3.5 Students' individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.

   3.6 Humanities study for each student will not be less than two hours per week.

   3.7 A program budget that provides for the needs of the Humanities program will be developed by the Humanities coordinator and will be resourced by the school.

   3.8 The Humanities KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.
4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

Updated July 2014.
Next Update 2017.
1. RATIONALE

Geography is the study of physical and human environments from a spatial perspective. It provides students with the skills and knowledge to observe and describe places on the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions.

Students’ evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world’s resources.

Geographers use a number of spatial concepts as tools to help them investigate, interpret and explain patterns on the surface of the Earth and the processes that created them. These spatial concepts provide a unique conceptual structure and framework of ideas for a geographic investigation of phenomena and provide the key to determining measures of the spatial variation between places.

2. AIMS

2.1 The essence of the Geography domain is that it is an enquiry-based approach which focuses on questions of what, where, how, why, what impact and ought. The essential skills students develop in Geography are the ability to:
   2.1.1 Identify and collect evidence from primary sources and fieldwork.
   2.1.2 Use secondary sources, including maps, photographs, satellite images and statistical data.
   2.1.3 Use Information and Communication Technology based resources.

3. IMPLEMENTATION

3.1. Students in Years P-10 will study a sequential Geography course based upon the learning focus statements contained within the Australian Curriculum: Geography.

3.2. The Australian Curriculum: Geography is organized into two interrelated strands, Geographical Knowledge and Understanding Geospatial Skills.

3.3. Humanities teachers are required to work with their respective teams, sections or faculties to contribute to the development and implementation of a viable course for all students. They will implement student needs based lessons using planning templates, lesson structures and the use of ICT based resources in the classroom.

3.4. The College will appoint a Humanities coordinator who will oversee and coordinate the Humanities program.

3.5. Students’ individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.

3.6. Student progress in both strands of Humanities- Geography will be reported in half and end of year academic reports.

3.7. Humanities study for each student will not be less than two 50 minute lessons per week.

3.8. A program budget that provides for the needs of the Humanities program will be developed by the Humanities coordinator and will be resourced by the school.

3.9. The Humanities KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.

3 EVALUATION

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.
1. RATIONALE

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History helps students appreciate how the world and its people have changed, and provides an understanding of the significant continuities that exist to the present day.

2. AIMS

The Australian Curriculum: History aims to ensure that students develop:

2.1 Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens.

2.2 Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society.

2.3 Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

2.4 Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

3. IMPLEMENTATION

3.1. Students in years P-10 will study a sequential History course based upon the learning focus statements contained within the Australian Curriculum: History. Students in VCE have the opportunity to complete History based subjects.

3.2. The Australian Curriculum: History is organized into two interrelated strands. 1. Historical Knowledge and Understanding

3.3. Humanities teachers are required to work with their respective teams, sections or faculties to contribute to the development and implementation of a viable course for all students. They will implement student needs based lessons using planning templates, lesson structures and the use of ICT based resources in the classroom.

3.4. The College will appoint a Humanities coordinator who will oversee and coordinate the Humanities program.

3.5. Students’ individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.

3.6. Student progress in both strands of Humanities - History will be reported in half and end of year academic reports.

3.7. Humanities study for each student will not be less than two 50 minute lessons per week.

3.8. A program budget that provides for the needs of the Humanities program will be developed by the Humanities coordinator and will be resourced by the College.

3 EVALUATION

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.
1. RATIONALE

Terang College believes in the power of contemporary approaches to education, using modern and cutting-edge technology and programs to transform and enhance the way our students learn. At all times this technology needs to be used in a manner that ensures a safe and productive learning environment for all students.

2. AIMS

2.1. To ensure the available technology is used to enhance the learning of all students.
2.2. To ensure a safe and secure learning environment for all students.
2.3. To enhance learning by thinking, collaborating and creating through ICT.

3. IMPLEMENTATION

For the purpose of this document the terms “technology” and “device” describe any personal or College owned electronic computers or devices including, but not limited to, desktop computers, laptops, netbooks, tablets, iPods and MP3 players. The College’s ICT policy will be achieved through the implementation of the following guidelines:

3.1 Use of electronic devices is for educational purposes and has priority over other (recreational purposes). As such students must not:
   3.1.1 use any other persons internet or network account.
   3.1.2 use abusive or obscene language in any communications.
   3.1.3 steal, or deliberately or carelessly cause damage to any equipment.
   3.1.4 interfere with or change any software settings on other people’s files.
   3.1.5 attempt to bypass or reduce network security.
   3.1.6 store or upload any unauthorised or inappropriate files, documents, images or videos.
   3.1.7 waste resources (e.g. paper, printing and internet downloads).
   3.1.8 send “spam” (bulk and/or unsolicited email).
   3.1.9 reveal personal information in any communications.
   3.1.10 knowingly infringe copyright.
   3.1.11 use technology outside of class including, before school, recess, lunch, and after school whilst on school grounds, unless on authorised wet weather days

3.2 Computer hardware is expensive and sensitive equipment and must be treated carefully. Students must not:
   3.2.1 remove or relocate equipment without permission of the ICT Manager.
   3.2.2 vandalise equipment or furniture
   3.2.3 mark or deface any equipment.
   3.2.4 interfere with networking equipment
   3.2.5 eat or drink near any computer resources
   3.2.6 attempt to repair equipment, regardless of any real or supposed levels of knowledge.
   3.2.7 unplug cables or equipment.
   3.2.8 remove covers or panels.
   3.2.9 disable the operation of any equipment.
   3.2.10 undertake any actions that may result in the damage of computer equipment, knowingly or carelessly, in addition to those specifically outlined above.

3.3 Computer operating systems and software must be installed and configured correctly in order to operate. Students must not:
   3.3.1 Delete, add or alter any configuration files.
   3.3.2 Copy any copyrighted software to or form any computer, or duplicate such software
3.3.3 Deliberately introduce any virus or program that reduces system security or effectiveness

3.4 Networks are designed for the use of the student logged to a particular device at the time:

3.4.1 Network accounts are to be used only by the authorised owner of the account.
3.4.2 Students finding devices that are logged on must log out immediately.
3.4.3 It is the responsibility of students to make backup copies of their work.
3.4.4 Students must not attempt to log into a school resource with any username or password that is not their own.
3.4.5 Students must not reveal their password to anyone except ICT staff or a classroom teacher.
3.4.6 Students are responsible for everything done using their logon credentials, and everything in their storage space/device.
3.4.7 Students must not enter any other person’s storage space/device or do anything whatsoever to any other person’s files.
3.4.8 Students must not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users.
3.4.9 Students must not have; any offensive or inappropriate media or files of any type, obscene file names, insulting material, more than 2 gigabytes of none related school files on College storage space. Students must not have software or applications that is deemed as inappropriate by the College.

3.5 Printing is a significant cost to the College as such:

3.5.1 Students should minimise printing by print previewing, editing on screen and spell checking before printing.
3.5.2 Students must not load paper into printers without permission. Only the correct paper can be loaded.

3.6 Internet access is expensive and has been provided to assist students in their education. Students are expected to abide by the following:

3.6.1 Students must only use the internet with permission and not in any unauthorised way.
3.6.2 The use of the internet is not intended for entertainment purposes.
3.6.3 Students must not deliberately enter, or remain in, websites containing objectionable material. This includes websites that contain;
   3.6.3.1 Nudity, obscene language or sexual discussion intended to provoke a sexual response.
   3.6.3.2 Violence.
   3.6.3.3 Information on or encouragement to commit a crime.
   3.6.3.4 Information on making or using weapons, booby-traps, dangerous practical jokes or ‘revenge’ methods.
   3.6.3.5 Gambling
   3.6.3.6 Any material student’s parents or guardians have forbidden them to see
3.6.4 Students who encounter any such site must notify a teacher or the ICT office.
3.6.5 Social media should not be accessed or used during school time on any device, whether College owned or personal. Social media includes, but is not limited to, Facebook, Twitter, Instagram, Snapchat, and Tumbler by students.
   3.6.5.1 The Snapchat application is not permitted on any device, whether personal or College owned, that is brought to school as it poses a significant risk to child safety.
3.6.6 YouTube can be a valuable educational resource however students must ensure;
   3.6.6.1 YouTube is only viewed for educational purposes at the direction of teaching staff.
   3.6.6.2 That no material is posted to YouTube
3.6.7 Real-time chat and instant message programs, applications or websites are not to be used by students as they pose serious risks to students well-being.
3.6.8 Students must not use the internet for commercial purposes or for profit.
3.6.9 Students must not use the internet to spread computer viruses or distribute or receive software that is not in the public domain.
3.6.10 Students must not intend to break the law by attempting to guess a password or trying to gain access to remote computers, even if such attempts are not seriously intended to succeed.
3.6.11 Students must appropriately and to the best of their ability ensure they are not breaking any copyright laws. Students should acknowledge sources of any material quoted directly including images and text.

3.7 Electronic mail is a valuable tool for personal and official communication both within the College network and on the internet. Whilst using emails students:

3.7.1 Ensure they use appropriate language and be polite in all communication.
3.7.2 Do not be insulting, abusive, swear or use vulgarities.
3.7.3 Should never write hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviour.
3.7.4 Should never include obscene comments, threats, sexually explicit material or expressions of bigotry or hate.
3.7.5 Should never reveal their personal address or phone numbers or the personal address or phone number of another student or member of staff.
3.7.6 Should not send unsolicited mail to multiple recipients (“spam”).
3.7.7 Should not send very large attachments.
3.7.8 Should not use email for any illegal, immoral or unethical purpose.
3.7.9 Attempt to disguise their identity or the true origin of their email.
3.7.10 Should not forge header messages or attempt to use any mail server for deceptive purposes.
3.7.11 Should not use any mail program designed to send anonymous email.

3.8 The College maintains a website to inform the public about the activities the students and College are involved in and its values and core beliefs. Material that is to be placed on the school website must:
3.8.1 Be checked for appropriateness and (as far as possible) accuracy.
3.8.2 Not violate copyright.
3.8.3 Have the written permission of a parent or guardian if the parent or guardian has requested such a veto.
3.8.4 Not contain the home address or home phone number of an individual.
3.8.5 Not contain the email or web address of a student unless specifically required and requested.

3.9 There are occasions when it is appropriate and beneficial for students to have access to a mobile phone. The College however, discourages the bringing of mobile phones to school. Students need to ensure mobile phones do not disrupt the educational purpose and safe environment of the College:
3.9.1 Mobile phones brought to school must not be used in any manner or place that interferes with the normal routine and operation of the College. This includes:
3.9.1.1 Operating mobile phones as cameras unless instructed by a member of staff.
3.9.1.2 Taking photos or recording video of another person without their consent.
3.9.1.3 Making or sending harassing or threatening phone calls, text messages or images.
3.9.1.4 Using a mobile phone to cheat in exams or assessment.
3.9.1.5 Using mobile phones as substitute calculators.
3.9.1.6 Parents needing to contact students during school time must do so via the General Office.
3.9.2 Students are required to take full responsibility for the use and safety of their mobile phone during school times. Students are:
3.9.2.1 Required to ensure their mobile phone is switched off (not on silent or vibrate) and out of sight during class times.
3.9.2.2 Never to lend their phone to another student.
3.9.2.3 Required to store their phones in a safe and secure manner and never leave in an unattended bag or change room.
3.9.2.4 Encouraged to leave their mobile phones in the coordinators office at the beginning of the day for collection at the end of the day.
3.9.2.5 Required to report any received inappropriate material and delete it.
3.9.2.6 Required to respect the law prohibiting mobile phone use whilst driving, including making or receiving voice calls and sending or receipt of SMS messages or data of any kind.
3.9.3 If a mobile phone is lost, stolen or damaged during school hours, the College cannot:
3.9.3.1 Investigate phone thefts as they are extremely difficult to trace and the College does not have the resources to do so.
3.9.3.2 Pay for any loss or damage occurred. The Department of Education and Training and the College do not hold insurance for personal property.

3.10 The College does not allow for the use of MP3 players, iPods or other portable music devices to be used in class, during study session or outside of class. Any such devices must also comply with the rest of this policy.

3.11 The College reserves the right to check mobile phones and digital devices for inappropriate images, videos, messages, software or content, if they are suspected to be on the device or are concerned for the well-being or safety of a student.

3.12 It is the responsibility of the College to:
3.12.1 Provide training on the safe and appropriate use of technology and the internet and make that training available to everyone.
3.12.2 Make students and parents aware of the College ICT policy and ensure all students and parents have read and signed the College’s Acceptable Use Agreement.
3.12.3 Provide a safe learning environment by maintaining filtering software on the College network.
3.12.4 Take action to block the further display of offensive or inappropriate that has appeared on the internet links.

3.13 All students are expected to abide by this policy and should be aware of the Commonwealth of Australia’s Crime Act below and the penalties that may apply if they fail to do so. More than one penalty may apply for a given breach of the College’s Acceptable Use Agreement. Serious or repeated offences will result in stronger penalties.

3.13.1 Under the Commonwealth of Australia’s Crime Act:
    3.13.1.1 A person shall not knowingly or recklessly use telecommunications supplied by a carrier to menace or harass another person.
    3.13.1.2 A person shall no knowingly or reckless use a telecommunications service supplied by a carrier in such a way as would be regarded by reasonable persons as being, in all circumstances, offensive.
    3.13.1.3 The Commonwealth Crimes Act applies to the Terang College computer network and its internet access.

3.13.2 Possible penalties include:
    3.13.2.1 Removal of email privileges
    3.13.2.2 Removal of internet privileges.
    3.13.2.3 Removal of storage space and network access (with consequent inability to satisfactorily complete unit requirements of the subject)
    3.13.2.4 Detention
    3.13.2.5 Paying to replace damaged equipment or compensate the College for stolen internet or printing credit
    3.13.2.6 Removal of electronic device or mobile phone.
    3.13.2.7 Other consequences as the College deems appropriate, which may include suspension or expulsion.
    3.13.2.8 Criminal charges may be laid with the police.

3.14 Education of this policy will be via the College’s acceptable user agreement signed by both parents/guardians and students at the beginning of each school year.

3 EVALUATION

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

Updated July 2014
Next Update 2017.
1. **RATIONALE**

1.1. All students have the right to feel safe and well, and know that they will be attended to with due care when in need of first aid.

1.2. Many students attending school need medication to control a health condition. It is necessary for staff (as part of their duty of care) to assist students, where appropriate, to take their medication. The College will ensure the student’s privacy and confidentiality and will exercise sensitivity towards this issue to avoid any stigmatisation.

1.3. Terang College will have an administration of medication procedure which outlines the College's processes and protocols regarding the management of prescribed and non-prescribed medication to students at the College.

1. **AIMS**

1.1. To administer first aid to a student when in need in a competent and timely manner.

1.2. To communicate student’s health problems to parents when considered necessary.

1.3. To provide supplies and facilities to cater for the administering of first aid.

1.4. To maintain a minimum 5% of staff members with a current level 2 first aid certificate.

1.5. To help maintain treatment of known medical conditions during school hours.

1.6. To ensure staff are aware of the school’s Anaphylaxis Policy and procedures.

1.7. To provide a legal duty of care in regard to the physical well-being of students as well as the professional obligation.

1.8. To ensure the safe and proper administration of medication to students whose parents/guardians have given written authorisation as outlined below.

2. **IMPLEMENTATION**

2.1. **Staff:**

   2.1.1 Staff are to be aware of DEECD guidelines relative to first aid, duty of care and administering medication,

   2.1.2 A minimum 5% of staff (including at least 1 administration staff member) to be trained to a level 2 first aid certificate and with up-to-date CPR qualifications.

   2.1.3 All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.

   2.1.4 General organisational matters relating to first aid will be communicated to staff at the beginning of each year highlighting the need to be familiar with the Office Storeroom display of Students With Medical Conditions. Revision of recommended procedures for administering asthma medication will also be given at that time.

2.2. **First Aid Room & Supplies:**

   2.2.1 A first aid room will be available for use at all times.

   2.2.2 A comprehensive supply of basic first aid materials will be stored in a locked cupboard in the first aid room.

   2.2.3 Supervision of the first aid room will form part of the role of the first aid coordinator.

   2.2.4 Any student in the first aid room will be supervised by a staff member at all times.
The first aid co-ordinator is to be responsible for the purchase and maintenance of first aid supplies, checking expiration dates, first aid kits, ice packs and the general upkeep of the first aid room.

2.3. Incident Management:
2.3.1 All injuries or illnesses that occur during class time will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the staff member on duty.
2.3.2 Minor injuries only will be treated by staff members on duty, while more serious injuries, including those requiring parents to be notified or suspected treatment by a doctor, will require a level 2 first aid trained staff member to provide first aid.
2.3.3 Parents of ill or injured student may be contacted to take the student home.
2.3.4 For more serious injuries/illnesses, the parents/guardians must be contacted by the administration staff so professional treatment may be organised.
2.3.5 Parents who collect a student from the College for any reason (other than emergency) must sign the child out of the College in a register maintained in the College office.
2.3.6 All staff have the authority to call an ambulance immediately in an emergency. If the situation and time permit, a staff member will confer with others before deciding on an appropriate course of action.
2.3.7 Any student with injuries involving blood must have the wound covered at all times.
2.3.8 If a child is injured in the abdomen or groin area at least two adults must be present if an examination is deemed necessary.
2.3.9 For Incidents of student soiling/wetting the student is to change themselves or parent contacted for assistance.

2.4. Record Management:
2.4.1 All student records of allergy, medical conditions, current home and emergency telephone numbers will be continually updated and recorded on student files in the office and CASES 21.
2.4.2 All high medical risk student details will be displayed in the general office store room.
2.4.3 Any student who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury will be recorded on CASES 21 and reported to Emergency Management and Work Safe.
2.4.4 Any student who has an injury to the head, face, neck or back that is deemed recordable will be entered onto CASES 21.
2.4.5 A student’s parent/guardian will be contacted and advised of any reported head injury/knock.
2.4.6 At the commencement of each year, requests for updated first aid information will be sent home including requests for any asthma management plans, high priority medical forms, and reminders to parents of the policies and practices used by the College to manage first aid, illnesses and medications throughout the year.
2.4.7 Every student who has a medical condition or illness will have an individually written management plan which is attached to the student’s records.
2.4.6.1 The management plan will be provided by the student’s parents and doctor and contain the following details:
2.4.6.1.1 The usual medical treatment needed by the student at the College or on College activities
2.4.6.1.2 The medical treatment and action needed if the student’s condition deteriorates.
2.4.6.1.3 The name, address and telephone numbers for an emergency contact and the student’s doctor.

2.5. Camps & Excursions:
2.5.1 All College camps will have at least one first aid trained staff member at all times.
2.5.2 A comprehensive first aid kit will accompany all camps, along with a mobile phone.
2.5.3 All students attending camps or excursions will have provided a signed medical form providing medical detail and giving teachers permission to contact a doctor or ambulance should instances arise where their child requires treatment. Copies of the signed medical forms are to be taken on camps and excursions as well as kept at the College.

2.6. Medication Management:
2.6.1 All students, especially those with a documented asthma management plan, will have access to necessary medication and a spacer at all times.
2.6.2 In order to ensure the interests of staff, children and parents/guardians/approved persons are not compromised, medication will only be administered with explicit written permission from
parent/guardian/approved person, or in the case of an emergency, with permission of a medical practitioner.

2.6.3 All medications, prescription as well as non-prescription medication, including analgesics, such as paracetamol and aspirin and other medications which can be purchased over the counter without a prescription, are to be administered by school personnel following the processes and protocols set out in the Terang College enrolment form.

2.6.4 To assist teachers, parents will supply medication in a container that gives the name of the child, the dose, and the time it is to be given. The name of the medication should be clearly marked on the container.

2.6.4.1 It is recommended that parents provide a dosage box with all medication in tablet form to ensure correct dosage is given.

2.6.4.2 If medication for more than one day is supplied it will be locked in a cupboard.

2.6.5 A register of permission for students to take analgesics will be kept and only students with parental permission will be issued analgesics.

2.6.6 An Illness/Injury Parent Notification form will be completed by staff and forwarded to parents via their student.

2.6.7 All medication will be stored at the General Office and logged in the register at the office. Analgesics can mask signs and symptoms of serious illness or injury and will not, therefore, be administered by the College, as a standard first aid strategy – unless there is parent/guardian consent given in writing (see enrolment form).

2.6.8 The Principal, or their nominee, administering medication needs to ensure:

2.6.8.1 permission to administer medication has been received from the child’s parents/guardians/approved persons or a medical practitioner

2.6.8.2 the right child;

2.6.8.3 has the right medication;

2.6.8.4 and the right dose;

2.6.8.5 by the right route (for example, oral or inhaled);

2.6.8.6 at the right time; and that they write down what they have observed

2.6.8.7 a record of medications administered is recorded in Sick Bay

2.6.9 The Principal, or their nominee, will inform teachers of students in their charge who require medication to be administered at the College. The staff may be required to release students at prescribed times so they may receive their medications.

2.6.10 The College, in consultation with parents/carers and the student’s medical/health practitioner, will consider the age and circumstances by which the student could be permitted to self-administer their medication. Ideally, medication to be self-administered by the student but should be stored by the College. However, where immediate access is required by the student, such as in the case of asthma, anaphylaxis, or diabetes, medication must be stored in an easily accessible location.

