

VRQA REGISTRATION REQUIREMENTS FOR VICTORIAN GOVERNMENT SCHOOLS

Education and Training Reform Act 2006 (Vic)
Education and Training Reform Regulations 2007 (Vic)
Guide to the minimum standards and other requirements for school registration (VRQA)
Education and Training Reform Amendment Act 2010

School Name: Milawa Primary School
School Number: 0737
Principal: Ashleigh Campbell
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MILAWA
Primary School

INTRODUCTION

The *Education and Training Reform Act 2006* establishes the principles on which school education in Victoria is based. The Victorian Registration and Qualifications Authority (VRQA) was established under the Act.

The VRQA is responsible, among other things, for registering all schools that operate in Victoria and for ensuring that registered schools meet the standards required for registration. This includes schools offering senior secondary qualifications. The standards required for school registration and for maintaining school registration are published in the *Guide to the minimum standards for school registration and other requirements* by the VRQA.

The Act specifies that all schools must have policies and procedures relating to:

- school governance
- enrolment
- curriculum and student learning
- student welfare
- staff employment
- school infrastructure
- senior secondary provision
- school performance information

The Department of Education and Training (DET) has systems in place to meet the following registration requirements on behalf of all Government schools:

- school governance (except for school philosophy)
- enrolment
- student learning (monitoring and reporting)
- school infrastructure
- school performance information.

Government schools must have policies and procedures in place at the school level that meets the registration requirements in the following areas:

- school governance (school philosophy component only)
- curriculum
- student learning (student learning outcomes)
- staff employment
- student welfare
- senior secondary qualification provision

The registration requirements list presented in this document will assist principals check their school's compliance with the registration requirements.

For further information regarding registration requirements for schools:

- Email: school.reorganisation@edumail.vic.gov.au
- Tel: 03 9947 1854

1 SCHOOL GOVERNANCE

1.1 Democratic Principles

STANDARD

The programs of, and teaching in, a school must support and promote the principles and practice of Australian democracy, including a commitment to:

- elected Government;
- the rule of law;
- equal rights for all before the law;
- freedom of religion;
- freedom of speech and association;
- the values of openness and tolerance.

EVIDENCE

Evidence collected by DET – ETR 2006 – and provided to VRQA

Elected Government

Australian Democratic Principles

Our Department

Legislation and Ministerial Orders

Education and Training Reform Act 2006

Australian Democratic Principles

Why has the Government included the principles of ‘democracy’ in the Education and Training Reform Act 2006?

Australian society is defined, among other aspects, by a belief in elected Government; by a commitment to the rule of law, to equal rights for all before the law; and by a belief in freedom of religion, freedom of speech and freedom of association. Our society is also tolerant of a range of religious, political, social and cultural beliefs and values in the context of the fundamental principles of our democracy.

The *Education and Training Reform Act 2006* requires all education providers to operate in a manner consistent with this set of Australian democratic principles.

Government has an obligation to foster adherence to the principles of Australian democracy by all education providers. Identifying this framework through legislation reminds all Victorians not only of the values we hold in common, but also of our shared responsibilities in promoting these values.

How will the inclusion of this principle affect Milawa Primary School?

The Act requires that Milawa primary School delivers their programs and teaching in a manner that supports and promotes the principles and practice of Australian democracy.

Milawa Primary is committed to:

- elected Government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

Reviewed: 01/08/2016

How does this affect faith-based schools currently operating in Victoria?

The Australian democratic principles, enshrined in the Act, will not constrain the operation of religious schools, nor will any other provision in the Act, subject to schools complying with minimum education standards.

Faith-based schools have a well-established place in Victorian education and these schools will continue to be registered by the appropriate statutory authority.

How can I get more information?

To find out more about the *Education and Training Reform Act 2006*, see [Review of Education and Training Legislation](#).

EVIDENCE

Milawa Primary School has a very strong philosophy of *'Nurturing confident, lifelong learners in a friendly rural community' and being large enough to excel yet small enough to care for the needs of every stakeholder.*

This was developed as part of the strategic plan with the students, staff and parent community and over time has been further developed and supported with the introduction of a Student Engagement and Wellbeing Policy, Information Booklet handed out each year, through weekly newsletters, at school assemblies and parent information nights.