2.6.11 It is at the Principal’s discretion to agree for the student to carry and manage his/her own medication

4. EVALUATION

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

1.1. Schools have a duty of care to staff and students at all times. This duty of care includes protection against inclement weather during times when students would normally be outside.

2. AIMS

2.1. To ensure the wellbeing of students and staff during times of inclement weather by consistently implementing a planned management strategy that will cater for all circumstances.

3. IMPLEMENTATION

3.1. As part of the usual yard duty timetable process, an inclement weather timetable will be activated by the Principal, or his representative, when conditions outside are considered to be unsuitable for students and staff.

3.2. Inclement weather is generally defined as extreme heat, rain, lightning, or any other condition that is considered by the Principal, or his representative, to be unsuitable.

3.3. Where inclement weather is obvious prior to children being dismissed for recess or lunch break, an announcement will be made by the Operations Manager / a member of the Leadership Team advising class teachers to follow the inclement weather timetable until further notice.

3.4. In the case of inclement weather during a recess break, a yard duty teacher will inform the Operations Manager / a member of the Leadership Team of the possible need to activate the inclement weather timetable.

3.5. The Operations Manager / a member of the Leadership Team will assess the situation and make the decision to call the children inside, or alternatively, to seek adequate shelter, in which case the yard duty teachers will continue to supervise outside.

3.6. In the event of children being required to come inside the school buildings, yard duty teachers will supervise students in the following rooms and corridor:

3.6.1 P-4 Campus Leader or YD teacher to call inclement weather. Class teachers ensure appropriate activities are provided. YD Teachers supervise classes.

3.6.2 Year 5 & 6  Middle Years area

3.6.3 Year 7 & 8  Room 7 or 9

3.6.4 Year 9 & 10  Room 14 or 12

3.6.5 Year 11  Room 11

3.6.6 Year 12  Year 12 Common Room

3.7. Expectations of students during the implementation of the inclement weather timetable will include:

3.7.1 Students are not permitted to be in any other room other than their designated room.

3.7.2 Each group is responsible for the care and cleanliness of their room during declared wet weather time.

3.7.3 Children will be expected to walk indoors at all times and undertake appropriate indoor activities.

3.8. Scheduled sport, physical education or other outside activities will need to be rescheduled or alternatively organised during times of inclement weather.

4. EVALUATION

4.1. This policy will be reviewed as part of the College three-year review cycle.

Updated July 2014
Next Update 2017.
1. RATIONALE

Language contributes materially to the universal purposes of schooling and to the development of skills in thinking and reflection. It supports the moral, social and economic initiation of young people into the culture and wider civilisation that surrounds them. Learning a language nurtures reflective, deep and creative thinking in specific ways, cultivates culturally distinctive fields of knowledge, and stimulates awareness of intellectual functioning.

2. AIMS

2.1. In learning a language, students aim to develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying.

2.2. Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense.

2.3. In this way, language learning contributes to the development of interculturally aware citizens, of increasing importance at a time of rapid and deep globalisation.

3. IMPLEMENTATION

3.1. The learning of Language is an essential learning area of the Australian Curriculum.

3.2. All year 5-10 students at the College will study a Language course based upon the content descriptions contained within the Australian Curriculum.

3.3. The language selected for the College is currently French.

3.4. All teachers are required to work with their respective professional learning teams and KLA’s to contribute to the development and implementation of a viable, guaranteed and sequential Language course for all students.

3.5. The College will appoint a Language coordinator who will coordinate the development and implementation of Language across the College.

3.6. Student’s individual abilities will be measured and reported against the expected Australian Curriculum achievement standards, particularly at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.

3.7. Student progress in Language will be reported in half and end of year academic reports.

3.8. Language study for each student in 5/6 and 7/8 will be 1 x 50 minutes lessons per week, and 100 minutes for 9/10 students.

3.9. Budgets that provide for the needs of the Language program will be developed by the Language coordinator in consultation with all staff members and resourced by College Council.

3.10. The Language KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.

4 EVALUATION

4.1 This policy will be reviewed every three years as part of the College's Policy review cycle.
1. **RATIONALE**

The establishment of sound and well developed literacy skills are essential to future student learning and successful interaction with the world. Students who leave the College unable to read or write effectively, experience significantly reduced vocational and further educational opportunities.

2. **AIMS**

2.1. To provide a program that ensures all students are delivered a high standard literacy curriculum that supports students in reaching a high level of literacy.

3. **IMPLEMENTATION**

3.1. Literacy is a whole of government priority and as such, our College commits itself fully to the realisation of high literacy standard for all of our students.

3.2. The College will have a sequential and highly organised P-10 literacy program based upon the standards detailed in the Australian Curriculum.

3.3. The College will appoint a trained Literacy coordinator who is required to oversee and coordinate all aspects of the program, provide support and direction to others when needed, and organise professional development as required.

3.4. The coordinator and teachers will be further supported by a College based Literacy Coach, external literacy coaches and expert consultants as appropriate.

3.5. The College will provide a 2-hour literacy block each day in P-4 classes, a minimum 10 x 50 minutes periods per week of literacy for 5/6 students, and 5 x 50 minute periods for all 7-10 students.

3.6. Reading Recovery will be provided for the 20% of year 1 students in greatest need of reading assistance as determined by the Literacy coordinator. At the 5-8 level students deemed at risk through systematic testing will undergo Rainbow Reading. Intervention programs such as Bridges and ‘Words Their Way’ will be available to students at all other levels.

3.7. Literacy aides will be maintained to assist students requiring other literacy support, and all teaching aides will be provided with literacy training.

3.8. Appropriate professional development will be made available for all participating staff.

3.9. ‘Making Connections’, ‘Classroom Helpers’ and ‘Developing Literacy Partnerships’ professional development programs will be offered to parents, volunteers and teaching and integration aides.

3.10. An assessment schedule will be developed and implemented, with minimum achievement standards and targets being set for all students in each area of literacy. Ongoing formative assessment will be a feature of all classroom programs as well as a differentiated data-driven curriculum for each student based on achievement data.

3.11. Assessment data will be collected and analysed as required, with the results being used to monitor performance, as well as to drive program development and delivery.

3. **EVALUATION**

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

*Updated July 2014*

*Next Update 2017.*
1. **RATIONALE**

All children have a right to feel safe and to be safe. As teachers, we have a legal and moral responsibility to respond to serious incidences involving abuse and neglect of the children with whom we have contact, and to report instances that we believe involve physical abuse, sexual abuse or neglect.

2. **AIMS**

2.1. To ensure that children’s’ rights to be safe are maintained and each child is protected against physical and sexual abuse, and neglect.

3. **IMPLEMENTATION**

3.1. All members of the Teaching Service are mandated by law to report signs of physical and/or sexual abuse, and neglect.

3.2. New staff will be informed of mandatory reporting responsibilities and procedures.

3.3. Staff will be reminded of mandatory responsibilities regularly.

3.4. All concerns must be reported immediately to the Principal, or in his/her absence, the Assistant Principal.

3.5. The Principal will keep a record of all discussions about a student with whom there is a concern.

3.6. If a belief has been formed by a staff member that sexual or physical abuse or neglect has taken place a “Mandatory Reporting Information Sheet” available from the Principal must be completed and filed in the Principal’s office.

3.7. The teacher and/or the Principal class officer will contact the Department of Human Services by telephone as soon as possible to make an official notification on:

1300 369 536 or after school hours crisis line 131278

3.8. Members of the Department of Human Services, or associated support or intervention services that visit the College following a notification, will interview staff and children only in the presence of a Principal class member or his/her nominee.

3.9. All “Mandatory Reporting Information Sheets” remain confidentially filed by the Principal.

3.10. All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential.

3.11. All incidents to be monitored, and any subsequent signs or indications of abuse are also to be reported.

3.12. While only mandated by law to report incidents of physical and sexual abuse, and neglect; teachers are also encouraged to report incidents of emotional abuse or neglect.

3.13. Students, who disclose to staff a desire to harm themselves or others, must be reported by staff to the Principal.

3. **EVALUATION**

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.
1. RATIONALE

Mathematics pervades all aspects of our lives - as citizens, in our homes and in the workplace. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics is integral to successful participation in modern society.

2. AIMS

Through learning mathematics in school, students will:

2.1. demonstrate essential mathematical and numeracy skills necessary for successful employment and functioning in society

2.2. solve practical problems with mathematics, especially industry and work-based problems

2.3. develop specialist knowledge in maths that provides for further study in the discipline

2.4. see mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems

2.5. be confident in one's personal knowledge of mathematics, to feel able both to apply it, and to acquire new knowledge and skills when needed

2.6. be empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts

2.7. develop understanding of the role of mathematics in life, society and work; the role of maths in history; and maths as a discipline – its big ideas, history, aesthetics & philosophy.

3. IMPLEMENTATION

3.1. The mathematics domain is an essential component of the Australian Curriculum.

3.2. All students at the College will study a sequential Mathematics course based upon the learning foci contained within the Australian Curriculum.

3.3. All staff will have access to relevant and up to date resources.

3.4. Wherever possible mathematics will be integrated into other learning areas.

3.5. Staff will ensure there is an emphasis on “real world” applications of mathematics.

3.6. Whenever possible students will have the opportunity to explore mathematical ideas through creative, hands on activities.

3.7. Students will be given access to “concrete” materials whenever needed.

3.8. Mathematics study for each student will be no less than five sessions per week.

3.9. Mathematical activities that reflect the topics being studied at school and are appropriate to each child’s ability will form a regular component of each student’s homework regime.

3.10. The mathematics curriculum across P-10 will be documented annually including links to any resources used. Tasks will be modified or changed so all students are given opportunities to progress and delivered tasks at their proximal level of development.

3.11. The Mathematics KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.
4 EVALUATION

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

Updated July 2014.
Next Update 2017.
1. RATIONALE

The establishment of sound and well developed numeracy skills are essential to future student learning and successful interaction with the world. Students who leave the College unable to effectively manipulate numbers and mathematics, experience significantly reduced vocational and further educational opportunities.

2. AIMS

2.1. To provide a program that ensures all students are numerate, confident and competent in Mathematics by the time they graduate from the College.

3. IMPLEMENTATION

3.1. Numeracy is a government priority and as such, our College commits itself fully to the realisation of high numeracy standards for all of our students.

3.2. The College will have a sequential and highly organised P-10 numeracy program based upon the achievement standards outlined in the Australian Curriculum.

3.3. The College will appoint a trained Numeracy coordinator who is required to oversee and coordinate all aspects of the program, provide support and direction to others when needed, and organise professional development as required.

3.4. The coordinator and teachers will be further supported by a school based numeracy coach, external numeracy coaches and expert numeracy consultants as appropriate.

3.5. The College will provide a minimum of 5 x 50 minute period per week of Mathematics for all P-10 students.

3.6. Numeracy aides will be maintained to assist students requiring other numeracy support, and all teaching aides will be provided with numeracy training.

3.7. Appropriate professional development will be made available for all participating staff.

3.8. Professional development programs will be offered to parents, volunteers and teaching and integration aides.

3.9. An assessment schedule will be developed and implemented, with minimum achievement standards and targets being set for all students in each area of numeracy. Ongoing formative assessment will be a feature of all classroom programs as well as a differentiated ability based data-driven curriculum for each student.

3.10. Assessment data will be collected and analysed by the Numeracy coordinator in partnership with all numeracy teachers, with the results being used to monitor performance, as well as to drive program development and delivery.

3 EVALUATION

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

Updated July 2014
Next Update 2017.
1. RATIONALE

1.1 Terang College recognises it has a responsibility to provide and maintain a working environment that is safe and without risks to individual health and welfare. This responsibility extends to all employees, contractors and visitors to the College site including students, parents and volunteers.

1.2 Management is committed to providing a safe working environment through the implementation of risk prevention and reduction strategies that are integrated into all College activities. A consultative, co-operative approach between employees and management on OHS issues will be encouraged.

1.3 This policy is to be consistent with the DEECD Mission Statement and implement the College’s legal obligations under the current Victorian OHS Act and Common Law.

2. AIMS

2.1 To comply with OHS related legislation and DEECD directives or guidelines relating to health and safety.

2.2 To minimise the occurrence of injury and illness in the College through systematic risk identification, assessment and control.

2.3 To investigate accidents (including serious near misses) with a view to preventing recurrence.

2.4 To maintain appropriate documentation on all OHS activities undertaken.

2.5 To implement staff health and wellbeing strategies.

2.6 To provide a Return to Work (RTW) program for employees in the event of injury or illness.

2.7 Adequate resources will be provided to support this policy.

3. IMPLEMENTATION

3.1 Responsibilities:

3.1.1 As employers, the Principal and College Council have the direct responsibility for ensuring the policy objectives are fulfilled and the necessary resources are provided to achieve effective implementation.

3.1.2 Employers’ direct duties under the OHS Act also include:

3.1.2.1 providing and maintaining safe plant and systems of work.

3.1.2.2 making arrangements for the safe use, handling, storage and transport of plant and substances.

3.1.2.3 maintaining the workplace in a safe and healthy condition.

3.1.2.4 providing adequate facilities for staff welfare.

3.1.2.5 providing such information, instruction, training and supervision to staff to enable them to perform their work in a safe and healthy manner.

3.1.3 The Principal may nominate a staff member with appropriate seniority to act as the employer’s OHS representative in an operational capacity (ie. OHS Co-ordinator) but the overall responsibility cannot be delegated. The nominated OHS management representative may not also act in the role of elected staff Health and Safety Representative (HSR) as per the OHS.

3.1.4 Unit Co-ordinators and/or Key Learning Area Co-ordinators are responsible for the health and safety performance of their team. This responsibility extends to:

3.1.4.1 maintaining the workplace in a safe condition and reporting any hazards identified.

3.1.4.2 actively promoting and implementing agreed OHS procedures.

3.1.4.3 identifying OHS training needs of both individual staff and the team as a whole.
3.1.5 All staff have a responsibility to:
3.1.5.1 take reasonable care of their own health and safety and the health and safety of others affected by their acts or omissions.
3.1.5.2 report hazards, accident or incidents (near misses) in accordance with agreed College procedures.
3.1.5.3 follow established safe working procedures.

3.2 The role of OHS Co-ordinator will be allocated to a senior member of staff on both campuses.

3.3 Relevant OHS responsibilities will be included in all job descriptions and responsibilities will be publicised at least annually.

3.4 Staff Health and Safety Representative (HSR)
3.4.1 Staff will elect a staff Health and Safety Representative (HSR).
3.4.2 The elected HSR will be provided with training and practical support to fulfil his/her role effectively as stipulated in the OHS Act and will be consulted on changes in the College which may affect staff health, safety or wellbeing.

3.5 OSH Issue Resolution Procedures will be developed in consultation with staff or their representatives and these will be documented and publicised in accordance with the OHS Regulations.

3.6 OHS considerations will be integrated into the general management practices of the College as per the following examples:
3.6.1 Purchasing guidelines
3.6.2 Facilities design, upgrades and maintenance
3.6.3 Contractor management
3.6.4 Staff welfare (Section 6 and Appendix 4 OHS Guidelines and Health and Wellbeing Kit)
3.6.5 Professional development and induction procedures
3.6.6 Staff allotment and timetabling
3.6.7 Curriculum design
3.6.8 Program budgeting

3.7 Risk reduction will be a central goal of the College and the Risk Management program will aim to reduce both the frequency and severity of injury and illness arising from College activities through the implementation of:
3.7.1 regular evaluation of compliance with relevant OHS Regulations and DEECD directives.
3.7.2 formal processes for reporting, recording and investigating potential or actual hazards in both the physical environment and work practices.
3.7.3 reporting and documenting of all injuries and incidents, including near misses.
3.7.4 investigation of accidents and recording of outcomes.
3.7.5 periodic analysis of records to identify incident patterns.
3.7.6 scheduled and documented preventative maintenance programs for plant and equipment.
3.7.7 provision of appropriate first aid facilities and trained personnel.
3.7.8 emergency management procedures which are documented, publicised and practised.
3.7.9 staff support programs.
3.7.10 bush fire management plan is incorporated in the College Emergency Management Plan.

3.8 Return to Work:
3.8.1 A Return to Work Co-ordinator (RTW) will be nominated and given appropriate training
3.8.2 Procedures will be developed, documented and publicised.

4. EVALUATION

4.1 Effectiveness of implementation of the policy will be monitored informally on an ongoing basis and evaluated formally at least once a year.
TERANG COLLEGE
PARENTAL/ INVOLVEMENT/ PARTICIPATION POLICY

1. RATIONALE

1.1. To allow parents to be actively involved in College programs to assist staff and students and thus enrich the program.

2. AIMS

2.1. Parents should not be expected to plan or evaluate activities.
2.2. Parents will be encouraged in a variety of activities:
   2.2.1 home based, eg. hearing children read
   2.2.2 classroom based, eg. typing
   2.2.3 fundraising
   2.2.4 College environment, eg working bees
   2.2.5 College Council
   2.2.6 Parents Association

3. IMPLEMENTATION

3.1. Requests for parent helpers will be made through the College newsletter or personal contact.
3.2. Training will be given where necessary.
3.3. Volunteers will have the need for confidentiality stressed.
3.4. The times volunteers work will be negotiated by each teacher.
3.5. A Working With Children Check in some cases may be required for parent helpers.
3.6. The Visitors Policy will need to be adhered to by all helpers.

4. EVALUATION

4.1. This policy will be reviewed as part of the College three-year review cycle.
1. **RATIONALE**

It is desirable the College be supported by a strong and active Parents Association whose function is to assist the staff and College by catering for equipment and requisites of the students.

2. **AIMS**

The Parents Association will:

2.1. through organised fundraising, provide for teachers and students aids and amenities additional to any provided the DEECD

2.2. provide a forum for parents to discuss issues and exchange information

2.3. be a constructive part of the collaborative decision making process through their respective College Council representatives

2.4. provide an opportunity for parents to meet socially.

3. **IMPLEMENTATION**

3.1. Office Bearers will be elected at the annual meeting.

3.2. Meetings to be held monthly on the fourth Monday of the month.

3.3. The fund raising activities will be spaced to avoid clashes.

3.4. All finances will be recorded and transacted through the Terang College Official Account.

3.5. The Principal, Assistant Principal and College Council President are ex-officio members of the Parents Association.

3.6. The Parents Association is a subcommittee of College Council.

4. **EVALUATION**

4.1. To be done annually

Updated July 2014.
Next Update 2017.
1. RATIONALE

Physical Education educates students in, about and through movement. Movement involves students taking part in a variety of physical activities designed to develop an understanding of the body and its movement potential.

Movement is also the medium for exploring and developing human relations and safety concepts. The development of social skills and safety concepts is an explicit outcome of the physical and sport education program of the Terang.

Physical education is an all encompassing term for a wide range of physical activities. These include fitness, movement, recreation, health, games and sport, plus the values and knowledge of each.

Physical education should help students to develop the competencies and beliefs necessary for incorporating regular activity into their lives. Sport is part of Australian culture. School is often where students first participate in organised sport. It is important these experiences be positive for students to continue a lifelong association with sport.

Sport education is a part of physical education that includes the development of sport skills, an understanding of the origins and rules of various sports, and an appreciation of the codes of behaviour. Sport education builds on the knowledge, skills, attitudes and values gained through physical education.

2. AIMS

2.1. Provide a well-balanced, comprehensive program based on AUSVELS covering the following areas:
   2.1.1 Athletics
   2.1.2 Ball Handling
   2.1.3 Fundamental motor skills
   2.1.4 Fitness
   2.1.5 Games/sport education
   2.1.6 Aquatics
   2.1.7 Major sports
   2.1.8 Basketball
   2.1.9 Badminton
   2.1.10 Soccer
   2.1.11 Super 8’s cricket
   2.1.12 Softball
   2.1.13 AFL
   2.1.14 Netball

2.2. The Physical education program aims to provide all children with the opportunity to:
   2.2.1 be involved in a range of movement experiences that enhance optimal growth and development.
   2.2.2 develop confidence and competence in the acquisition of basic motor skills that will enhance participation in a variety of physical activities.
   2.2.3 attain and maintain a level of fitness that will allow the individual to perform daily tasks with control, efficiency and effectiveness.
   2.2.4 experience fun and enjoyment through participation.
   2.2.5 develop social skills that will enable students to function effectively in interpersonal relationships.
   2.2.6 develop a positive attitude towards exercise and a healthy lifestyle.

2.3. By providing the children with the appropriate knowledge, skills, understanding and motivation they will have the necessary tools to seek health and physical wellbeing through lifelong involvement in physical activity.
3. IMPLEMENTATION

3.1. To give students every opportunity to participate and succeed in Physical and Sport Education, teachers need to focus on the following aspects of teaching and learning;
- 3.1.1 communicate effectively.
- 3.1.2 provide an environment that encourages maximum participation.
- 3.1.3 support students having difficulty.
- 3.1.4 be aware of the needs of students from other cultures.
- 3.1.5 keeping the learning environment safe.
- 3.1.6 be a good role model.
- 3.1.7 reflect on the quality of outcomes.

3.2. Physical Education:
- 3.2.1 provide opportunities for all children to experience success.
- 3.2.2 provide feedback to individuals in a private setting to avoid embarrassment.
- 3.2.3 focus on the mastery of the Fundamental Motor Skills.
- 3.2.4 engender a commitment to regular moderate physical activity through the development of positive attitudes and self-worth.

3.3. Sport Education:
- 3.3.1 reduce the emphasis on winning and losing.
- 3.3.2 focus on maximum participation.
- 3.3.3 encourage self-control and respect for others.
- 3.3.4 provide modification and structures to ensure that all rules and dimensions of the game are appropriate to the skill level of the participants.
- 3.3.5 promote enjoyment and active involvement for all children.

3.4. A Physical Education Coordinator will be appointed by the Principal each year and will have the responsibility for ensuring that the policy is implemented throughout the school.

3.5. Children who are unable to participate due to injury or ill health will be required to produce a note to the physical education teacher.

3.6. The College will participate in the following Sport Association Days:
- 3.6.1 Interschool Ath/CC/Hooptime (Years 3-4)
- 3.6.2 Interschool Cross Country (Years 5-12)
- 3.6.3 Interschool Winter Sport (Years 5-12)
- 3.6.4 Interschool Athletics (Years 5-12)
- 3.6.5 Interschool Swimming (Years 5-12)

3.7. These events are total participation sporting activities with all children from the above grade levels participating. From these events children will be selected to participate in Zone and State Carnivals.

3.8. The Physical Education KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.

4. EVALUATION

4.1 This policy will be reviewed every three years as part of the College's Policy review cycle.
1. **RATIONALE**

1.1. Protecting the personal and health information of staff and students is a serious moral, professional and legal responsibility that our College recognises and accepts.

2. **AIMS**

2.1. To collect, handle, use, store and disclose information in a manner compliant with the *Health Records Act 2001* and the *Information Privacy Act 2000*.

3. **IMPLEMENTATION**

3.1. Privacy protects individuals from harm resulting from misuse of their information.

3.2. Privacy promotes effective service delivery by encouraging full and frank information provision.

3.3. All staff at our College will be provided with up to date professional development in relation to Privacy, will be provided with and made aware of DE&T Privacy Bulletins and other information as they become available and will made aware of, and reminded of, their individual and our collective duty of care regarding Privacy as required.

3.4. The ‘Privacy: Protecting Information’ posters will be prominently displayed about the school.

3.5. While Privacy legislation is detailed, practising privacy involves:

   3.5.1 COLLECTING only information the College needs.
   3.5.2 INFORMING people why you need the information and how it will be used.
   3.5.3 DISCLOSING only the information necessary for the purpose of the service.
   3.5.4 ACCESSING – providing people with access to their own records.
   3.5.5 SECURING information against unauthorised use or disclosure.

3.6. All information collected at the College (including enrolment, excursion and medical permission forms etc) will be subjected to the above principles.

3.7. All collected information at the College will be retained in either the fireproof safe (in the case of staff), or in the secure storage or either disposed of or transferred to the Public Record Office of Victoria after use consistent with the Public Record Office Standard.

3.8. All electronic data will be maintained, stored and transmitted in accordance with DEECD requirements and expectations.

3.9. All records will be maintained and kept up to date by office administration staff.

3.10. All requests (including requests by staff) for information stored at the College must be made to the Principal or his/her delegate.

3.11. All requests for information (other than brief, easy to retrieve information solely about the person making the request, or standard information requests from parents about their children, or information requested by staff in the course of their work about students) will be referred to the Principal and possibly the Freedom of Information Unit.

3.12. All original documentation/records will remain at the College with requests for information to be forwarded as an authorised copy only.

3.13. Under no circumstances will personal private information be disclosed to unauthorised people.

4. **EVALUATION**

4.1. To be reviewed as required by developments in relevant legislation or DEECD requirements etc.

*Updated July 2014*

*Next Update 2017.*
1. **RATIONALE**

To provide early intervention to Year 1 students requiring literacy assistance as outlined under Reading Recovery guidelines. The program will ensure selected Year 1 students have optimal opportunities to develop skills and knowledge in reading and writing.

2. **AIMS**

1.1 To provide a program appropriate to students’ needs to enhance their learning and development.

1.2 To develop knowledge, skills and behaviours children need to become successful readers and writers.

3. **IMPLEMENTATION**

3.1 At the end of the College year, each Prep child will be assessed by using the Observation Survey battery of tests. Selection of the children to go on the program will then be made from the results, in close consultation with the classroom teachers.

3.2 The lowest/oldest 20% of children in year 1 will be selected to go onto the program at the beginning of the following year after retesting the bottom 30% of students.

3.3 The program will last approximately 20 weeks and each child will have 30 minutes of individualised instruction per day.

3.4 Each student will be monitored closely by having Running Records completed daily.

3.5 Each student will be expected to complete reading and writing homework after each lesson.

3.6 At, or about, 20 weeks, the students will be reassessed, using the Observation Survey tests by another nominated staff member, to allow for discontinuation of the program.

3.7 The program will take place in the first semester of the year.

4. **EVALUATION**

4.1 There will be an evaluation of the program’s effectiveness on an individual student by student assessment as each student is discontinued by Reading Recovery teacher and year 1 classroom teachers.

*Updated July 2014*

Next Update 2017.
1. **RATIONALE**

Science education contributes to developing scientifically and technologically literate citizens who will be able to make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live. They will be able to see the connections between science and people, note the relevance of science and technology to past achievements and current and future development and be aware of the impact of science and technology on society, the individual and the environment.

2. **AIMS**

2.1. To develop and foster an appreciation of the role of science of the physical, biological, chemical and technological world.

2.2. To expose students to the experimental approach of a scientist.

2.3. To develop interest and curiosity in science.

2.4. To provide a safe, meaningful and enjoyable learning environment.

2.5. To increase participation rates in senior science classes.

2.6. To ensure that all students have equal access to, and participate in, a wide range of science activities covering all the science strands.

3. **IMPLEMENTATION**

3.1. The curriculum should be gender inclusive, encouraging all students to participate in science.

3.2. Science should build on students' interests.

3.3. Use should be made of a variety of teaching and learning strategies within a range of settings with an emphasis on practical work.

3.4. Science should be integrated with other subject areas where possible and appropriate.

3.5. Science classes should be taught by appropriately qualified teachers.

3.6. Science should reflect safe work practices.

3.7. In P-6, science will be integrated into thematic studies where appropriate.

3.8. For science in the P-10 themes/topics/units will be developed which are based on the learning outcomes of the Australian Curriculum.

3.9. The science curriculum across P-10 will be documented annually including links to any resources used.

3.10. The Science KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.

4. **EVALUATION**

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

*Updated July 2014*

*Next Update 2017.*
1. RATIONALE

Some students may voluntarily present for assessment and intervention of their perceived sexual health problem/issue which can be potentially sensitive. In order to effectively support the student holistically the following guidelines should be applied. The College recognises the need to sexual and reproductive health education in all students.

2. AIMS

2.1. To provide adequate and accurate information and education to all students based on their age.
2.2. To support students through the physical changes of adolescence.
2.3. To support students if they present for assessment and intervention for sexual health problems or issues.

3. GUIDELINES

3.1. To ensure presentations by students seeking assistance are kept confidential and private. Young people should be made aware of what the term ‘confidentiality’ means and what the limitations of this concept are in practice.

3.2. It is recommended every student who presents to the Student Welfare Service/ School Nurse/ Teachers should have an individual assessment before any decision be made regarding further assessment or intervention in relation to issues of a Sexual Nature; these include Pregnancy testing, Emergency contraception, Condoms, and Sexually Transmitted Infections. The individual assessment will include:

   3.2.1 a history of the student’s menstrual cycle including commencement of menarche, length and duration of periods and date of last period.
   3.2.2 a history of sexual activity including what is known of the partner’s sexual history.
   3.2.3 a history of symptoms related to the presentation.
   3.2.4 number of times this presentation has occurred.
   3.2.5 identification of what interventions have occurred in the past related to this presentation
   3.2.6 supports available to the student, including parental support.
   3.2.7 students will be given information related to confidentiality and the limitations on this.

3.3 Under the guidelines of the Health Records Act Children have the right to privacy of their health information and to make decisions relating to their privacy where they are competent to do so. Parents/Guardians do not have automatic access to all health information relating to a child in their care. Determining the competence of a minor to consent can be difficult. Legal precedence has clarified that informed consent is given if a minor has sufficient maturity and intelligence to understand the nature of the treatment which is proposed and the consequences and risks which the treatment would entail. This means there is no fixed age at which a nurse can clearly say a student can or cannot make their own decision/s about receiving or sharing information, seeking advice, treatment or care. Therefore, each situation should be assessed individually. The decision will depend on the maturity and capacity of the student to understand the nature and seriousness of the treatment’. (page 29, section 4, Practice guidelines, Secondary School Nursing Program Guidelines). If a student under 18 is assessed by the nurse, on reasonable grounds, as not having the capacity to make decisions on their own behalf, and the nurse believes a decision must be made about a health or health information matter, then the nurse should consult the student’s guardian (normally a parent). (Page 29, section 4, Practice Guidelines, Secondary School Nursing Program guidelines).

4. IMPLEMENTATION

4.1 Pregnancy Testing:
4.1.1 No pregnancy test will be performed at the College, however the student would be encouraged to attend GP for this or a Sexual Health Clinic. (Warrnambool Sexual health clinic is an option).
4.1.2 The student will be encouraged to confide in parents and to attend GP for testing.
4.1.3 The outcome will be confidential.
4.1.4 Should test be positive student will be encouraged to confide in parent or trusted FAMILY adult member.
4.1.5 Options related to pregnancy should be discussed with the student by the GP. Student may also discuss options or information related to with Secondary School Nurse/Welfare officer or other outside agency.

4.2 Emergency Contraception:
4.2.1 Should students request emergency contraception, a full history of student’s social and family supports and menstrual cycle will be obtained.
4.2.2 Students will be encouraged to disclose to parents or trusted adult FAMILY member and seek support.
4.2.3 Should student refuse, student will be encouraged to attend family GP for prescription. The name of a local GP will be provided by Welfare Services/School Nurse should student prefer this.
4.2.4 Student will be encouraged to attend GP of choice under own volition. GP will be responsible for providing information relating to emergency contraception. The nurse will also inform students that emergency contraception is available without a prescription from pharmacies. The student will also be informed they will be responsible for payment of such, this is not the responsibility of the College.
4.2.5 Should student seek advice on ongoing contraception she will be provided with information regarding her options and will be advised to discuss with parents/and or seek advice from her GP.

4.3 Condoms:
4.3.1 Should students request condoms, they will be assessed as to the information and understanding regarding the correct use and disposal of condoms or other non-oral contraception.
4.3.2 Condoms will only be supplied if the student is unable to access condoms in their own environment/locale. This can also be related to small rural communities where anonymity is difficult. Before giving out the condom it will be necessary for the student to explain the correct procedure for applying a condom, this process will ensure that the student has an understanding of safety in relation to the usage of condoms.

4.4 Sexually Transmitted Infections:
4.4.1 Should a student present regarding concerns re: the contraction of an STI a full sexual and menstrual history will be taken. A full history of type and length of symptoms will be taken
4.4.2 Where appropriate students will be asked to point to affected areas on anatomically correct diagram or plastic model.
4.4.3 Student will be informed responsible adult family member should be informed and the option will be given for student to contact that family member with the support of welfare staff/teaching staff/ or School Nurse.
4.4.4 The student will be informed an STI is a public health issue and as such some require notification to the Department of Human Services. This includes the requirement of sexual partners being named and all those at risk of infection being informed.
4.4.5 Student will be referred to GP for follow up and treatment. This will be a written referral. Appropriate notifications should be then made by GP.
4.4.6 Students will be encouraged to arrange appointments out of school time and preferably with parental support. However, a student’s medical appointment may fall during school hours and transport to the appointment may be required.
4.4.7 When and where appropriate parents will be contacted before transporting the student.

4.5 Sexual Health Education:
4.5.1 All students will have access to sexual health education.
4.5.2 Sexual health education will be offered at all year levels from year 5 to 10.
4.5.3 Sexual health education will be conducted by suitably trained professionals such as the College nurse or other health care professionals.
4.5.4 Sexual health education will be supported by annual parent information sessions.
4.5.5 Parents will be invited to attend sexual health education sessions.

5 EVALUATION

5.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

Updated July 2014
Next Update 2017.
1. RATIONALE

1.1. By law and DEECD guidelines, sexual harassment of any kind is not permitted.

2. AIMS

2.1. To provide a work and study environment free of any sexual harassment.

3. IMPLEMENTATION

3.1. In line with the consultative and OH & S Committees’, a sexual harassment officer is to be appointed at both campuses.

3.2. This officer is to report regularly to the Principal.

3.3. All areas of the College are to remain free of any visual sexually explicit or offensive material.

3.4. No comments, verbal or written of a sexual nature are to be tolerated.

3.5. Matters of potential sexual harassment of students must be reported to year level co-coordinator/sub-school manager, Assistant Principal and Principal.

3.6. All allegations of sexual harassment are to be treated seriously and investigated thoroughly.

4. EVALUATION

4.1. This policy will be reviewed as part of the College three-year review cycle.

Updated July 2014.
Next Update 2017.
1. RATIONALE

1.1. As attendance at school is intrinsic to educational opportunity, parents are to notify the College of the reason for any absence of their son/daughter.

1.2. It is the responsibility of each school to develop a policy for the support and maintenance of student attendance.

2. AIMS

2.1. All directions contained in DEECD Student Attendance Guidelines should be adhered to.

2.2. Schools and parents should develop a partnership in their approach to student attendance.

3. IMPLEMENTATION

3.1. Each home group teacher will complete all daily absences via Ecases21 or Attendance Roll and send it to the office for processing. Rolls will be marked at morning home group meetings.

3.2. All absences will be entered on the CASES21 system by the administration staff.

3.3. Parents will be informed it is their obligation to inform the College the reason for a student’s absence:

3.4. Attendance records are to be regularly scrutinized to identify any action needed.

3.5. Excessive pupil absences without adequate reason that cannot be dealt with by the College are to be reported to the Regional Principal Consultant.

3.6. In the event of students being absent from school for more than one week due to illness parents may request work sheets be sent home for the student.

3.7. Students are expected to be at school by 9.00am and line up ready to commence curriculum activities immediately after lunch or recess breaks. Late arrival after recess/lunch will be dealt with under College discipline codes. Parents will be requested to take action if the child repeatedly arrives late each morning for school.

3.8. Students arriving late to school are required to obtain a late pass and enter their details in the College Sign In / Sign Out Book located at the general office.

3.9. Students leaving early are required to enter their details in the College Sign In / Sign Out Book located at the general office.

3.9.1. At the 5-12 campus, students must obtain a ‘Student Out of Class Notification’ form from a staff member and present it when signing out

3.9.1.1. Parents will be contacted by the Co-ordinator if attendance slips below 80%.

4. EVALUATION

4.1. This policy will be reviewed as part of the College three-year review cycle.

Updated July 2014
Next Update 2017.
1. **RATIONALE**

Assessment is a process concerned with gathering information relating to student competencies. Its focus is on what has been achieved as well as how it has been achieved. Assessment for improved learning and deep understanding requires a range of assessment practices with three overarching purposes:

1.1 Assessment for learning occurs when teachers use inferences about student learning to inform their teaching.

1.2 Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals.

1.3 Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

2. **AIMS**

2.1 To assess student performance accurately and comprehensively.

2.2 To inform future development of programs to enhance student learning and teacher practice

3 **IMPLEMENTATION**

3.1 The Managers: will be responsible for developing a systematic collection of data on all students. Cohorts will analyse data to ensure all student needs are being addressed.

3.1.1 The teacher is responsible for accurately assessing student achievement

3.1.2 Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning

3.1.3 Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and common assessment tasks including state wide standardised testing processes such NAPLAN.

3.1.4 Assessments will be used to identify future lessons and directions, rather than simply a prelude to reporting achievement.

3.2 The College:

3.2.1 The College will develop individual learning plans for students at risk in consultation with students, parents and where appropriate, with others with specific expertise.

3.2.2 The College will maintain individual student profiles to identify and monitor students at risk.

3.2.3 The College will analyse all whole school assessment data to identify areas of improvement.

4 **EVALUATION**

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

Updated July 2014
Next Update 2017.
1. **RATIONALE**

1.1. All involved with Terang College including students, staff, parents, College Council and Parents Association understand that bullying is unacceptable and will not be tolerated at our College.

1.2. At Terang College it is our aim to provide an Anti-Bullying policy that will:

   1.2.1. provide a safe and secure environment for all students and staff.
   1.2.2. ensure that all members of the College community are treated with dignity and respect.
   1.2.3. articulate clearly our stance on the issue of bullying.
   1.2.4. reduce or eradicate the incidences of bullying within the College community.
   1.2.5. educate students in regard to appropriate / inappropriate behaviour towards others.
   1.2.6. provide appropriate procedures to address student needs in relation to incidences of bullying.
   1.2.7. provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour and the consequences for inappropriate behaviour.

1.3. Bullying is repeated intimidation, over time, of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons.

1.4. Bullying can take a number of forms:

   1.4.1. physical - including punching, hitting, shoving, kicking, kneeing, obstructing, standing over.
   1.4.2. gesture - including pointing, staring, making signs, sneering.
   1.4.3. verbal - including calling names, threatening, taunting, ridiculing, insulting.
   1.4.4. psychological - including threatening, intimidating, extorting, excluding.
   1.4.5. sexual - including touching or brushing against in a sexual manner, making sexual comments/innuendos.
   1.4.6. racial – including any of the above forms of bullying on the basis of race.
   1.4.7. cyber – using technologies such as the internet and mobile phones to harass students.

2. **AIMS**

2.1. **Education:**

   2.1.1. Inform students of appropriate/inappropriate behaviour towards others, including harassing behaviour or bullying behaviour and possible effects of bullying.
   2.1.2. Provide students strategies for dealing with bullying.
   2.1.3. Inform students of the process for reporting bullying.
   2.1.4. Inform students of the process for dealing with bullying.
   2.1.5. Educate staff to help them to identify and respond to bullying behaviour.

2.2. **Prevention:**

   2.2.1. Articulate clearly our non-acceptance of bullying.
   2.2.2. Reduce and eradicate the incidences of bullying within the College community.
   2.2.3. Engender within the College community a culture of non-acceptance of bullying behaviour.
   2.2.4. Encourage all students and staff to report incidences of bullying.

2.3. **Intervention:**

   2.3.1. Provide a process for reporting incidences of bullying.
   2.3.2. Provide a process for dealing with both parties involved in bullying.
   2.3.3. Establish appropriate counselling and disciplinary procedures.
   2.3.4. Distribute student surveys to detect bullying behaviour.

2.4. **Policy in Action – Education:**

   2.4.1. Students will be educated throughout the course of their education at the College about:
   2.4.1.1. what is appropriate behaviour towards others.
   2.4.1.2. what constitutes bullying.
   2.4.1.3. the effects bullying can have on both parties involved.
   2.4.2. Students will be informed of:
   2.4.2.1. the processes for reporting bullying.
   2.4.2.2. strategies for dealing with situations involving conflict.
2.4.3 At the junior years students will be informed of these issues through Personal Development programs with the assistance of the Welfare and Discipline Committee.

2.4.4 In the middle and senior years they will be incorporated in the seminar programs where the focus will be on conflict resolution and leadership. Such programs will include Health Classes and the REACH Foundation.

2.5. **Policy in Action – Prevention:**

2.5.1 Preventative measures will include:

2.5.1.1 a clearly articulated anti-bullying policy for students, parents and staff.

2.5.1.2 harassment and bullying policy statements in student diaries.

2.5.1.3 professional development opportunities offered to staff to help them to identify and respond to bullying behaviour.

2.5.1.4 ongoing communication to students, parents and staff re the anti-bullying policy through the College website, newsletter, student diary and information to new parents and families.

2.5.1.5 random student surveys to detect bullying behaviour.

2.6. **Policy in Action – Intervention:**

2.6.1 **Reporting Incidences of Bullying:**

2.6.1.1 Incidences of bullying may come to light in a variety of ways, e.g.

- reported by the student involved/being bullied
- reported by a fellow student
- reported by a parent
- observed by a member of staff
- recorded in a random confidential survey of student

2.6.1.2 All staff and students have an obligation to respond to or report any incidences of bullying.

2.6.1.3 Strategies Terang College will use to deal with Bullying:

- openly talk about bullying
- formulate and review a policy that clearly states what actions we will take to deal with bullying behaviour

2.6.1.4 Responsibilities of Students:

- to ‘tell’ if they are being bullied or if they see someone else being bullied – both at school and on the way to and from school
- not to be a passive bystander
- to not bully others

2.6.1.5 Responsibilities of Parents:

- to watch for the signs that their child may be being bullied
- to speak to someone on staff if they have any concerns
- to instruct their children to ‘tell’ if they are bullied

2.6.1.6 Responsibilities of Staff:

If a member of staff observes an incidence of bullying (s) he should, where possible, deal with it himself but if (s)he feels uncomfortable about dealing with the particular incidence, for whatever reason, (s)he should:

- record the details on a white form.
- report the incidence to the relevant year level coordinator or sub-school manager.