The following values also underpin the beliefs of the Milawa Primary School community and provide the basis for our actions:

Engage: Students demonstrate engagement in their learning at school and at home by listening, paying attention, making eye contact, asking questions and being willing to try new things with a positive attitude.

Respect: Respect for themselves, others, diversity, opinions, property, time and cultures. This is demonstrated through kindness, honesty, care, responsibility, organisation, by speaking up, lending a hand, being polite, using manners and giving everything your personal best.

Create: We encourage students to take what they have learned and use concepts and knowledge to imagine, aspire, to have ideas, to express themselves, design, write, invent and produce.

Connect: Connect with learning, with other students, teachers, parents, the Ovens Learning Community, the local community, the environment and the world. Connect through friendships, make links with learning, online in the digital world, through reading and participation in a wide and varied experiences.

Our Student Engagement Policy sets out clear rights and responsibilities for our staff, students and parents.

RIGHTS AND RESPONSIBILITIES

We believe it is the **right** of every individual to feel safe in a supportive environment, to have an equal opportunity to learn and to have their individuality, ideas and property respected.

We further believe that it is the **responsibility** of every individual to care for themselves and others and to respect the rights of all.

STUDENTS

RIGHTS	RESPONSIBILITIES
To be able to learn and feel secure in a safe, supportive environment.	To act in a safe, responsible manner and to be supportive of fellow students.
To have his/her opinion and property respected.	To be considerate of others' feelings and respect their belongings. Speak respectfully to all school community members.
To have appropriate access to school facilities	To take care of and share school equipment.
To have appropriate access to the teacher.	To respect the rights of others to share the teacher's time.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To be aware of the school rules and accept consequences when necessary. To attend school unless unwell.
To have his/her individual learning style understood and catered for.	Attend Parent/student/teacher interviews and participate in goal setting?

STAFF

RIGHTS	RESPONSIBILITIES
To work in a pleasant, safe environment and to be treated with courtesy by all.	To act as role models and provide suitable, interesting activities while maintaining a safe environment.
To be able to implement appropriate management strategies for children who are interfering with the rights of others	To understand policies and policy changes within Department of Education and Early Childhood Development, Victoria.
To contact parents/carers when necessary and to expect their support.	To be consistent and fair in the implementation of these management techniques.
To be informed of any family situation or home problem that may affect a student's learning or behaviour.	To be approachable, to listen and be prepared to consult with parents.

<p>To be involved in a collaborative decision - making model within the school.</p> <p>To be seen as an individual able to express a point of view.</p>	<p>To act appropriately and discreetly and make time to act on information.</p> <p>To reflect on school based issues and be prepared to consult, contribute and negotiate.</p> <p>To encourage others to think about, respect and value others' opinions.</p> <p>Encourage and celebrate consistent student attendance.</p>
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PARENTS

RIGHTS	RESPONSIBILITIES
<p>To have information on school processes and curriculum.</p> <p>To be able to participate in school decision making processes.</p> <p>To expect consistent approaches to behaviour management by teachers throughout the school.</p> <p>To expect that there will be no form of discrimination against parents or children.</p> <p>To receive and offer information regarding their child's educational progress and behaviour.</p>	<p>To understand policies and policy changes within Department of Education and Early Childhood Development, Victoria.</p> <p>To notify school of student absences.</p> <p>To make time to be involved and support their child/ren.</p> <p>To reinforce/support school practices at home and advise the school of any concerns.</p> <p>To be aware of the adverse effect of discrimination and to model appropriate behaviours to the child at home.</p> <p>To ask for assistance and/or interviews and to be aware of any home problems that may affect the child's learning.</p> <p>To speak respectfully to all school community members.</p>

We also have shared values right across our community.

SHARED EXPECTATIONS

The shared expectations of the school and community are designed to promote the following values in and out of the school:

Our Values

The following values underpin the beliefs of the Milawa Primary School community and provide the basis for our actions.

ENGAGE

Students demonstrate engagement in their learning at school and at home by listening, paying attention, making eye contact, asking questions and being willing to try new things with a positive attitude.

RESPECT

Respect for themselves, others, diversity, opinions, property, time and cultures. This is demonstrated through kindness, honesty, care, responsibility, organisation, by speaking up, lending a hand, being polite, using manners and giving everything your personal best.

CREATE

We encourage students to take what they have learned and use concepts and knowledge to imagine, aspire, to have ideas, to express themselves, design, write, invent and produce.