3. **IMPLEMENTATION**

3.1. **Dealing with Incidences of Bullying**

3.1.1 In general, where the College Counsellor has been formally notified by a teacher of bullying, the parents involved will be contacted.

3.1.2 In addition to 3.1.1, the College will do the following procedures:

3.1.2.1 Talk to the students individually.

3.1.2.2 Discuss consequences with the bully.

3.1.2.3 Inform other staff of the incident.

3.1.2.4 If the student continues to bully, make an appointment to speak to the parent/guardian and remind them of the policy and ask them for their support.

3.1.2.5 If the bullying continues or is deemed serious disciplinary consequences will take place.

3.2. **Disciplinary Consequences**

3.2.1 Any instance of bullying or other form of harassment will be regarded as serious and, depending upon the circumstances, may result in a range of consequences for students, including suspension from classes, interview with a parent or guardian, referral to the College Counsellor, referral to an outside agency, suspension from the College, or removal from the College.

3.2.2 Disciplinary consequences for students involved in bullying are not within the sphere of the College Counsellor. The appropriate Year Level Coordinator, Sub School Manager and/or the Principal’s will
determine the nature of any disciplinary measures. Counselling should be seen as being separate from discipline and may take place after any disciplinary measures have been administered.

4. EVALUATION

4.1. Ask staff to discuss the development of programs at the Curriculum & Wellbeing Committee.

4.2. Ask students to provide feedback through their respective student bodies.

4.3. Request parent feedback through surveys as well as College Council and Parents Association.

4.4. Evaluating school/classroom white forms.

4.5. Continuing to monitor students’ physical and psychological behaviour.

4.6. Student Surveys

4.7. Actions from this Policy
   4.7.1 Cyber Bullying Workshops provided by the Australian Federal Police for parents, students and staff.
   4.7.2 The establishment of a 5-12 Welfare/Coordinators Committee.
   4.7.3 Regular Bullying updates in the newsletter.
   4.7.4 Students surveyed throughout the year on Bullying issues.
   4.7.5 The creation of a Terang College Bullying Hotline where students can report cases of Bullying to the Principal.

Updated July 2014-
Next Update 2017.
1. **RATIONALE**

   The Charter of Human Rights and Responsibilities Act (2006) states that all people are born free and equal in dignity and rights. As a State Public School, it is the responsibility of the staff, students & parents of Terang College to uphold the basic principles of this Act and ensure that freedom, respect, equity and dignity are considered in all decision making.

2. **AIMS**

   2.1. Terang College should support programs that develop the skills, knowledge and attitudes of students to their maximum potential.

   2.2. The curriculum should be delivered in an environment that is friendly, safe, cooperative and well-resourced.

   2.3. All College community members should be encouraged to respect the rights of others.

   2.4. The College motto: ‘Together We Grow’ should be at the core of all College business.

   2.5. Community links should be established, encouraged and supported.

   2.6. Students should have access to high quality counseling as required either through the student counselor, school nurse, school psychologist or appropriately trained teaching staff.

   2.7. Cultural activities, personal development, health promotion and harm prevention programs should be conducted at all year levels by trained staff and health promotion agencies.

3. **IMPLEMENTATION**

   3.1. The table below outlines the programs run at the various year levels that support this policy.

<table>
<thead>
<tr>
<th>Level</th>
<th>Program</th>
<th>Guest Speakers</th>
<th>Whole School Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Screening program School Nurse</td>
<td>REACH</td>
<td>REACH</td>
</tr>
<tr>
<td>Year 1</td>
<td>Podiatry Screening</td>
<td>REACH</td>
<td>You Can Do It</td>
</tr>
<tr>
<td>Year 2</td>
<td>Healthy Me, Healthy Teeth, Healthy Bones</td>
<td>REACH</td>
<td>Be Proactive</td>
</tr>
<tr>
<td>Year 3</td>
<td>Personal Safety-What’s good for us and What’s good for you</td>
<td>REACH</td>
<td>Student Wellbeing Programs</td>
</tr>
<tr>
<td>Year 4</td>
<td>Personal Safety-What’s good for us and What’s good for you</td>
<td>REACH</td>
<td>Student Representative Council</td>
</tr>
<tr>
<td>Year 5</td>
<td>Healthy Life Styles Program (Food/Nutrition) Bike Education Health &amp; Human Relations</td>
<td>REACH</td>
<td>School Captains</td>
</tr>
<tr>
<td>Year 6</td>
<td>Mental Health and Drug Education</td>
<td>REACH</td>
<td>Tribes/Circle Time</td>
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<tr>
<td>Year 7</td>
<td>CAT program</td>
<td>REACH</td>
<td>Mind Matters</td>
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<tr>
<td>Year 8</td>
<td>Health- Curriculum Subject</td>
<td>REACH</td>
<td>Friendly Schools &amp; Families</td>
</tr>
<tr>
<td>Year 9</td>
<td>Reach Year 9 Personal Development (1 week) First Aid Certificate (St. Johns) Bricks Cows Create Careers Alpine School Duke of Edinburgh Award Year 9 Curriculum</td>
<td>REACH</td>
<td>Health promotion Programs</td>
</tr>
<tr>
<td>Year 10</td>
<td>Urban Experience Bogong Camp Core of Life/ Safe Sex</td>
<td>REACH</td>
<td>School Garden</td>
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<td></td>
<td></td>
<td>REACH</td>
<td>Lunchtime Activities</td>
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<tr>
<td></td>
<td></td>
<td>REACH</td>
<td>• Painting</td>
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<tr>
<td></td>
<td></td>
<td>REACH</td>
<td>• Volleyball</td>
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<td></td>
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<td>REACH</td>
<td>• Sports</td>
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<td></td>
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<td>REACH</td>
<td>• Equipment</td>
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<tr>
<td></td>
<td></td>
<td>REACH</td>
<td>• Library Activities</td>
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<tr>
<td></td>
<td></td>
<td>REACH</td>
<td>• Sports Games</td>
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<tr>
<td></td>
<td></td>
<td>REACH</td>
<td>• Support Personal</td>
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<tr>
<td></td>
<td></td>
<td>REACH</td>
<td>• Student Counselor</td>
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<td></td>
<td></td>
<td>REACH</td>
<td>• School Nurse</td>
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<td></td>
<td></td>
<td>REACH</td>
<td>• School Psychologist</td>
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<tr>
<td></td>
<td></td>
<td>REACH</td>
<td>• Approved Religious Education Syllabus (P-6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>REACH</td>
<td>• MIPS</td>
</tr>
</tbody>
</table>
3.2. Rights and Responsibilities:

3.2.1 The basis of the College’s approach to student management is the Rights and Responsibilities of all stakeholders within our College. The purpose of this policy is to promote a happy, safe, supportive and stimulating learning environment that meets the needs of the College community. It encourages in students the development of responsible behaviour and self-discipline, through fairness, tolerance and respect for the rights and welfare of others. It is the Principal’s responsibility to ensure budgets and programs support the agreed responsibilities.

3.3. Agreed Responsibilities:

3.3.1 Through consultation the following set of shared expectations have been developed to guide the College community in its efforts to maintain a high standard of student wellbeing and engagement.

<table>
<thead>
<tr>
<th>School Staff and Support staff</th>
<th>Students</th>
<th>Parents/Caregivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create an engaging lesson and provide an enjoyable classroom</td>
<td>• Have a positive attitude towards school</td>
<td>• Develop and foster a shared partnership with the school for the education of your child.</td>
</tr>
<tr>
<td>• Make sure every student has an equal opportunity to participate</td>
<td>• When you ask for help you receive it</td>
<td>• Promote a positive attitude towards school and an education</td>
</tr>
<tr>
<td>• Ask for student input into the curriculum and class environment</td>
<td>• You are encouraged to ask questions</td>
<td>• Support your child in preparing for and interacting with school</td>
</tr>
<tr>
<td>• Listen to students and value their contribution (Seek first to understand and then to be understood)</td>
<td>• Class is an enjoyable place to be</td>
<td>• Cooperate with requests from the school</td>
</tr>
<tr>
<td>• Develop and foster a shared partnership with parents/caregivers for the education of their child.</td>
<td>• Attendance at school is regular</td>
<td>• Ensure that your child attends school</td>
</tr>
<tr>
<td>• Listen to parents insights into their children’s learning (Seek first to understand)</td>
<td>• You feel supported by your teacher</td>
<td>• Attend parent teacher interviews</td>
</tr>
<tr>
<td>• Where disagreements arise, actively interact with parents/caregivers to seek the best outcome for the child.</td>
<td>• School is safe place for all students</td>
<td>• Support the school curriculum when possible</td>
</tr>
<tr>
<td>• Provide a wide range of resources to engage students</td>
<td>• You have a say in the subjects offered</td>
<td>• Take an interest in your child’s school work</td>
</tr>
<tr>
<td>• Follow the Staff Code of Conduct</td>
<td>• You can get help when you need it</td>
<td>• Communicate clearly with the school about the needs of your child</td>
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<tr>
<td>• Be on time</td>
<td></td>
<td>• Ensure maximum attendance</td>
</tr>
<tr>
<td>• Display and model Covey Habits</td>
<td></td>
<td>• Where disagreements arise, actively interact with school</td>
</tr>
<tr>
<td>• Provide support for students during the school day</td>
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<tr>
<td>• Be accessible and available within the confines of working hours</td>
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<tr>
<td>• Display a non-judgemental attitude</td>
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</tbody>
</table>
3.4. School Actions and Consequences:

3.4.1 The implementation of preventative and early intervention measures are part of the College’s staged response to creating a positive College culture and managing challenging behaviours in students.

<table>
<thead>
<tr>
<th>Suggested Strategies</th>
<th>School Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise appropriate behaviour</td>
<td>• Find out what the student is good at</td>
</tr>
<tr>
<td></td>
<td>• Provide opportunities for each student to demonstrate their strengths</td>
</tr>
<tr>
<td></td>
<td>• Arrange celebration assemblies</td>
</tr>
<tr>
<td></td>
<td>• Send out a special report to parents</td>
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<tr>
<td></td>
<td>• Make a note in a diary</td>
</tr>
<tr>
<td></td>
<td>• Highlight positive events in schools newsletters</td>
</tr>
<tr>
<td></td>
<td>• Provide leadership opportunities</td>
</tr>
<tr>
<td></td>
<td>• Fund scholarships</td>
</tr>
<tr>
<td></td>
<td>• Give positive feedback</td>
</tr>
<tr>
<td></td>
<td>• Give the student the right to represent the school.</td>
</tr>
<tr>
<td></td>
<td>• Conduct awards nights</td>
</tr>
<tr>
<td>Establish consistent school wide processes to identify</td>
<td>• Liaise with kindergartens, primary schools and feeder schools when</td>
</tr>
<tr>
<td>students at risk of disengagement from learning</td>
<td>implementing Transition Programs</td>
</tr>
<tr>
<td></td>
<td>• Introduce whole school approaches</td>
</tr>
<tr>
<td></td>
<td>• Consult Student Mapping Tool data</td>
</tr>
<tr>
<td></td>
<td>• Use the Student Attitude to School Survey to inform planning</td>
</tr>
</tbody>
</table>

3.4.2 Suggested Consequences:

3.4.2.1 The following range of consequences is not meant to be exhaustive or prescriptive but rather as a guide intended to assist staff in managing student behaviour. It is hoped it will result in greater clarity for staff, students and parents, and also greater consistency.

3.4.2.2 Behaviour may be dealt with at a higher level, depending on circumstances.

3.4.2.3 In particular, repeated offences may move to a higher level.

3.4.2.4 Staff discretion will ultimately determine the level at which offences are managed.

3.4.2.5 No forms of corporal punishment may be used as a consequence.

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>Student behaviour</th>
<th>Suggested range of consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 5</td>
<td>• Serious criminal offence</td>
<td>Principal/Campus Principal/Regional Network Leader</td>
</tr>
<tr>
<td></td>
<td>• Serious wilful damage property/resources/ facilities/equipment</td>
<td>• Removal from College</td>
</tr>
<tr>
<td></td>
<td>• Severe physical violence</td>
<td>• Negotiated transfer</td>
</tr>
<tr>
<td></td>
<td>• Possession or use of a weapon</td>
<td>• Withdrawal from College</td>
</tr>
<tr>
<td></td>
<td>• Major theft</td>
<td>• Suspension from College</td>
</tr>
<tr>
<td></td>
<td>• Trafficking in illegal substances</td>
<td>• Referral to police</td>
</tr>
<tr>
<td></td>
<td>• Possession or use of an illegal substance</td>
<td>• Parental interview</td>
</tr>
<tr>
<td></td>
<td>• Ongoing bullying or harassment of students or staff</td>
<td>• Restricted Enrolment</td>
</tr>
<tr>
<td></td>
<td>• Theft</td>
<td>• Restricted school ground access</td>
</tr>
<tr>
<td></td>
<td>• Physical violence/violent behaviour</td>
<td>• Removal from specific classes</td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>• Bullying/ harassment</td>
<td>• College Support/Counselling</td>
</tr>
<tr>
<td></td>
<td>• Offensive behaviour towards staff member</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vandalism or wilful damage to property/resources/ facilities/equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pornographic/offensive material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Theft</td>
<td></td>
</tr>
</tbody>
</table>
### LEVEL 3

- Possession or use of alcohol
- Defying a staff member
- Inappropriate language to a staff member
- Bullying/ harassment
- General failure to comply with expectations
- Inappropriate behaviour in a public place
- Damaging reputation of College
- Truancy
- Absent from College without permission
- Deliberate inappropriate use of property/resources/ facilities/equipment
- Failure to attend after school detention

### Sub School Managers/Coordinators/Principal Class

- After School detention
- Saturday detention
- Student contract
- Parental interview
- Internal Suspension
- Removal of Privileges
- Student/Parent Interviews
- Behaviour Contract
- Verbal or written apology

### LEVEL 2

- Arguing with a staff member
- Uncooperative, disobedient or rude behaviour
- Offensive language or behaviour
- Reckless and/or dangerous behaviour
- Plagiarism/copyright infringement
- Lying
- Cheating
- Forging/false representation
- Interfering with another student’s property
- Careless use of property/resources/ facilities/equipment
- Inappropriate material
- Missing a scheduled class
- Out of bounds
- Inappropriate use of Mobile Phones or IPod/Mp3 players

### Year Level Coordinator/Sub-School Manager

- After school detention
- Phone call to parent
- Daily or weekly contract
- Verbal or written apology
- Send home to change
- Confiscation
- CASES Letter to parents
- Removed from class.
- Internal Suspension

### LEVEL 1

- Disobeying staff request or instruction
- Disrespectful behaviour, including teasing or name calling
- Moderate swearing/inappropriate language
- Careless behaviour
- Late arrival to College or class
- Distracting others
- Disrupting teaching & learning environment
- Talking in class
- Wasting time during class
- Not completing class work or homework
- Spitting
- Littering
- Chewing gum
- Uniform infringement at College
- Diary not available/not signed

### Subject teacher/staff member

- Verbal correction or reprimand
- Move seat within classroom
- Note to parent in diary
- Verbal or written apology
- Supervised yard duty at recess or lunch
- Recess or lunchtime detention
- (supervised by issuing teacher)
- Confiscation
- Send out of class (5 mins max)
- Send to another class for rest of period
- Removal of privileges.
- The Student Mapping Tool will be used to track student welfare and behaviour issues.

## 3 EVALUATION

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

*Updated July 2014*
*Next Update 2017.*
1. **RATIONALE**

1.1. To encourage the learning process to be ongoing for all students.
1.2. To develop organisational and time management skills.
1.3. To revise/review class work.
1.4. To involve parents/guardians in their children’s education.
1.5. To encourage independent learning.

2. **AIMS**

2.1. Each student will be assigned homework in each subject as required.
2.2. While the amount of homework will vary, according to age and learning needs, it is expected every student may have some homework on each school day.
2.3. Guidelines as to the amount of time for each year level, in each subject, shall be determined by whole group managers, VCE/VCAL guidelines and team leaders (primary).
2.4. Year 5 – 12 students will have a Terang College Home Study Diary which must be taken to all classes.
2.5. Parents/guardians will be encouraged to sign the diary each week.
2.6. Teaching staff and parents/guardians should regularly emphasise the benefits of the College Home Study Policy.

3. **IMPLEMENTATION**

3.1. The following are suggested times for homework for each year level and are only approximate times and some nights students may have more and some less. Students who do not utilise class time efficiently will naturally need to spend more. As students reach VCE/VCAL level they will need to spend time studying as well as doing homework.

3.1.1 **Year Prep:**

3.1.1.1 ‘Take Home' books every night.
3.1.1.2 Word list in book cover.
3.1.1.3 Maths Share activity once a term.

3.1.2 **Year 1:**

3.1.2.1 ‘Take Home' books every night.
3.1.2.2 Word list in book cover.
3.1.2.3 Weekly work sheet related to current class activity or a shared maths activity to be done with parents.
3.1.2.4 Unfinished work taken home.

3.1.3 **Year 2:**

3.1.3.1 Reading of ‘take home’ books on a regular basis.
3.1.3.2 Word lists for reading/spelling practise.
3.1.3.3 Learning of tables and basic number facts.
3.1.3.4 Practise of class activities where appropriate.
3.1.3.5 Sharing finishing of class activities where appropriate.

3.1.4 **Year 3 & 4:**

3.1.4.1 Reading: Children encouraged to take books home on a regular basis
3.1.4.2 Tasks set will be a combination of contracts, spelling (demon, theme and 'have a go' words, tables and revision of particular skills
3.1.4.3 As well as completion of work which is neat and well presented it is recommended and encouraged that students bring their homework back by the due date.
3.1.4.4 Incomplete work/projects will be a homework task where appropriate.

3.1.5 **Year 5:**

3.1.5.1 ‘Reading of ‘take home’ books on a regular basis.
3.1.5.2 The students will be given weekly word lists for spelling and reading practice. Each week students will complete three word study activities using the word lists as a basis of these activities Word list in book cover.
3.1.5.3 Project work - completing unfinished tasks or catching up. Work requirements will be discussed fully in class to establish, what is needed, what research is likely to be needed.
3.1.5.4 It is expected that most of this type of work would be completed in class Weekly work sheet related to current class activity or a shared maths activity to be done with parents.
3.1.5.5 Learn table number facts and general maths exercises.
3.1.6 **Year 6:**

3.1.6.1 Make homework relevant in terms of content. Take Home’ books every night.
3.1.6.2 One major homework task per week as well as regular homework tasks, word study words, tables and unfinished work. Word list in book cover.
3.1.6.3 Comments will be given on all homework and given back to students as soon as possible.
3.1.6.4 Discussion about homework and possible problems as it’s given out.
3.1.6.5 Instructions should be clear, with staff accessible to assist students when needed.

3.1.7 **Year 7 - 12:**

3.1.7.1 All students are expected to plan time at home to develop study habits and complete homework.
3.1.7.2 Study may include reviewing work, writing summary notes, creating spelling lists, times tables, reading newspapers and watching current affairs programs.
3.1.7.3 Homework may include completing unfinished class work or set homework tasks such as mathsmates or reading of texts.
3.1.7.4 Planning study time will depend on family and recreational commitments. Each student should complete per week a minimum of:

- 3.1.7.4.1 Year 7 – three hours
- 3.1.7.4.2 Years 8 to 10 – five hours
- 3.1.7.4.3 Year 11 – eight hours
- 3.1.7.4.4 Year 12 – twelve hours.

3.2. The College Student Diary will:

3.2.1 be used when homework is set by teacher the due date.
3.2.3 request parents check and sign the diary once a week.
3.2.4 be checked each week by the home group teachers.

4. **EVALUATION**

4.1. This policy will be reviewed as part of the College three-year review cycle.

*Updated July 2014 -
Next Update 2017.*
TERANG COLLEGE
STUDENT REPORTING
POLICY

1. RATIONALE

1.1. Reporting is a process of communicating assessment information and connection with students’ learning

2. AIMS

2.1. To clearly communicate the achievement of students in the context of the course content and provide recommendations to assist future learning.

2.2. To develop cooperation and communication between parents, teachers and students concerning the student’s progress

2.3. To provide information to the DEECD and the school community via the Annual Report, on student outcomes.

3. IMPLEMENTATION

3.1. The College

3.1.1 The College is responsible for reporting on student achievement to the students themselves, to parents, other teachers and schools, to the school council and the DEECD.

3.1.2 Parents of students funded for learning disabilities will be reported to once a term

3.2. The Teacher

3.2.1 Each year parents will be provided with two written reports on student achievement, indicating progress against VELS levels in all key-learning areas. Interim reports will also be issued where appropriate.

3.2.2 Teachers will use Markbook as the report writing tool.

3.2.3 Teachers will provide a certificate to acknowledge students’ participation in extracurricular activities

3.2.4 NAPLAN reports will be communicated to parents by the DEECD

4. EVALUATION

4.1. This policy will be reviewed as part of the College’s three-year review cycle, or at any time that DEECD policy changes influence reporting practices in schools.

Updated July 2014-
Next Update 2017.
1. RATIONALE

1.1. It is responsibility of the College to ensure pupils are supervised at all times whilst at school during normal hours. Supervision is provided to ensure pupils safety and well being.

2. AIMS

2.1. On days pupils are required to attend school, supervision will cover these areas:

2.1.1 Classroom instruction
2.1.2 Playground supervision
2.1.3 Bus arrangements
2.1.4 School Crossings
2.1.5 Movement between school classrooms
2.1.6 Lunch eating time
2.1.7 Canteen
2.1.8 Excursion / Camps

2.2. All DEECD policies will be adhered to. This policy should be read in conjunction with other pupil welfare policies.

3. IMPLEMENTATION

3.1. Classroom Supervision:

3.1.1 Teaching staff provide continuous classroom supervision during the following times,

3.1.1.1 9.00am to 10.50am
3.1.1.2 11.10am to 12.57pm
3.1.1.3 1.38pm to 3.25pm

3.1.2 When taking classes of children around the College, children will walk quietly following all safety and courtesy instructions stated by the teachers.

3.2. Playground Supervision

3.2.1 Parents are advised yearly that children are not expected at school before 8.30am unless other arrangements have been made with the Principal or sub-school managers.

3.2.2 Children may only leave the College grounds with parents and supervising teacher permission.

3.2.3 Children are not permitted inside classrooms during recess or lunch breaks. The only exception is the wet weather timetable which will be decided by the daily manager.

3.3. Bus Arrangements

3.3.1 Children will arrive at school on their respective buses and must immediately enter the College.

3.3.2 P-4 students will line up on the netball court and sent to their bus by a teacher.

3.3.3 Year 5-12 students will line up near the bus shelter and sent to their bus by the staff member on duty.

3.3.4 Students cannot travel by bus to go to another student’s place socially, for sport or a similar reason.

3.3.5 Bus passes will only be granted by the discretion of the principal.
3.4. School Crossing

3.4.1 All children and parents / friends are required to use the school crossing when the flags are displayed. All instructions from the crossing supervisor will be followed.

3.5. Lunch

3.5.1 Classroom teachers – Primary will supervise the children eating lunch between 12.50pm – 1.00pm.

3.6. Inclement Weather Arrangements

3.6.1 Supervisors will be provided on these days as detailed on the wet day policy and programs.

3.6.2 Refer to Inclement Weather Policy & Program.

4. EVALUATION

4.1. This policy will be revised every three years as part of the cycle of program review. Any new Department of Education Policy will be implemented immediately.

Updated July 2014
Next Update 2017.
1. **RATIONALE**

Terang College successfully implements engaging programs in all areas of the curriculum. Technology is an important part of that curriculum. Technology education is available to all students from their prep year throughout their education. At all times technology needs to be used in a safe and productive manner.

2. **AIMS**

Technology education aims to develop in students:

2.1. a systematic and creative approach to generating technological solutions;
2.2. knowledge and skills to use a variety of equipment and resources;
2.3. understanding of the principles for safely operating equipment;
2.4. ability to solve problems using the four technology processes, (investigation, designing, producing and evaluating);
2.5. ability to explore and assess the past and potential consequences of using technology;
2.6. sense of self confidence and self-sufficiency in dealing with technology.

3. **IMPLEMENTATION**

3.1 All students from year prep to 10 will be involved in technology. Elective units will be offered to students in years nine and ten.
3.2 The technology policy should be gender inclusive, encouraging all students to participate.
3.3 Where appropriate, technology should be integrated with other domains.
3.4 Technology should be relevant to the students’ understanding and experiences and should cater for the needs, abilities and interests of all students.
3.5 Use should be made of a wide variety of teaching and learning strategies.
3.6 Technology program should be organised to ensure continuity from one level to the next.
3.7 Technology should be taught by appropriately qualified teachers, when and where appropriate.
3.8 Technology should reflect safe work practices.
3.9 In-service should be attended regularly to keep abreast with rapid changes in technology.
3.10 Technology programs will be based on AUSVELS Design, creativity and technology
3.11 A separate policy and program will be written as a means of dealing with AUSVELS information and communication technology
3.12 Students will be provided with suitable equipment.
3.13 Where necessary programs will be carried out in suitably equipped classrooms (eg. Woodwork Room).
3.14 When necessary students will provide their own materials.
3.15 The Technology KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.
4. EVALUATION

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

Updated July 2014
Next Update 2017.
Emergency Management Plan

for

TERANG COLLEGE

Signature of School Principal or Licensed Children’s Service Director/Manager

Date: Nov 2013

Review Date One: Dec 2014

Contact Phone: 55921238 or 55921349

Principal: Mr Adam Box: Phone 0418107854
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### In Case of Emergency

<table>
<thead>
<tr>
<th>Incident occurs</th>
<th>CALL</th>
<th>000</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTACT</td>
<td>Schools:</td>
<td>Contact DEECD Emergency &amp; Security Management Unit (ESMU) on (03) 9589-6266.</td>
</tr>
</tbody>
</table>

#### Advise

| WHO          | ✓ The number and name/s of persons involved.  
|              | ✓ Name of the person reporting the emergency/critical incident. |
| WHAT         | ✓ The nature of the emergency/critical incident. |
| WHEN         | ✓ The time you became aware of the emergency/critical incident. |
| WHERE        | ✓ The location of the emergency/critical incident and contact phone numbers if the emergency/critical incident is away from the school. |

#### Report

- ✓ Verify all details of reportable incidents on receipt of the IRIS incident report forwarded to the school.
- ✓ Follow WorkSafe guidelines for school-related reportable injuries.
- ✓ Note: Details relating to DEECD Incident Reporting Requirements can be found under Section 6.15.1 of the Victorian Government Schools Reference Guide.
## 1. DEECD Regional and Central Office numbers

<table>
<thead>
<tr>
<th>Group</th>
<th>Phone Number</th>
<th>Contact name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Office</td>
<td>92916500</td>
<td>Switchboard</td>
</tr>
<tr>
<td>Regional Director</td>
<td>92916500</td>
<td>Matt Dunkley</td>
</tr>
<tr>
<td>Emergency Management Coordinator</td>
<td>53378429</td>
<td>Andrea Cox</td>
</tr>
<tr>
<td>Regional Network Leader</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Regional Director/Operations</td>
<td>92916500</td>
<td>Sonja</td>
</tr>
<tr>
<td>Assistant Regional Director Children’s Services</td>
<td>92916500</td>
<td>Lesley Hubble</td>
</tr>
<tr>
<td>Central Office</td>
<td>92916500</td>
<td>Switchboard</td>
</tr>
<tr>
<td>DEECD media unit</td>
<td>9637 2871</td>
<td>On Call</td>
</tr>
<tr>
<td>Emergency &amp; Security Management Unit</td>
<td>95896266</td>
<td>24 hours</td>
</tr>
</tbody>
</table>
2. Emergency numbers & Key contacts

Identify the resources in your local community that can assist during and after an emergency. Consult your local shire/council, telephone books, or the CFA. Divide up the list and contact each resource or agency listed to obtain information about their services.

<table>
<thead>
<tr>
<th>Group</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police</td>
<td></td>
</tr>
<tr>
<td>Life-threatening or time critical emergency</td>
<td><strong>000</strong></td>
</tr>
<tr>
<td>Non-life threatening incident</td>
<td><strong>000</strong></td>
</tr>
<tr>
<td>Local Police Station</td>
<td></td>
</tr>
<tr>
<td>Ambulance</td>
<td><strong>000</strong></td>
</tr>
<tr>
<td>Fire Services Authority</td>
<td></td>
</tr>
<tr>
<td>MFB/CFA</td>
<td><strong>000</strong></td>
</tr>
<tr>
<td>State Emergency Service</td>
<td>132 500</td>
</tr>
<tr>
<td>Hospital(s)</td>
<td>5592 0222</td>
</tr>
<tr>
<td>Gas (check for local number)</td>
<td>55 61 4488</td>
</tr>
<tr>
<td>Electricity (check for local number)</td>
<td>Powercor</td>
</tr>
<tr>
<td></td>
<td>13 2206</td>
</tr>
<tr>
<td></td>
<td>132412 Faults</td>
</tr>
<tr>
<td>Water Corporation (check for local number)</td>
<td>1300 926 666</td>
</tr>
<tr>
<td>Department of Human Services</td>
<td>55619444</td>
</tr>
<tr>
<td>(Regional Office)</td>
<td></td>
</tr>
<tr>
<td>Department of Human Services-Child Protection (Regional Office)</td>
<td>5226 4540 or 1800 075 599</td>
</tr>
<tr>
<td>Local Government</td>
<td>5593 7100</td>
</tr>
<tr>
<td>EPA</td>
<td>(03) 9695 2722</td>
</tr>
<tr>
<td>DEECD Regional Office</td>
<td>5225 1000</td>
</tr>
<tr>
<td>Emergency Management Services Unit (ESMU)</td>
<td>(03) 9589 6266</td>
</tr>
</tbody>
</table>
### Emergency Contact Information - Facility personnel
#### 5-12 Campus

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone No. (Daytime)</th>
<th>Phone No. (Mobile)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal / Director</strong></td>
<td>Peter Lee</td>
<td>035592 1349</td>
<td>0438563843</td>
</tr>
<tr>
<td><strong>Assistant Prin. 1</strong></td>
<td>Kerrin McKenzie</td>
<td>03 5592 1349</td>
<td>0418 107 854</td>
</tr>
<tr>
<td><strong>Facility Psychologist</strong></td>
<td>Robyn Anderson</td>
<td>55921349</td>
<td></td>
</tr>
<tr>
<td><strong>Year leaders</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5/6</td>
<td>Jason McMahon</td>
<td>03 5592 1349</td>
<td>04028938227</td>
</tr>
<tr>
<td>Year 7/8</td>
<td>Kylie Pascoe</td>
<td>03 5592 1349</td>
<td>0407 329 079</td>
</tr>
<tr>
<td>Year 9/10</td>
<td>Matthew Irving</td>
<td>03 5592 1349</td>
<td>0407 258 096</td>
</tr>
<tr>
<td>Year 11/12</td>
<td>Paul Henriksen</td>
<td>03 5592 1349</td>
<td>0428825400</td>
</tr>
<tr>
<td><strong>Facility Nurse</strong></td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chaplain</strong></td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OHS Officer</strong></td>
<td>Stuart Wilson</td>
<td>03 5592 1349</td>
<td>0408 542 580</td>
</tr>
<tr>
<td><strong>School Council President/ Committee Chair</strong></td>
<td>Nigel Bruckner</td>
<td></td>
<td>0427 921 473</td>
</tr>
</tbody>
</table>
## Emergency Contact Information - Facility personnel
### P-4 Campus

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone No. (Daytime)</th>
<th>Phone No. (Mobile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal / Director</td>
<td>Adam Box</td>
<td>035592 1349</td>
<td>0400 064 943</td>
</tr>
<tr>
<td>Assistant Prin. 1</td>
<td>Kerrin McKenzie</td>
<td>03 5592 1349</td>
<td>0418 107 854</td>
</tr>
<tr>
<td>Facility Psychologist</td>
<td>Patricia Dressel</td>
<td>0427 536 538</td>
<td></td>
</tr>
<tr>
<td>Year leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Prep- 2</td>
<td>Jill McKenzie</td>
<td>03 5592 1238</td>
<td>0418175599</td>
</tr>
<tr>
<td>Year 3/4</td>
<td>Alanna Dowling</td>
<td>03 5592 1349</td>
<td>0438 276 521</td>
</tr>
<tr>
<td>Chaplain</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OHS Officer</td>
<td>Graeme Downie</td>
<td>03 55921238</td>
<td>0409 215 828</td>
</tr>
<tr>
<td>School Council President/ Committee Chair</td>
<td>Nigel Bruckner</td>
<td>0427 921 473</td>
<td></td>
</tr>
</tbody>
</table>
5. Facility Profile

Terang College consists of 2 separate campus. A P-4 on Warrnambool Road Terang (122 students) and a 5-12 Campus in Strong Street Terang (240 students)

**FACILITY PROFILE SUMMARY**

| Name of Facility: Terang College 5 – 12 Campus | Hours of Operation: 8.30am – 4pm |
| Facility Address: 45 Strong Street Terang 3264 | Numbers |
| Facility Phone: 03 5592 1349 | Children: 250 |
| Facility Fax: 03 5592 1022 | Children with disabilities: 4 |
| After Hours emergency Contact: Name: Adam Box Phone: 0400 064 943 | Staff: 28 |
| | Classrooms: 22 |
| | Portables: 0 |

**PERSONNEL INFORMATION**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Office Phone</th>
<th>Mobile Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/Manager</td>
<td>Adam Box</td>
<td>03 5592 1349</td>
<td>0400 064 943</td>
</tr>
<tr>
<td>Assistant Principal/Other</td>
<td>Kerrin McKenzie</td>
<td>03 5592 1349</td>
<td>0418 107 854</td>
</tr>
</tbody>
</table>

**BUILDING INFORMATION**

<table>
<thead>
<tr>
<th>Alarms Type</th>
<th>Location</th>
<th>Shutoff Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>fill this in only if required</td>
<td>Nil</td>
</tr>
<tr>
<td>Intrusion</td>
<td>fill this in only if required</td>
<td>Ring Emergency Management 9589 6266</td>
</tr>
<tr>
<td>Other</td>
<td>fill this in only if required</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th><strong>Telephones</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location</strong></td>
<td>Principal, Front Office, Ass Principal, Admin Hideaway, Staff Coffee, Staff Work, Mats, Home Eco, Canteen, Coordinators, Careers, Technology Wing, Science, Middle Years, Welfare</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Utilities</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
<td><strong>Location</strong></td>
</tr>
<tr>
<td><strong>Gas / Propane</strong></td>
<td>Southern Side of school close to Strong Street</td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td>As Above</td>
</tr>
<tr>
<td><strong>Electricity</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sprinkler System</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Valve Location</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Shutoff Instructions</strong></td>
<td>Nil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Boiler Room</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Access</strong></td>
<td>Nil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Roof Access</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location</strong></td>
<td>Middle Years</td>
</tr>
<tr>
<td><strong>Access</strong></td>
<td>Front of Middle Year Precinct</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Emergency Power System</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Provide Power To</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Shutoff Instructions</strong></td>
<td>Nil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>On Site Hazards</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hazard – e.g. Science Lab</strong></td>
<td>Science Centre East side of campus.</td>
</tr>
<tr>
<td><strong>Gardeners Shed</strong></td>
<td>Eastern side of school between Room 2 and Middle Years area</td>
</tr>
</tbody>
</table>
### FACILITY PROFILE SUMMARY

**Name of Facility:** Terang College
- **P-4 Campus Campus**

**Hours of Operation:** 8.30am – 4pm

**Facility Address:** Warrnambool Road Terang 3264

**Numbers**
- Children: 135
- Children with disabilities: 3

**Facility Phone:** 03 5592 1238

**Facility Fax:** 03 5592 22280

**Floors:** one

**After Hours emergency Contact:**
- **Name:** Adam Box
- **Phone:** 0400 064 943

**Classrooms:** 11

**Portables:** Nil

### PERSONNEL INFORMATION

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Office Phone</th>
<th>Mobile Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/Manager</td>
<td>Adam Box</td>
<td>03 5592 1349</td>
<td>0400 064 943</td>
</tr>
<tr>
<td>Assistant Principal/Other</td>
<td>Kerrin McKenzie</td>
<td>03 5592 1349</td>
<td>0418 107 854</td>
</tr>
</tbody>
</table>

### BUILDING INFORMATION

#### Alarms

<table>
<thead>
<tr>
<th>Type</th>
<th>Location</th>
<th>Shutoff Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>fill this in only if required</td>
<td>Nil</td>
</tr>
<tr>
<td>Intrusion</td>
<td>fill this in only if required</td>
<td>Ring Emergency Management 9589 6266</td>
</tr>
<tr>
<td>Other</td>
<td>fill this in only if required</td>
<td></td>
</tr>
</tbody>
</table>

#### Telephones

<table>
<thead>
<tr>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Front Office, Staff Coffee, Lib, Room 8</td>
</tr>
</tbody>
</table>

#### Utilities

<table>
<thead>
<tr>
<th>Type</th>
<th>Location</th>
<th>Shut off Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas / Propane</td>
<td>Eastern side of school close to Warrnambool Road Princess Highway</td>
<td>Valve on tank</td>
</tr>
<tr>
<td>Water</td>
<td>As Above</td>
<td>Opposite main front door beside the front fence.</td>
</tr>
<tr>
<td>Electricity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sprinkler System

- **Control Valve Location:** Nil
- **Shutoff Instructions:** Nil

#### Boiler Room

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Access</td>
</tr>
<tr>
<td><strong>Roof Access</strong></td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Access</td>
</tr>
<tr>
<td><strong>Emergency Power System</strong></td>
</tr>
<tr>
<td>Type</td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Provide Power To</td>
</tr>
<tr>
<td>Shutoff Instructions</td>
</tr>
<tr>
<td><strong>On Site Hazards</strong></td>
</tr>
<tr>
<td>Hazard – e.g. Science Lab</td>
</tr>
<tr>
<td><strong>Gardeners Shed</strong></td>
</tr>
</tbody>
</table>
**Priority Risks Schedule**

- Bushfires
- Severe storms and flooding
- Intruders
- Criminal Incidents
- Earthquake
- Bomb Threat
- School Bus Accident/Vehicle Incident
- Internal fires and smoke
- Pandemics and communicable diseases
- Incidents
- Hazardous Substance Release: Inside and Outside Facility Grounds
- Off-Site Facility Emergency
- Other

---

<table>
<thead>
<tr>
<th>Risk Rating Matrix</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Insignificant</td>
</tr>
<tr>
<td><strong>Likelihood</strong></td>
<td></td>
</tr>
<tr>
<td>Very High</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Severe Storms</td>
</tr>
<tr>
<td></td>
<td>Hazard Substance Leak</td>
</tr>
<tr>
<td>Moderate</td>
<td>Disease</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Incident Management Team

### 5 – 12 Campus

**Incident Controller**
Adam Box 0400 064 943  
Back Up: Kerrin McKenzie 0418107854

<table>
<thead>
<tr>
<th><strong>Operations</strong></th>
<th><strong>Logistics</strong></th>
<th><strong>Planning</strong></th>
<th><strong>Communications</strong></th>
</tr>
</thead>
</table>
| **Julie-Anne Kelly** | **Joy Wilkinson** 0427 373 271  
Protocols  
Procedure and Care of Children | **Grant Long** 0427 310 160  
First Aide Kits  
Rolls | **Kerrin McKenzie** 0418107854  
Handles all contacts with emergency services and others |

### P-4 Campus

**Incident Commander**
Adam Box 0400 064 943  
Graeme Downie 0409 215 828

<table>
<thead>
<tr>
<th><strong>Operations</strong></th>
<th><strong>Logistics</strong></th>
<th><strong>Planning</strong></th>
<th><strong>Communications</strong></th>
</tr>
</thead>
</table>
| **Roslyn Ross** 0407 886 870  
Protocols  
Procedure and Care of Children | **Wendy Chesshire** 0408 102 563  
First Aide Kits  
Rolls | **Alanna Fidge** 0438 276 521  
Collect info during the emergency  
Update incident report | **Kerrin McKenzie** 0418107854  
Handles all contacts with emergency services and others |

IMT Members and Tasks- 5-12 Campus
### IMT Members and Tasks- P-4 Campus

<table>
<thead>
<tr>
<th>IMT Member</th>
<th>Tasks</th>
<th>Name of staff member and contact details</th>
<th>Name of ‘Back up’ staff member and contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incident Controller</strong></td>
<td>In charge of overall management of emergency situation</td>
<td>Adam Box 0400 064 943</td>
<td>Kerrin McKenzie 0418107854</td>
</tr>
<tr>
<td><strong>Communication Officer</strong></td>
<td>All media/internal &amp; external information management/ will be supported by regions/DEECD media unit</td>
<td>Kerrin McKenzie 0418107854</td>
<td>Julie Anne Kelly</td>
</tr>
<tr>
<td><strong>Operations Officer</strong></td>
<td>Student care/ensuring adherence to school protocols, procedures</td>
<td>Julie Anne Kelly 0427676234</td>
<td>Joy Wilkinson 0427 373 271</td>
</tr>
<tr>
<td><strong>Logistics Officer</strong></td>
<td>Responsible for securing materials, resources, services, additional staff</td>
<td>Joy Wilkinson 0427 373 271</td>
<td>Grant Long 0427 310 160</td>
</tr>
<tr>
<td><strong>Planning Officer</strong></td>
<td>Collects and evaluates information related to development of incident/status of resources</td>
<td>Grant Long 0427 310 160</td>
<td>Rachelle Quarrell 0408 148 339</td>
</tr>
</tbody>
</table>
4. Area Maps and Site Plans
Off Site Relocation for both Campus

**OFF SITE ASSEMBLY AREA – FIRE EVACUATION**

In the case of fire, proceed to the Rec by the safest direct route.
Fire Extinguishers
TERANG COLLEGE
5 12 CAMPUS

Of site evacuation and shelter site

On site shelter site

On site evacuation site
P - 4 Campus

Off site evacuation and shelter site

On site evacuation and shelter site

TERANG COLLEGE
P 4 CAMPUS
9. Evacuation plan

Recommended Steps for Evacuation
1. Senior person on site takes charge and decides who does what (activate your ICS);
2. Call 000;
3. Inform Emergency Services of the nature of the emergency (i.e. “There is smoke in the building”);
4. Seek advice from ESMU, your Regional Office, Local Government Area or local Diocese.
5. If the decision to evacuate is made, using all available staff/volunteers calmly move/carry/walk the children out of the building; to your pre-determined outdoor assembly area if this is the evacuation option;
6. Take the children’s attendance list, staff roster and your Emergency Kit/First Aid kit;
7. Once at assembly area, check all children and staff are accounted for;
8. Call 000 and inform them of your location at the outdoor assembly area;
9. Focus on safety and well-being of staff and children; &
10. Wait for Emergency Services to arrive or for further information.

OFF-site Evacuation Plan 1

e.g. Internal fire, Gas leak, Chemical spill, Bush fire, Bomb threat, Flood.

Provide your facility’s procedure to be followed in the event of an off-site evacuation (close to your facility)

Initial Emergency Response Steps

5-12 Response
• On receiving the announcement all students and staff will be required to evacuate immediately to the predetermined evacuation area.
• All personal will exit northern direction along Strong Street or the side lane to the Southern end of Terang Recreation Reserve.

P-4 Response
• On receiving the announcement all students and staff will be required to evacuate immediately to the predetermined evacuation area.
• All personal will exit through the front of the school grounds and follow the lane in a northerly direction to the Presbyterian Church.
OFF-site Evacuation Plan 2

• e.g. Internal fire, Gas leak, Chemical spill, Bush fire, Bomb threat, Flood.

Provide your facility’s procedure to be followed in the event of an off-site evacuation (further away from your facility)

Initial Emergency Response Steps

Both of the above options are off site. If were not able to access those site the following options are available.

5-12 Response
• All staff an students will exit in an easterly direction and assemble on the Soccer Field at the East end of the school grounds.

P-4 Response
• All staff and students will exit in a southern direction and assemble on the school oval
### 10. Facility emergency drills / training schedule

<table>
<thead>
<tr>
<th>Months</th>
<th>Training Event</th>
<th>Person Responsible</th>
<th>Date(s) completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>P-4 Campus- Evacuation and off site relocation</td>
<td>Graeme Downie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-12 Campus- Evacuation and off site relocation</td>
<td>Kerrin McKenzie</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>P-4 Campus Lockdown Drill</td>
<td>Graeme Downie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-12 Campus Lockdown Drill</td>
<td>Kerrin McKenzie</td>
<td></td>
</tr>
<tr>
<td>Aug</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 11. Children and staff with special needs list 5-12 Campus

Information regarding students with specific medical conditions are located in the main office in an Emergency Evacuation Folder. This folder is kept in a labelled cupboard. Office Managers are responsible for this folder in event of an emergency.

<table>
<thead>
<tr>
<th>Child Staff Name</th>
<th>Room / Area</th>
<th>Condition</th>
<th>Assistance Needed During an Emergency / Evacuation</th>
<th>Who Will be responsible?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5-12 Campus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will Richardson</td>
<td>Year 9</td>
<td>ASD</td>
<td></td>
<td>F Langley</td>
</tr>
<tr>
<td>Tyson Hay</td>
<td>Year 9</td>
<td>Deaf</td>
<td></td>
<td>F Langley</td>
</tr>
<tr>
<td>Daniel Pugh</td>
<td>Year 10</td>
<td>ASD</td>
<td></td>
<td>M. Irving</td>
</tr>
<tr>
<td>Lachlan McKellar</td>
<td>Year 10</td>
<td>ASD</td>
<td></td>
<td>M. Irving</td>
</tr>
<tr>
<td>Zac Oakley</td>
<td>Middle Years</td>
<td>ASD</td>
<td></td>
<td>R Quarrell</td>
</tr>
<tr>
<td>Ashley Gee</td>
<td>Middle Years</td>
<td>ASD</td>
<td></td>
<td>G. Downie</td>
</tr>
<tr>
<td>Jayden Mulwa</td>
<td>Middle Years</td>
<td>ID</td>
<td></td>
<td>Jason McMahon</td>
</tr>
<tr>
<td><strong>P-4 Campus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryan Cook</td>
<td>Rm 6</td>
<td>Visual Impairment</td>
<td></td>
<td>Alanna Fidge</td>
</tr>
<tr>
<td>Oakley Sam</td>
<td>Rm 2</td>
<td>ASD</td>
<td></td>
<td>Robyn Jackson</td>
</tr>
<tr>
<td>Farrell Mia</td>
<td>Rm 3</td>
<td>ASD</td>
<td></td>
<td>Anne Molan</td>
</tr>
</tbody>
</table>
APPENDIX A: Risk Assessment
APPENDIX B: Emergency Management Plan Exercise Record
APPENDIX C: Emergency Kit Checklist
APPENDIX D: Sample Incident Management Team structures
APPENDIX E: Communication trees - Schools
APPENDIX F: Communication trees – Licensed Children’s Services
APPENDIX G: Post-emergency Record
APPENDIX H: Bomb threat checklist
APPENDIX I: Parental Notification Form
APPENDIX J: In Case of Fire/Smoke
APPENDIX K: Lockdown Checklist
APPENDIX L: Bushfire Preparedness
APPENDIX M: Distribution List
APPENDIX N: Bus Coordinating Schools Emergency
## APPENDIX B: Emergency Management Plan Exercise Record

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were Emergency Services briefed on exercise prior to exercise being started?</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Did the person discovering the emergency alert the other occupants?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the alarm activated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the emergency service notified promptly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the Emergency &amp; Security Management Unit notified promptly (if appropriate)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did staff direct persons from the building/site per the evacuation procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were isolated areas searched?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the evacuation logical and methodical?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did someone take charge? If yes, who?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did occupants act as per instructions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was a roll call conducted for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was someone appointed to liaise with the emergency service/s?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was someone appointed to liaise with the parents/community?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the emergency service given the correct information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did anyone re-enter the premises before the “all clear” was given?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did anyone refuse to leave the building/site? If yes, see attached list for name and reason. To be followed up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Emergency plan tested by current exercise:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Schools

A telephone tree allows you to easily identify who will be in contact with whom during an emergency. Adapt this tree to identify which role you will make responsible for contacting parents.

Principal
Leading Teacher P – 4 Campus
Graeme Downie 0409 215 828

Yr 3 / 4 Coordinator  P – 2 Coordinator
Nina Pasque 0400 518 294  Marg Blain 0417 050 293

Assistant Principal
Kerrin McKenzie 0418 107 854

Leading Teacher
Rachelle Quarrell 0408 148 339  Julie-Ann Kelly

Leading Teacher

5 / 6 Coordinator  7 / 8 Coordinator  9 / 10 Coordinator  VCE Coordinator
Leah Boyd 0400908 877  Kylie Pascoe 0407 329 079  Narelle Holliday 0407 346 325  Paul Henriksen 0428 825 400
APPENDIX H: Bomb threat checklist

<table>
<thead>
<tr>
<th>CALL TAKER</th>
<th>CALL TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Date:</td>
</tr>
<tr>
<td>Telephone #</td>
<td>Time:</td>
</tr>
<tr>
<td>Signature</td>
<td>Duration of call</td>
</tr>
<tr>
<td></td>
<td>Number of caller</td>
</tr>
</tbody>
</table>

Complete the following for a BOMB THREAT

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is the bomb going to explode?</td>
<td></td>
</tr>
<tr>
<td>Where did you put the bomb?</td>
<td></td>
</tr>
<tr>
<td>What does the bomb look like?</td>
<td></td>
</tr>
<tr>
<td>What kind of bomb is it?</td>
<td></td>
</tr>
<tr>
<td>What will make the bomb explode?</td>
<td></td>
</tr>
<tr>
<td>Did you place the bomb?</td>
<td></td>
</tr>
<tr>
<td>What is your name?</td>
<td></td>
</tr>
<tr>
<td>Where are you going?</td>
<td></td>
</tr>
<tr>
<td>What is your address?</td>
<td></td>
</tr>
</tbody>
</table>

ACTIONS:

REPORT CALL TO:                                  PHONE NUMBER: 

CHARACTERISTICS OF THE CALLER

<table>
<thead>
<tr>
<th>Sex of caller</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated age</td>
<td></td>
</tr>
<tr>
<td>Accent if any</td>
<td></td>
</tr>
<tr>
<td>Speech impediments</td>
<td></td>
</tr>
<tr>
<td>Voice (loud, soft, etc)</td>
<td></td>
</tr>
<tr>
<td>Speech (fast, slow etc)</td>
<td></td>
</tr>
<tr>
<td>Dictation (clear, muffled, etc)</td>
<td></td>
</tr>
<tr>
<td>Manner (calm, emotional, etc)</td>
<td></td>
</tr>
<tr>
<td>Did you recognise the voice?</td>
<td></td>
</tr>
<tr>
<td>If so, who do you think it was?</td>
<td></td>
</tr>
<tr>
<td>Was the caller familiar with the area?</td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGE

<table>
<thead>
<tr>
<th>Abusive</th>
<th>Taped</th>
<th>Other (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Spoken</td>
<td>Irrational</td>
<td></td>
</tr>
<tr>
<td>Incoherent</td>
<td>Message read by caller</td>
<td></td>
</tr>
</tbody>
</table>

BACKGROUND NOISE

<table>
<thead>
<tr>
<th>Music</th>
<th>Local call</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machinery</td>
<td>Long Distance Call</td>
</tr>
<tr>
<td>Aircraft</td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

APPENDIX I: Parental Notification Form

Parent notification booklets are kept in the General Office, Principals Office, Assistant Principals Office, Co-ordinators Office and staff workroom phone table.

Patricia Paton (Office Assistant) is responsible for contacting parent during an emergency.
**APPENDIX J: In Case of Fire / Smoke**

Signs of a fire may include; observation of smoke or flames; smelling smoke or burning material; feeling unusual heat on a wall, door or other surface.

**IN CASE OF FIRE CALL 000**

**In the event of fire or smoke:**

<table>
<thead>
<tr>
<th>R</th>
<th>Remove persons from immediate danger.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Alert nearby personnel and the Incident Controller, call 000.</td>
</tr>
<tr>
<td>C</td>
<td>Confine fire and smoke. Close windows and doors (if safe). Keep low, under the smoke.</td>
</tr>
<tr>
<td>E</td>
<td>Extinguish or control fire - (if safe to do so).</td>
</tr>
</tbody>
</table>

- Pull the pin on extinguisher.
- Test the extinguisher.
- Stand well back at a safe distance.
- Keep the exit door to your back.
- Ensure correct grip of the ‘nozzle’.
- Direct the extinguisher stream at the base of the fire, not at the smoke.
- Squeeze the trigger, sweep the fire.
- Distance yourself IMMEDIATELY the situation becomes unsafe.
### APPENDIX K: Lockdown Checklist

**Actions during lockdown - Principal or Site Manager (Incident Controller)**

<table>
<thead>
<tr>
<th>Actions during lockdown</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaise with staff, other agencies and the Region in considering a lockdown.</td>
<td></td>
</tr>
<tr>
<td>Activate lockdown using the predetermined activation signal.</td>
<td></td>
</tr>
<tr>
<td>Advise Victoria Police and other appropriate emergency service agencies.</td>
<td></td>
</tr>
<tr>
<td>Advise ESMU (Government schools only) on 24/7 hotline – 9589 6266.</td>
<td></td>
</tr>
<tr>
<td>Activate the Incident Management Team (to plan further actions and enact the response plan).</td>
<td></td>
</tr>
<tr>
<td>Allocate responsibilities.</td>
<td></td>
</tr>
<tr>
<td>Collect emergency kit.</td>
<td></td>
</tr>
<tr>
<td>Guide visitors to safety.</td>
<td></td>
</tr>
<tr>
<td>Divert parents and returning groups from the school.</td>
<td></td>
</tr>
<tr>
<td>Ensure a telephone line is kept free.</td>
<td></td>
</tr>
<tr>
<td>Keep public address system free</td>
<td></td>
</tr>
<tr>
<td>Secure external doors and entrances.</td>
<td></td>
</tr>
<tr>
<td>Keep main entrance as the only entry point. It must be constantly monitored and no unauthorised people allowed access.</td>
<td></td>
</tr>
<tr>
<td>If possible, have a delegated staff member wait at the main entry to the school to guide Emergency Services personnel.</td>
<td></td>
</tr>
<tr>
<td>Ascertain (as possible) if all children, staff and visitors are accounted for.</td>
<td></td>
</tr>
<tr>
<td>Record some details of actions undertaken and times (use the Post-Emergency Record from Appendix).</td>
<td></td>
</tr>
<tr>
<td>Await de-activation advice from Emergency Services personnel (if appropriate).</td>
<td></td>
</tr>
</tbody>
</table>
### Actions to de-activate and immediately following lockdown

<table>
<thead>
<tr>
<th>Action</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm with Emergency Service personnel that it is safe to de-activate lockdown.</td>
<td></td>
</tr>
<tr>
<td>Determine whether to activate the parent re-unification process.</td>
<td></td>
</tr>
<tr>
<td>Determine if there is any specific information staff, children and visitors need to know (e.g. areas of the facility to avoid or parent reunification process).</td>
<td></td>
</tr>
<tr>
<td>De-activate lockdown using predetermined de-activation signal.</td>
<td></td>
</tr>
<tr>
<td>Advise staff, children and visitors of any specific information they need to know.</td>
<td></td>
</tr>
<tr>
<td>Ensure any children, staff or visitors with medical or other needs are supported.</td>
<td></td>
</tr>
<tr>
<td>Print and issue pre-prepared parent letters and give these to children to take home.</td>
<td></td>
</tr>
<tr>
<td>Advise the ESMU that the lockdown is over (Government schools only).</td>
<td></td>
</tr>
<tr>
<td>Seek support from the Regional EM Coordinator as required.</td>
<td></td>
</tr>
<tr>
<td>Brief staff on the incident.</td>
<td></td>
</tr>
<tr>
<td>Ensure all personnel are made aware of Employee Assistance Program contact details.</td>
<td></td>
</tr>
<tr>
<td>Prepare and maintain records and documentation.</td>
<td></td>
</tr>
<tr>
<td>Follow up with any children, staff or visitors who need support.</td>
<td></td>
</tr>
<tr>
<td>Undertake operational debrief to review the lockdown and procedural changes that may be required.</td>
<td></td>
</tr>
</tbody>
</table>

### Actions (follow-up)

-   
-   
-   
-   
-   
-   

*Signature:*
### Appendix L: Bushfire Preparedness

All facilities should regularly review their Emergency Management Plans.

<table>
<thead>
<tr>
<th>Checklist</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Check DEECD website for potential and actual closure notifications</td>
<td></td>
</tr>
<tr>
<td>Check relevant Emergency Services website for current information</td>
<td></td>
</tr>
<tr>
<td>Determine who is responsible for monitoring fire risk information and how</td>
<td></td>
</tr>
<tr>
<td>Complete DEECD Strategic Engineering Risk Assessment Tool (SERA) and review any issues resulting from the assessment</td>
<td></td>
</tr>
<tr>
<td>Review Emergency Management Plan prior to the official start of the bushfire season</td>
<td></td>
</tr>
<tr>
<td>Ensure communication procedures are in place to contact parents/guardians in the event of closure or evacuation</td>
<td></td>
</tr>
<tr>
<td>Allocate roles and responsibilities of Principals, staff and parents in executing emergency evacuation procedures</td>
<td></td>
</tr>
</tbody>
</table>
The list should include every agency and/or staff person who has been given a copy of this plan. It is important to keep this list up-to-date and to distribute new copies or amendments of the plan as it is updated.

<table>
<thead>
<tr>
<th>Date</th>
<th>Staff Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2011</td>
<td>John Amos</td>
<td><a href="mailto:amos.john.c@edumail.vic.gov.au">amos.john.c@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Robyn Anderson</td>
<td><a href="mailto:anderson.robyn.v@edumail.vic.gov.au">anderson.robyn.v@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Judith Ballard</td>
<td><a href="mailto:ballard.judith.m@edumail.vic.gov.au">ballard.judith.m@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Margaret Blain</td>
<td><a href="mailto:blain.margaret.m@edumail.vic.gov.au">blain.margaret.m@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Adam Box</td>
<td><a href="mailto:box.adam.j@edumail.vic.gov.au">box.adam.j@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Leah Boyd</td>
<td><a href="mailto:boyd.leah.c@edumail.vic.gov.au">boyd.leah.c@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Tania Bruckner</td>
<td><a href="mailto:bruckner.tania.l@edumail.vic.gov.au">bruckner.tania.l@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Kerrie Cakebread</td>
<td><a href="mailto:cakebread.kerrie.j@edumail.vic.gov.au">cakebread.kerrie.j@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Wendy Chesshire</td>
<td><a href="mailto:chesshire.wendy.m@edumail.vic.gov.au">chesshire.wendy.m@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Debbie Cust</td>
<td><a href="mailto:cust.debbie.m@edumail.vic.gov.au">cust.debbie.m@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Graeme Downie</td>
<td><a href="mailto:downie.graeme.c@edumail.vic.gov.au">downie.graeme.c@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Alanna Fidge</td>
<td><a href="mailto:fidge.alanna.k@edumail.vic.gov.au">fidge.alanna.k@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Janine Fitzpatrick</td>
<td><a href="mailto:fitzpatrick.janine.f@edumail.vic.gov.au">fitzpatrick.janine.f@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Nicole Gregory</td>
<td><a href="mailto:gregory.nicole.j@edumail.vic.gov.au">gregory.nicole.j@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Paul Henriksen</td>
<td><a href="mailto:henriksen.paul.d@edumail.vic.gov.au">henriksen.paul.d@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Tristyn Holland</td>
<td><a href="mailto:holland.tristyn.t@edumail.vic.gov.au">holland.tristyn.t@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Narelle Holliday</td>
<td><a href="mailto:holliday.narelle.m@edumail.vic.gov.au">holliday.narelle.m@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Rachel Holmes</td>
<td><a href="mailto:holmes.rachel.j@edumail.vic.gov.au">holmes.rachel.j@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Craig Homberg</td>
<td><a href="mailto:homberg.craig.g@edumail.vic.gov.au">homberg.craig.g@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Matthew Irving</td>
<td><a href="mailto:irving.matthew.p@edumail.vic.gov.au">irving.matthew.p@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Robyn Jackson</td>
<td><a href="mailto:jackson.robyn.j@edumail.vic.gov.au">jackson.robyn.j@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Susan Johnson</td>
<td><a href="mailto:johnson.susan.m1@edumail.vic.gov.au">johnson.susan.m1@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Timothy Keane</td>
<td><a href="mailto:keane.timothy.t@edumail.vic.gov.au">keane.timothy.t@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Julie-Ann Kelly</td>
<td><a href="mailto:kelly.julie-ann.j@edumail.vic.gov.au">kelly.julie-ann.j@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Fairlie Langley</td>
<td><a href="mailto:langley.fairlie.j@edumail.vic.gov.au">langley.fairlie.j@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Grant Long</td>
<td><a href="mailto:long.grant.g@edumail.vic.gov.au">long.grant.g@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td></td>
<td>Michelle Mackinnon</td>
<td><a href="mailto:mackinnon.michelle.f1@edumail.vic.gov.au">mackinnon.michelle.f1@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Jill McKenzie</td>
<td><a href="mailto:mckenzie.jill.l@edumail.vic.gov.au">mckenzie.jill.l@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Kerin McKenzie</td>
<td><a href="mailto:mckenzie.kerin.k@edumail.vic.gov.au">mckenzie.kerin.k@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Janelle McLeod</td>
<td><a href="mailto:mcleod.janelle.k@edumail.vic.gov.au">mcleod.janelle.k@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Jessica Meek</td>
<td><a href="mailto:meek.jessica.k@edumail.vic.gov.au">meek.jessica.k@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Janette Miller</td>
<td><a href="mailto:miller.janette.d@edumail.vic.gov.au">miller.janette.d@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Anne Molan</td>
<td><a href="mailto:molan.anne.a@edumail.vic.gov.au">molan.anne.a@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Margaret Nuske</td>
<td><a href="mailto:nuske.margaret.m@edumail.vic.gov.au">nuske.margaret.m@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Elizabeth Orwin</td>
<td><a href="mailto:orwin.elizabeth.es@edumail.vic.gov.au">orwin.elizabeth.es@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Robyn Packett</td>
<td><a href="mailto:packet.robyn.r@edumail.vic.gov.au">packet.robyn.r@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Kylie Pascoe</td>
<td><a href="mailto:pascoe.kylie.k@edumail.vic.gov.au">pascoe.kylie.k@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Nina Pasque</td>
<td><a href="mailto:pasque.nina.n@edumail.vic.gov.au">pasque.nina.n@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Judith Paton</td>
<td><a href="mailto:paton.judith.a@edumail.vic.gov.au">paton.judith.a@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Patricia Paton</td>
<td><a href="mailto:paton.patricia.m@edumail.vic.gov.au">paton.patricia.m@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Sue Pollock</td>
<td><a href="mailto:pollock.sue.s@edumail.vic.gov.au">pollock.sue.s@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Martin Porzig</td>
<td><a href="mailto:porzig.martin.f@edumail.vic.gov.au">porzig.martin.f@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Rachelle Quarrell</td>
<td><a href="mailto:quarrell.rachelle.n@edumail.vic.gov.au">quarrell.rachelle.n@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Roslyn Ross</td>
<td><a href="mailto:ross.roslyn.r@edumail.vic.gov.au">ross.roslyn.r@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Philomena Scanlon</td>
<td><a href="mailto:scanlon.philomena.c@edumail.vic.gov.au">scanlon.philomena.c@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Marc Westgarth</td>
<td><a href="mailto:westgarth.marc.m@edumail.vic.gov.au">westgarth.marc.m@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Joy Wilkinson</td>
<td><a href="mailto:wilkinson.joy.p@edumail.vic.gov.au">wilkinson.joy.p@edumail.vic.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Stuart Wilson</td>
<td><a href="mailto:wilson.stuart.k@edumail.vic.gov.au">wilson.stuart.k@edumail.vic.gov.au</a></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix N: Bus Coordinating Schools Emergency Contacts

### Christians Coachlines
6A Baynes St, Terang ph 55921588  
**Contact Person:** Andrea  
**Email:** terang@christiansbus.com.au

<table>
<thead>
<tr>
<th>Route</th>
<th>Rego</th>
<th>Driver</th>
<th>Phone</th>
<th>Radio Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecklin</td>
<td>2463AO</td>
<td>Keith Smart</td>
<td>0408 055 737</td>
<td>Channel 16</td>
</tr>
<tr>
<td>Kolora</td>
<td>2458AO</td>
<td>Allan Kidd</td>
<td>0407 052 248</td>
<td>Channel 16</td>
</tr>
<tr>
<td>Panmure/Occupation Lane</td>
<td>2464AO</td>
<td>Darren Williams am Ken Driscoll pm</td>
<td>0428 925 413 0418 522 004</td>
<td>Channel 16</td>
</tr>
<tr>
<td>Glen Nth</td>
<td>2461AO</td>
<td>John Clarke</td>
<td></td>
<td>Channel 16</td>
</tr>
</tbody>
</table>

### Warrnambool Buslines
28 Baynes St, Terang ph 55922022  
**Contact Person:** Graeme Taylor  
**Email:** none available at this point

<table>
<thead>
<tr>
<th>Route</th>
<th>Rego</th>
<th>Driver</th>
<th>Phone</th>
<th>Radio Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boorcan</td>
<td>3926AO</td>
<td>Pat Wilson</td>
<td>0417 292 415-</td>
<td>Channel 16</td>
</tr>
<tr>
<td>Marida Yallock</td>
<td>3960AO</td>
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<td>Fram / The Sisters</td>
<td>3925AO</td>
<td>Danny Dwyer</td>
<td>0419 377 054</td>
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</tbody>
</table>

### Coles Coaches
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<table>
<thead>
<tr>
<th>Route</th>
<th>Rego</th>
<th>Driver</th>
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<tbody>
<tr>
<td>Garvoc</td>
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<td>Murrie Wilson  Peter Hrabar</td>
<td>0437 693 661</td>
<td>Channel 16</td>
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</tbody>
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Bus Routes

Ecklin Bus Route

GARVOC Bus Route

KOLORA Bus Route

Marida Yallock Bus Route

Fram / Sisters Route

Panmure / Occupation Lane Bus Route

Kolora Bus Route

Glen North Bus Route
1. **RATIONALE**

1.1 Music exists distinctively in every culture and is a basic expression of human experience. Students’ active participation in music fosters understanding of other times, places, cultures and contexts.

1.2 Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way.

1.3 Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

1.4 Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

1.5 Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

1.6 As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music.

1.7 As students progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

2. **AIMS**

In addition to the overarching aims of the Australian Curriculum: The Arts, Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

2.1 the confidence to be creative, innovative, thoughtful, skilful and informed musicians.

2.2 skills to compose, perform, improvise, respond and listen with intent and purpose.

2.3 aesthetic knowledge and respect for music and music practices across global communities, cultures and musical tradition.

2.4 an understanding of music as an aural art form as they acquire skills to become independent music learners.

3. **IMPLEMENTATION**

3.1 Opportunities to participate in Music will be provided both within and outside the classroom.

3.2 *Making and Responding* will provide overarching organisers for the curriculum.

3.3 Learning in Visual Arts and the development of aesthetic knowledge are sequential and cumulative. The new content, skills and processes specified in each band will be revisited in increasing complexity and sophistication in later bands.

3.4 The curriculum will meet diverse learning needs, making adjustments for disabilities and gifted and talented students.

3.5 Students in year 5-8 will undertake a semester block each year.

3.6 All students from year 9-12 will be offered elective units in Music. Students are presented with opportunities to perform beyond the classroom.
3.7 Students will be provided with instruments and classes will be carried out in the music room when available.

3.8 Exposure to the broad and varied elements within music will be provided by excursions, cultural activities, workshops and guest artists.

3.9 The College will appoint a music coordinator who will oversee and coordinate the music program.

3.10 Safe work practices will be systematically taught, encouraged and reinforced in music.

3.11 A program budget that provides for the needs of the music program will be developed by the Music coordinator and will be resourced by the College.

3.12 The Arts KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.

4. EVALUATION

4.1 This policy will be reviewed every three years as part of the College's Policy review cycle.

Updated July 2014-
Next Update 2017.
1. **RATIONALE**

1.1 In the Visual Arts students create visual representations that communicate, challenge and express their own and others’ ideas as artist and audience.

1.2 Visual Arts develops student perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

1.3 Visual Arts help students learn about the role of the artist and their contribution to society and the significance of the creative industries.

1.4 Visual Arts engages, inspires and enriches the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

1.5 Through the Visual Arts students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views.

1.6 Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilizing visual techniques, technologies, practices and processes.

1.7 Visual Arts promotes students to become more confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

1.8 Visual Arts support students to view the world through various lenses and contexts. They recognize the significance of visual arts histories, theories and practices, exploring and responding to artists and their artworks.

1.9 Visual Arts supports students to apply knowledge in order to make critical judgments about their own importance as artists and audiences.

1.10 Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

2. **AIMS**

2.1 In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

2.1.1 conceptual and perceptual ideas and representations through design and inquiry processes.

2.1.2 visual arts techniques, materials, processes and technologies.

2.1.3 critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment.

2.1.4 respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences.

2.1.5 Confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

3. **IMPLEMENTATION**

3.1 Opportunities to participate in the Arts will be provided both within and outside the classroom.

3.2 *Making and Responding* will provide overarching organisers for the curriculum.

3.3 Learning in Visual Arts and the development of aesthetic knowledge are sequential and cumulative. The new content, skills and processes specified in each band will be revisited in increasing complexity and sophistication in later bands.
3.4 Students will be given an understanding that process is just as important as the final product.
3.5 The curriculum will meet diverse learning needs, making adjustments for disabilities and gifted and talented students.
3.6 Students in year 5-8 will undertake a semester block each year.
3.7 All students from year 9-12 will be offered elective units in the Visual Arts.
3.8 Students will be provided with a variety of suitable materials and equipment and classes will be carried out in the Art room when available.
3.9 Exposure to the broad and varied elements within Visual Arts will be provided by excursions, workshops and guest artists.
3.10 The cross curriculum priority will be given to Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability.
3.11 Safe work practices will be systematically taught, encouraged and reinforced in all the Arts.
3.12 The Arts KLA leader will conduct discussions regarding the analysis, interpretation and use of collected data during PLT meetings to create strategies to improve student outcomes.

4. EVALUATION

4.1 This policy will be reviewed every three years as part of the College’s Policy review cycle.

Updated July 2014
Next Update 2017.
1. RATIONALE

1.1. To provide a uniform which unites both the P-4 and 5-12 campuses and which is unique to Terang College.
1.2. To provide a cost effective uniform to suit all ages and sizes of children.
1.3. To instil pride in individual presentation and the College.

2. AIMS

2.1. The uniform colours will consist of red, white and navy blue.
2.2. Components of the uniform (e.g. winter and summer) can be worn at any time.
2.3. College uniform is compulsory at the 5–8 campus and strongly encouraged at the P-4, with the exception of occasional days agreed upon as casual clothes days. Unless specifically indicated, pupils are to wear full uniform on College excursion days.
2.4. At the 5–12 Campus brand names for items may be specified.
2.5. At the P–4 Campus the emphasis will be on colour.
2.6. All uniform items will be available from Reicha's Drapery.
2.7. All students are encouraged to wear hats in Term 1 and 4, sunscreen will be provided.

3. IMPLEMENTATION

3.1. P-4 Campus:

3.1.1. Girl's Uniform:
- cotton summer dress in regulation fabric
- navy windcheater / polo fleece jacket or vest with school logo
- navy trousers
- winter pinafore / skirt in regulation fabric
- red polo shirt (long or short sleeve) or skivvy
- navy shorts
- navy or white socks or navy tights
- shoes: flat soled T-bars, lace-up, velcro shoes or boots (all shoes must have covered in toes)
- broad brim sunhat

3.1.2. Boy's Uniform:
- navy track pants / shorts
- navy windcheater / polo fleece jacket or vest with school logo.
- red polo shirt (long or short sleeve) or skivvy
- navy or white socks
- black shoes (lace-up or boots)
- broad brim sunhat

3.2. 5-12 Campus:

3.2.1. Girl's Uniform:
- cotton summer dress in regulation fabric
- navy woollen jumper (Brandella) or navy blue polar fleece jacket or vest with College logo.
- navy shorts / pants. (Bucks Wear)
- navy or white socks or navy tights
- winter skirt in regulation fabric
- College tie (optional) must be worn with white business shirts only
- blue track n field shorts (sports use only)
3.2.2 Boy’s Uniform:
  - black shoes (lace-up, boots or flat soled T-bar school shoes)
  - navy broad rimmed or bucket style hat with College logo
  - 9-12 students
    ⇒ white polo shirt (Midford long or short sleeve), white skivvy or business shirt.
  - years 5 to 8 students
    ⇒ red polo shirt (Midford long or short sleeve)
  - V.C.E
    ⇒ rugby top
    ⇒ year 12 Jacket or polo shirt in College colours and design approved by Principal.

3.2.3 Students must change into appropriate sports uniform for all physical activities.

3.3. School Representative Uniforms:
  3.3.1 A set of sports singlets and jackets will be provided by the College for students use in Interschool sports days.
  3.3.2 Students will be required to supply their own blue sports shorts.
  3.3.3 At formal functions, public speaking events, etc, College blazers will be made available to students to borrow. These will be worn over a white business shirt with a College tie provided by the College.

3.4. Jewellery:
  3.4.1 One small pair of sleepers or studs in the ears only.
  3.4.2 One flat ring on one hand.
  3.4.3 One fine neck chain.
  3.4.4 Watches

4. EVALUATION

4.1. This policy will be reviewed as part of the College three-year review cycle.
1. **RATIONALE**

   1.1. DEECD recommends schools and colleges be aware of student safety and has encouraged schools to introduce a system whereby an accurate record of all visitors to the College is obtained.

2. **AIMS**

   2.1. To provide a safe and secure environment for students, staff and resources.

   2.2. To establish protocols and procedures that effectively monitors and manages visitors, whilst not compromising the open and inviting nature of the Terang College.

3. **IMPLEMENTATION**

   3.1. The safety of students, staff and resources remains the highest priorities whilst actively encouraging an inviting and open school.

   3.2. Visitors are defined as all people other than staff members, students, and parents/guardians involved in the task of delivering or collecting children at the start or end of the College day.

   3.3. All visitors will be required to report to the administration office prior to undertaking any activity within the College and must enter their details in the College Sign In / Sign Out Book on arrival and departure.

   3.4. The Principal reserves the right and the authority to prohibit any potential visitor from entering or remaining within the College and also has the authority to invite or exclude people from using or being within the College boundaries outside school operating hours.

   3.5. The College’s emergency management procedures will ensure visitors within the College at the time of any emergency or practice drill will be recognised and be appropriately catered for.

   3.6. The College will adhere to guidelines of DEECD.

4. **EVALUATION**

   4.1. This policy will be reviewed as part of the College three-year review cycle.

Updated July 2014
Next Update 2017.
1. **RATIONALE**

1.1. To ensure that a climate and culture exists where all students strive to reach their maximum potential in all aspects of their life.
1.2. To develop mutual respect between all members of the school community and the wider community.
1.3. To provide a safe environment for the school community, in which care, honesty, personal safety, courtesy and tolerance prevail.
1.4. To develop self discipline.
1.5. To encourage a positive sense of self worth and self esteem.
1.6. To value learning as an ongoing and integral part of life.

2. **AIMS**

2.1. A caring environment that fosters trust between students, parents and staff, must be established. The rights of others must be respected. It should be an educational environment that actively promotes learning and where learning is valued and enjoyed.
2.2. A positive and clear Student Engagement Policy following the Rationale statements, should be prepared and published. It will include a set of positive statements, stressing mutual responsibility for the creation of a positive environment, the College rules and consequences for breaches of the rules for each campus. Comment from the College community will be sought. (Each campus will develop their own set of basic school rules and consequences).
2.3. The Student Engagement Policy will be consistently implemented in all aspects of College life.
2.4. All members of the school community are to have a copy of the Student Engagement Policy.
2.5. The College will actively encourage Professional Development for all staff in the area of Welfare and Discipline.
2.6. A Personal Development program will be established for all students.
   2.6.1. School Nurse runs development programs, eg. REACH, Sex Ed, Bricks, etc.

3. **IMPLEMENTATION**

3.1. The Principals will have overall responsibility for Student Welfare and Discipline and Student Engagement.
3.2. Designated staff will have a major role in student welfare and the implementation of the Student Engagement Policy e.g. Later and Middle Years leading teacher and welfare committee, Year Level Coordinators and area managers at the 5-12 Campus; Welfare and Discipline Committee at the P-4 Campus.
   3.2.1 These Committees will meet regularly.
   3.2.2 All relevant welfare and discipline issues will be documented. Both groups will regularly report to staff meetings.
3.3. The Principals, Managers, Year Level Coordinators, Student Counsellor and members of the Welfare and Discipline Committee will actively support teachers in their carrying out of the Student Engagement Policy.
   3.3.1 These committees will meet regularly, as determined.
3.4. The staff will teach the students strategies to help them achieve their maximum potential in all aspects of their life.
3.5. Regular Student Group Meetings are to be held at all levels of the school at both Campuses.
3.6. Staff will be actively encouraged to participate in Professional Development opportunities.
3.7. The Campus Principals will establish a Mentor System for new staff will include briefing on the Welfare and Discipline procedures.

4. **EVALUATION**

4.1. The Code of Conduct implementation procedures will undergo a minor evaluation annually.
4.2. The policy will be evaluated every 3 years in line with the College’s three year review cycle.

Updated July 2014
Next Update 2017.
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FORWARD

This document is the result of a staff review conducted during 2014 and reflects current school practice.

Those involved in the review were:
Staff: Mr K. McKenzie, Mrs J. McKenzie, Miss R. Ross, Mrs M. Blain, Miss K Arnott, Mr G. Downie, Mrs A Dowling, Miss R Jackson and Mrs A Molan.

Parent:

The policy aims to further develop and reaffirm school practice put in place over the past years. The development and use of coping strategies and conflict resolution to meet specific student problems and needs are seen as an important step in enhancing student behaviour and attitudes. It is hoped to develop within our school a sense of self discipline and responsible behaviour through the use of behaviour modification programs and techniques, which will assist students in becoming caring community members. Guidance and counselling will be given to students with regard to appropriate and inappropriate behaviour and its consequences. It is important to note that whilst some changes have been made to the original policy of 90/91 the overall balance between recognition and reinforcement of appropriate student behaviour and consistent use of consequences for inappropriate student behaviour have been maintained.

TERANG COLLEGE – P-4 CAMPUS
WELLBEING AND DISCIPLINE POLICY

The Wellbeing and Discipline Policy at Terang College – P-4 Campus was developed during 1990 and has since been reviewed annually.

It was the outcome of an intensive 5 day professional development program which involved the teaching staff of Terang Primary School and three members of the School Council

Mrs A. Christian, Mrs A. Fidge, Dr. N. Jackson (School Council members)
Mrs J. Downie, Mr W. Besselaar, Mrs E. Baulch, Miss S. Wickham,
Miss R. Ross, Mr S. Morgan, Mrs S. Amos, Mrs I. Carey, Mr G. Ferguson,
Mr G. Downie and Mrs D. Ashley (Teaching Staff)

The program was facilitated by:

Mr R. Dingle, Mr D. Robins, Ms D. McCue, Ms V. Sampey (DSE Representatives)
The Terang College – P-4 Campus Wellbeing and Discipline Policy takes into account the following points:

- Students, parents and teachers have rights and responsibilities.
- Wellbeing and discipline must be based upon co-operative support from students, parents, teachers and the community.
- Order in school is conducive to learning.

At Terang College – P-4 Campus we aim to develop:

- concern for the wellbeing of each child
- a positive self concept and sense of belonging, each child being seen as an important individual member of the school
- co-operative attitudes and respect for other people and their property
- behaviour that recognises the rights and wellbeing of others
- self control and the ability to handle conflict situations positively
- individual and group coping strategies
- resilience.
GOALS

The goals for our Wellbeing and Discipline Program over the next two years are:

- to heighten campus unity and pride
- to have children take a greater responsibility in controlling and monitoring their own behaviour, ie. greater self management and control
- to have greater encouragement, recognition and appreciation of effort and excellence shown towards students, parents and staff by students, parents and staff
- to ensure consistency by staff in supporting children
- to ensure consistency by staff in dealing with and monitoring behaviour and Wellbeing concerns
- to develop conflict resolution strategies across the school, along with a greater tolerance of others
- to develop resilient behaviours.

ADMINISTRATIVE GUIDELINES

School Council will provide sufficient funds within budget guidelines for the running of the Wellbeing and Discipline Program.

There will be a Wellbeing and Discipline Committee in operation.

Students will be counselled as to the consequences of appropriate and inappropriate behaviour.

1. The Wellbeing and Discipline Committee:

   Will be made up of the P-4 Manager, P-2 Coordinator, the Wellbeing Coordinator, the Student Counsellor (if available), a parent and the teacher(s) reporting an incident and other witnesses where applicable.

   Meetings will be convened:
   Two times a term.
   OR
   At the request of staff or parents.

   In the event of a student receiving three behaviour reports within a ten week period, a Wellbeing Committee meeting will be held to discuss a student's actions.

   It will be the responsibility of the Committee to implement any follow up action arising from a meeting.

   Recommendations from the Committee, regarding action to be taken, will be reported to the Assistant Principal and communicated to the relevant parents by the Assistant Principal or the Principal's nominee.
2. School rules will be reviewed once per term or when deemed necessary. Any proposed changes will be formulated by the Committee convenor, in consultation with other members, and presented to the next general School Council meeting for ratification. Any alterations will be published in the next school newsletter and amended in the Policy document.

3. Parents with concerns about Wellbeing and discipline issues will discuss them with the Assistant Principal, or a member of the Wellbeing and Discipline Committee.

   Every effort will be made by staff to ensure a consistent approach is taken when dealing with Wellbeing and discipline matters.

   Medicine and first aid protocols/procedures will be documented.

---

**WELLBEING AND DISCIPLINE COMMITTEE**

Wellbeing and Discipline Committee will:
- itemise and discuss any school accidents, with a view to improving student safety
- discuss behaviour reports, noting any trends or concern.
- devise strategies to ensure a harmonious school environment is maintained through a proactive rather than reactive approach
- decide on a school focus each term, ie, one of the four foundations from the You Can Do It Program. The fifth foundation, resilience, will run throughout the year
- discuss staff, student or parent concerns and/or needs
- monitor student behaviour programs
- review policy and procedures when appropriate
- include first aid report on meeting agendas.

---

**ROLES OF MEMBERS**

**Co-ordinator:**
- Provide an agenda for meetings.
- Chair meetings.
- Ensure Wellbeing/discipline folder is up to date.
- Report to staff meeting on Wellbeing and discipline matters.
- Discuss relevant issues and concerns.
- Undertake specific tasks relating to Wellbeing and discipline as required.

**Staff members:**
- Discuss relevant issues and concerns.
- Undertake specific tasks relating to Wellbeing and discipline as required.

**Parent Representative:**
- Act as liaison between parents and school where appropriate.
- Discuss relevant issues and concerns.
• Undertake specific tasks relating to Wellbeing and discipline as required.

**Student Counsellor**

• Act as liaison between parents, students, the wider community and school where appropriate.
• Undertake specific tasks relating to Wellbeing and discipline as required.
• Offer individual counselling and support to students, staff and parents where appropriate.
• Provide a report to committee meetings if applicable.
BEHAVIOUR MODIFICATION

1. Behaviour modification is seen as an important step when dealing with behaviour concerns. Programs will be implemented to deal with specific issues.

2. Specific programs will be implemented on an individual or group basis as required in order to develop appropriate behaviour, and an understanding of what is acceptable within our school.

3. Through the use of a variety of behaviour modification program/techniques students will develop coping, resilience and conflict resolution strategies, which will lead to greater self-discipline and responsible behaviour.

GUIDELINES FOR USE OF BEHAVIOUR MODIFICATION PROGRAMS/TECHNIQUES

Staff dealing with an incident should ensure that follow up contact is made with the student if deemed necessary. During follow up the student needs to be asked to verbalise the inappropriate behaviour.

For serious or on-going issues the following procedure should be used:

1. Consultation by teacher concerned with the Wellbeing Committee.

2. Wellbeing Committee representative to report to a staff meeting re the action/procedure which has been adopted.

3. All staff will ensure a consistent approach/response when dealing with the student concerned.

4. Where appropriate, the Student Counsellor will assist in the development and implementation of specific programs/techniques and counselling.

5. Where applicable, parents will be consulted and informed of the program to be implemented.
We consider it important and worthwhile to respond to and reinforce positive behaviour throughout the school. We aim to develop self-control and an ability to manage conflict situations positively. Some techniques from the following programs will be used, where applicable, to foster appropriate behaviours and positive self esteem;

- You Can Do It Program
- Bullying Awareness Program
- Friendship Programs
- Behaviour Modelling
- Mentor Program
- Student Counselling
- Personal and interpersonal learning programs.

1. Appropriate behaviour in the school yard will be acknowledged by the staff/parents working in the school. This acknowledgment will take a variety of forms, e.g. verbal praise, body language.

2. Weekly assemblies will be used to recognise and reinforce appropriate behaviour and endeavours of staff, children and parents. *(This is vital in maintaining our campus ETHOS and reaffirming school objectives and goals).*

3. Teachers will keep anecdotal records of certificates awarded to children during the week.

4. Appropriate behaviour and effort in the classroom will be acknowledged by the teacher in a variety of ways - verbal praise, house points, certificates, stickers, notes, rewards, written comments, display of work, sharing achievements and newsletter notes.

5. Members of the school community will be encouraged to acknowledge appropriate classroom and school behaviour.

6. Staff dealing with behaviour concerns will counsel students on taking responsibility for their actions and making appropriate choices.

7. The following questions are suggested prompts to use when interviewing a student: *Aim:* to have student own and take responsibility for their actions.

   1. Initial questioning to the student who has offended. **Important** to remember to allow plenty of **wait time**.

      Tell me why you need to see me?
      **OR**
      Explain what you were doing?
      **OR**
      Tell me what you did?
      **OR**
      Tell me what you chose to do?
      **OR**
Tell me what happened (when asking a witness or gaining background information).

2. If the student is not responding to the above questions try-
I have heard/understand/believe that you were involved in …… Could you tell me what happened?

3. If the student isn’t prepared to answer, leave them to reflect for a time before continuing the interview.

4. If the student is angry or uncooperative, allow a cooling off period before continuing.

5. After the student has told you what they chose to do, reflect back to them what they said, e.g., So, you chose to …………….. is this correct?

6. Move into identifying the rules that have been broken etc.

7. Consequence- As you have chosen to …….. you have also chosen to ……….. (consequence).


Tell me what you are going to do to fix your problem?

OR

What will you do differently next time?

OR

What do you plan to do if this happens again?

OR

What will you know to do next time?
STUDENT SAFETY

• To ensure the wellbeing and safety of students are maintained at recess and lunch times teachers will be assigned yard duty on a rostered basis.

• Students with concerns should make contact with the yard duty teacher who will then decide on the appropriate action.

• Yard duty teachers will acknowledge appropriate behaviour and intervene when students are involved in unsafe or inappropriate play/activity.

• Teachers will also be on duty to ensure the safe departure of students from the school grounds at the end of the school day.

• A safety program will run across the campus in Term 1 in order to develop a greater awareness of safe behaviour in a variety of situations.

  Areas to be covered:
  Playground safety, classroom safety, water safety, Sun Smart, stranger danger, bus, car, bike and pedestrian safety.

• The Assistant Principal will conduct a safety audit of the grounds and buildings at least once a term. All staff will report unsafe situations to the Assistant Principal.

• Teachers who are Level 2 first aid trained will act as first aid duty teachers.

• A first aid report will be included on the agenda of Wellbeing and Discipline Committee meetings.

• The P-12 Occupational Health and Safety Coordinator will report to staff on a regular basis. The Coordinator will be consulted re health and safety issues which are of a concern.
The assembly program has become an important part of Terang College – P-4 Campus. A vital part of the assemblies is the recognition of ourselves as a school through an honest appraisal of where we are and what our priorities are. It is therefore important at assemblies to reflect on current issues and concerns, celebrate successes and to set goals for future endeavours as a WHOLE school.

All children will be placed in one of the three school houses on an equitable basis where possible.

Assemblies will be held for the following reasons:

- To reinforce appropriate behaviour.
- To reinforce and foster school/house unity.
- To give children an opportunity to perform in front of their peers.
- To allow children to report on class and school activities.
- To identify areas for improvement.
- To recognise individual, group and whole campus achievements and successes.

The following assemblies will be held

1. A Monday morning assembly of the whole campus - National Anthem, School Oath (lead by students.)

2. A whole campus assembly will be conducted each Friday, in the multipurpose room with children seated in their house groups.

Friday assemblies will follow the following format.

1. Children will assemble in house rooms prior to moving to the multipurpose room. (In house meetings captains will lead discussion of relevant house/campus issues)
2. Reflection on current behaviour.
   - positive reinforcement of student behaviour, class and student activities.
   - raising of concerns re behaviour/Wellbeing of students.
3. Entertainment by volunteer students/teachers.
4. Student reports on class/school activities.
5. Certificates presented to students reflect aspects of the ‘You Can Do It’ Program.
6. Acknowledgement of birthdays.
7. Teacher announcements.
8. Points allotted to houses for their attentiveness.

Teachers in charge of assemblies, with assistance of house captains, will ensure:

- The multipurpose room is set up.
- Entertainment and reports are organised.
- Lucky Dip box is on hand.
STUDENT RECOGNITION

1. Teachers shall, at their discretion, award certificates to students who have consistently worked hard, been co-operative and/or shown improved effort. Certificates will also reflect the ‘You Can Do It’ keys. Certificates will be handed out at the Friday Assembly.

TARGETED SPECIAL AWARDS and CAMPUS THEMES

To be used to gain improvement and/or acknowledge student endeavours in specific areas targeted as a whole campus. These awards will generally be for a specific duration and purpose. e.g. My Eyes Listen Award - designed to improve attentiveness across the campus. Maximum Effort theme.

POINTS COMPETITION

Teachers may choose to run a points competition in their classroom. Points will be allocated at the discretion of the teacher to reinforce:

- good manners
- appropriate behaviour
- good work
- improvement in work/behaviour
- effort in work/behaviour
- co-operation/friendliness in the classroom.

PLEASE NOTE: Points can be awarded for appropriate behaviour but should not be deducted for inappropriate behaviour.
There will be a set of clear and concise school rules which apply to the P-4 Campus. These will originate from the staff, be distributed to parents and be ratified by School Council.

School Rules will:

- be consistent with Department of Education, Early Childhood Development (DEECD) policy
- be reviewed regularly throughout the year
- apply equally to each student
- be evaluated/reviewed at the first staff meeting of each term or when deemed necessary.

The General Campus Rules are:

1. Children will follow reasonable and lawful staff instructions promptly.

2. Respect for others by:
   - treating others as you would like to be treated yourself
   - displaying a caring attitude towards others
   - no aggressive behaviour - physical or verbal
   - ensuring the safety of others
   - no ‘put downs’.

3. Respect for property by:
   - displaying a pride in the appearance of the school
   - caring for own and others belongings
   - making sure school equipment and property is not damaged.

4. No defiant behaviour - defined as refusing to carry out a reasonable and lawful instruction of a teacher or the Principal.

5. No fighting or swearing.

6. Pupils require permission to leave the school grounds.
   Written parental permission is required to attend such things as music classes and dental appointments.
   The yard duty teacher(s) will give permission to children who need to retrieve sports equipment which is outside the school boundary.

7. Children are not to be inside school buildings at recess and lunch times unless specifically told by a teacher on yard duty or are under the direct supervision of a teacher.
There will be a set of clear and concise general classroom rules which apply throughout the school and will be displayed in each classroom.

The General classroom rules are:

1. Follow instructions
2. Students require permission to leave the room
3. Students to keep their hands to themselves
4. No put downs
5. No swearing
6. Pupils to respect themselves, others and property.

Each classroom will develop their own specific classroom rules in line with the general classroom rules.

Specific classroom rules:

- will not exceed 7 in number
- will be couched in positive language
- will be displayed in the classroom
- will be submitted to the Wellbeing Committee for approval by the end of the third week of the school year to ensure they are within DEECD guidelines
- will be reviewed at the beginning of each term by the classroom teacher.
CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

A. In the classroom: Consequences Process

- **Warning given - what are you doing?**
  The student will be given a choice of conforming to appropriate behaviour or having to deal with the consequences for failure to do so.

- **Time out in the classroom**
  If the student is not responding they will be asked to remove themselves from the situation and go to an isolated part of the room, eg. spare desk or table and not participate in the class activity.

- **Detention by teacher concerned during recess or lunch times.** If the detention is in the classroom the student must be supervised by a teacher.

- **Time out in another room**
  The campus Wellbeing and Discipline Committee is consulted.
  If a teacher feels that time out in another room is likely/necessary then this will be organized prior to the event. Work may accompany the child. The length of the time out is to be negotiated between both teachers.
  In cases of extreme emergency, ie. a teacher feels the need to remove the child immediately, then the teacher receiving the child needs to be compassionate to the situation, ie. accept the child now and discuss it later.
  *(Where possible, the child should not be placed in an adjacent year level or in the classroom of a sibling)*

- **Parents notified**
  Parents will be notified when a child has been consistently and regularly misbehaving either in or out of the classroom and/or if a child physically hurts a teacher or fellow student.
  Parents are informed of their child's behaviour and the incurring consequences if the behaviour continues, eg. withdrawal of privileges, after school detention, suspension.

- **Time out in the office area**
  No more than half the time allocated for any recess may be used for additional work or reflection (ie. sitting and reflecting on actions).

- **Detention after school**
  Will not exceed 45 minutes.
  The teacher requiring a student to undertake additional work will carry out the supervision.
  Where possible two staff members will be present, one of whom is a senior member of staff.
  A male/female staff pair is advisable under some circumstances.
  The Wellbeing Committee recommends detention subject to the Assistant Principal's endorsement.
  Detention to be in the office or a designated room.
  The Assistant Principal or nominee will notify the parents prior to the detention and advise as to the time their child may be picked up from the school.
  Appropriate school work will be provided for the child to complete.
• **Withdrawal of privileges**
  Privileges include camps, excursions, performances (on and off the school premises) and special classroom activities.

• **Suspension**
  Assistant Principal or nominee to carry out suspension and associated requirements.

• **Expulsion**
  Principal or nominee to carry out suspension and associated requirements as set out in the DEECD guidelines.

**B. In the schoolground: Consequences:**

• Warning.

• Students restricted to a designated area.

• Student restricted to office area. (A written explanation, where appropriate, should be completed by the student detailing why they have been restricted and what they should do to redress their behaviour. This should then be attached to the behaviour report of the incident.)

• Contact Parents.

• Detention (other) e.g. after school, recess or lunch.
BULLYING

The following statement reflects the sentiments and procedures outlined in the College’s Bullying Policy.

1. Definition.
   Bullying involves the intent to hurt or control. This desire is expressed in action where someone is hurt or controlled. The action is directed by a more powerful person or group, it is without justification, it may be a one off incident or typically repeated, and it is done with a degree of satisfaction.

2. Bullying can take many forms, typically:
   - **Physical Bullying** includes fighting, pushing, shoving, gestures, standing over or invading someone’s personal space.
   - **Verbal Bullying** includes name-calling, offensive language, putting people down behind their backs, picking on people because of their race, gender or religion.
   - **Non Verbal Bullying** includes gestures and non-verbal signals used by bullies to intimidate others.
   - **Victimization** includes stand-over tactics, picking on others, threats to ‘get’ people, repeated exclusion.
   - **Sexual Bullying** includes unwanted physical contact or unnecessary familiarity of a sexual nature.
   - **Exclusion Bullying** leaving people out of activities on purpose.
   - **Racial and Religious Vilification** of any kind is bullying.
   - **Cyber Bullying** refer to P-12 policy

3. Incidents of bullying will be dealt with in line with the procedures stated in this document.

4. Where appropriate, students involved in, and bystanders to, incidents will be counselled. An emphasis will be placed on developing resilience strategies in order to assist the students to move on.
1. **Definition.**
   Resilience is the happy knack of being able to bungy jump through the pit falls of life. Even when hardships and adversity arise, it is as if the person has an elasticised rope around them that helps them to rebound when things get low and to maintain their sense of who they are as a person.’ (Fuller, M. 1998)

2. **Factors promoting wellbeing in young people:**
   - peer connectedness,
   - fitting in at school,
   - feeling loved by your family to the extent that they help you understand yourself better, and having an adult outside the family take a positive interest in you.

3. **Primary prevention programs.**
   Programs include our scheduled personal and interpersonal learning programs. The emphasis is on skilling the students in making positive choices in order to help them move on.

4. **Early intervention.**
   Early intervention targets individuals and small groups of students who are indentified as being at risk.
   The student counsellor/psychologist, with the support of staff, will work with students.
   It is vital that a consistent approach is maintained by College staff.

5. **Intervention.**
   Intervention targets students who have been involved in an incident/event and require professional support. The student counsellor, in consultation with the principal, parents and agencies, will organise such support.

6. **Postvention.**
   The protocol set out in ‘Managing School Emergencies’ will be followed in the event of a major unanticipated event – trauma.
PROTECTING CHILDREN

This school does not tolerate physical or sexual abuse of students

- All teachers are fully aware of their obligations under the Mandatory Reporting Act and will ensure that students’ rights and safety are protected
- Victims of abuse will be fully supported as no student should be subjected to abusive behaviour
- When a teacher suspects that a student in their care is being physically or sexually abused it is required by law that the incident be reported to DHS authorities

Other forms of abuse (not mandated)

- When a teacher suspects that a student in their care is suffering emotional harm or neglect, a report will be made to the Campus Leader/Principal.

PROCEDURE FOR WHEN STUDENTS LEAVE, OR ARE REMOVED, FROM THE SCHOOL GROUNDS WITHOUT PERMISSION

1. Sweep of the school by a staff member/s.

2. Inform campus leader/ principal and office staff. A plan of action will be determined, for example:
   a) Call parents/ guardians
   b) Call police
   c) Send two staff members to look for the student, if deemed appropriate. (Staff must carry a phone)

3. On return to school, calm and counsel the student and return to class or quiet time in the office. The student may go home if deemed appropriate by staff responsible.
BEHAVIOUR REPORT GUIDELINES

Teachers reporting an incident will complete a behaviour report as soon as possible after an incident providing the following details:

* date
* time
* student’s name
* brief description of the behaviour concerned

Record details of the action taken by the teacher and the consequences which were implemented.

Record further possible action which may need to be taken, eg.

* phone parents
* detention after school
* withdrawal from class
* referral to the Wellbeing and Discipline Committee
* suspension

Discuss the incident with the student.
If required, and appropriate, the teacher can request that the student involved sign this description.

Discuss the report with the co-ordinator/other teacher, eg. the student's teacher.

Send the report to the Assistant Principal. The Assistant Principal will decide on what further action is necessary and will implement that action, noting this on the report.

The report will be kept in the Wellbeing and Discipline file. All relevant details will be entered onto the Behaviour data base maintained on the office computer by the office SSO.

"Severe behaviour" is defined as "....behaves in such a way as to constitute a danger to the physical and emotional health of any staff member or student." ie.

- physical attack upon a teacher or student
- continual unprovoked verbal abuse upon teacher/student

"Serious behaviour"
- failing to comply with a teachers instructions, eg. defiant behaviour
- continual disregard of school rules
- deliberate disruption of class activities

Confidentiality will be recognised and adhered to by those associated with these reports. A CASES Behaviour Report will be completed when a student has been involved in behaviour which is deemed to be serious or severe in nature.
REVIEW PROCEDURE

Current practice is to review the Policy Statement bi-annually with constant monitoring by the Wellbeing and Discipline Committee of progress and implementation.

1. Review process to be implemented by the Wellbeing and Discipline Committee

2. All staff to be involved in review process to ensure ownership of document and practice and to ensure whole school continuity

3. School community to be advised that review of current document is to take place and invited to participate through School Council Representative

4. Updated document to be put to School Council for approval

5. Updated document to be circulated to school community
APPENDIX 1

When to complete a behaviour report.

1. Where a student has been involved in behaviour that is of a severe or serious nature
2. Where a student is involved in continuous inappropriate or disruptive behaviour
3. Where a student has been given time out, detention or suspension
4. Where a student's behaviour is deemed to require discussion by the Wellbeing Committee
5. When a staff member has a wellbeing concern about a student.

Procedure after completing behaviour report

1. Sign report
2. Discuss the details of the report with either class teacher, team leader, or team member who will also sign report.
3. Give the report to the Assistant Principal.
4. File the report in the front of the Wellbeing and Discipline folder.

Procedure after report is filed in the Wellbeing and Discipline folder

1. Report will be discussed at the next Wellbeing and discipline meeting
2. Relevant details from the report should be placed on the discipline data base on the office computer by the office SSO.

Convening of Wellbeing Committee.

1. In the event of a student receiving three welfare reports within a ten week period, a Wellbeing Committee meeting will be held to discuss a student's actions.
2. At the request of the Assistant Principal, a teacher or a parent.
Terang College- P-4 Campus

Behaviour Report

<table>
<thead>
<tr>
<th>STUDENT: ________________________</th>
<th>YEAR LEVEL/HOME GROUP: _______</th>
<th>DATE: <strong><strong>/</strong></strong>/_____</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TIME: _________</th>
<th>OTHERS INVOLVED IN INCIDENT:</th>
<th>________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PLACE OF INCIDENT: [] Classroom  [] Playground  [] Other ________________________</th>
</tr>
</thead>
</table>

**DESCRIPTION OF INCIDENT**

- [ ] Failure to follow teacher’s instructions
- [ ] Disruptive behaviour
- [ ] Inside school building without permission
- [ ] Stealing
- [ ] Outside school boundaries without permission
- [ ] Damaging property
- [ ] Lying
- [ ] Physical aggression
- [ ] Bullying behaviour
- [ ] Inappropriate body language
- [ ] Inappropriate behaviour
- [ ] Swearing
- [ ] Wellbeing Concern
- [ ] Inappropriate use of electronic devices

**COMMENTS:**

**ACTION TAKEN BY TEACHER INVOLVED:**

- [ ] Student spoken to about behaviour and its inappropriateness
- [ ] Given warning
- [ ] Time out: [ ] front netball court  [ ] in classroom  [ ] other classroom (specify ________)
  - [ ] office
- [ ] Detention: [ ] recess  [ ] lunch time
- [ ] Withdrawal of privileges- specify: __________________________________________
- [ ] Contacted parents: [ ] note  [ ] phone

**COMMENTS:**

**FURTHER ACTION PROPOSED (as recommended to Assistant Principal):**

- [ ] Contact parents
- [ ] Detention after school
- [ ] Suspension
- [ ] Referral to:
  - [ ] Wellbeing Committee Meeting
  - [ ] Student counsellor
  - [ ] Outside agency
- [ ] Withdrawal of privileges- Specify __________________________________________

**FURTHER ACTION TAKEN: (Detail)**

- Teacher involved: ________________________  Assistant Principal ________________________
- Manager/class teacher: ____________________  Wellbeing Committee: ________________________

Updated July 2014.
Next Update 2017.
1. RATIONALE

1.1. To outline the appropriate staffing structure needed to achieve the goals and priorities set out in the strategic plan.
1.2. To provide an adequate budget to implement sound human resource management principles.
1.3. To implement appropriate accountability procedures.

2. AIMS

2.1. The Workforce Management Plan should be used in determining which staff members are assigned to teaching and administrative roles.
2.2. The Plan should state which tasks will attract a special payment as per the special section of the Student Resource Package.
2.3. The Plan should indicate if any positions are to be filled on Higher Duties.
2.4. These positions are available only if the Student Resource Package can accommodate them.
2.5. Leave returnees, enrolment data and state wide excess availability need to be considered in formulating the workforce plan.
2.6. Both teaching and non-teaching staff are to be considered in formulating the plan.
2.7. The Plan will reflect a balance of ongoing and fixed term positions and teaching and promotions positions according to the Student Resource Package constraints.
2.8. An effective Leave policy will be put in place.
2.9. After consultation a meeting structure will be put in place.
2.10. The Performance and Development Plan will form the basis for all workforce planning.

3. IMPLEMENTATION

3.1. After reviewing the projected enrolments and leave returnees a home group and teaching allotment position will be drawn up which will go to the Leadership, Consultative Committee.
3.2. The structure of Special Payments and Higher Duties will be determined by the Consultative committee.
3.3. The Principal is responsible for investigating possible leave returnees.
3.4. The Principal, after discussion and consultation, will recommend any review of the ESS structure to the College Council.
3.5. The Consultative Committee is equally representative of both campuses and after consultation will review all items of business and advise the Principal. The Principal may or may not accept that advice in making a final decision.
3.6. Professional Development will be provided where possible to assist staff in their designated roles.
3.7. All jobs will have a designated job description and selection criteria outlined.
3.8. Adjustments to Workforce Plan will be made as necessary.

4. EVALUATION

4.1. The Workforce Plan will be evaluated as part of the College’s three year review cycle.

Updated July 2014
Next Update 2017.