CONNECT

Connect with learning, with other students, teachers, parents, the Ovens Learning Community, the local community, the environment and the world. Connect through friendships, make links with learning, online in the digital world, through reading and participation in wide and varied experiences.

Policies endorsed at School Council that provide evidence of democratic principles are as follows;

Bullying and Harassment Policy
Student Engagement and Wellbeing Policy
Student Management Policy
Equal Opportunity Policy

MILAWA
Primary School

BULLYING (including cyber-bullying) and HARASSMENT POLICY and PROCEDURES

POLICY STATEMENT

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that **bullying and harassment in any of its forms will not be tolerated.**

Aims:

- To reinforce within the school community that no form of bullying is acceptable.
- Everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.
- To seek parental and peer-group support and co-operation at all times.

What are bullying, cyber bullying and harassment?

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

Cyber-bullying consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written using the various mediums available.

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

Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

GUIDELINES

A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.

All new students and staff will be informed of the anti-harassment policy and practices at the commencement of their time at the school.

All complaints of harassment will be heard in confidence and taken seriously.

Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.

There will be disciplinary consequences, covering a range of strategies, for those in breach of the Anti-Bullying (including cyber bullying) and Anti- Harassment Policy, guidelines and procedures (see Appendix A).

PROGRAM

Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.

The Anti-Bullying and Anti-Harassment Policy of the school will be widely promoted to students, staff, parents/carers and the local community.

A summary of the policy will be included in the Student Enrolment Package while new staff will receive extensive documentation as part of the school's induction process.

The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.

If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken.

Student programs will be organized to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DET materials e.g. 'Blue Earth' and 'Bounce Back' programs.

Professional development will be provided for staff relating to bullying (including cyber bullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.

The school will provide specialist resources such as books, videos, kits and off site in-service activities to assist staff in responding appropriately to bullying (including cyber bullying) and harassment issues.

Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the school's Welfare and Discipline Policy. The principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Training(DET) guidelines.

LINKS AND APPENDICES (including processes related to this policy)

Resources connected to this policy are:

- DET's [Effective Schools are Engaging Schools: Student Engagement Policy Guidelines](#)
- DET's [Safe Schools are Effective School's](#)
- DET's [Student Engagement Policy Guidelines](#)
- The school's Internet Use Policy (re cyber-bullying)
- DET's [Respectful Schools](#)

Appendices which are connected with this policy are:

- Appendix A: Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

EVALUATION

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



MILAWA
Primary School

Appendix A

Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

What are Bullying, Cyber Bullying and Harassment?

Bullying

Definition of Bullying

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

Types of Bullying

There are three broad categories of bullying:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, verbal abuse.
3. **Indirect bullying** – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance
 - cyber-bullying, which involves the use of electronic means to humiliate and distress

What Bullying is Not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual Conflict

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

Social Rejection or Dislike

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

Cyber-bullying

Consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is

verbal (over the telephone or mobile phone), or written using the various mediums available.

Harassment

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

Why do we have a Policy on these?

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

What are the effects of Bullying and Harassment?

- poor health - anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

Am I bullying or harassing someone?

If you are not sure about your behaviour you can:

- check it out by asking if it is offensive or inappropriate
- stop it
- apologise
- take it seriously if someone says they are feeling uncomfortable
- talk it over with an adviser or somebody who has an understanding of the issues

What are some of the feelings victims of bullying or harassment may experience?

- *"I will ignore it and it will go away."*
If anything it will make things worse - you will give the impression that you agree with the situation.
- *"I don't want to cause trouble."*
Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.
- *"Am I to blame?"*
Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.
- *"Am I imagining things?"*
Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

Bullying or harassment can often make people feel:

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

What should you do if you see another person being bullied or harassed?

Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Bullying can involve

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyber-bullying can involve

- *Flaming* – online fights using electronic messages with angry or vulgar messages
- *Harassment* – repeatedly sending nasty, mean and insulting messages
- *Denigration* – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- *Outing* – sharing someone's secrets or embarrassing information or images online
- *Exclusion* – intentionally and cruelly excluding someone from an online group
- *Cyber-stalking* – repeated, intense harassment and denigration that includes threats or creates significant fear

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

Subtle (the most common) they include:

- unwanted comments about physical appearance and sexual preference
- offensive name calling

Explicit (obvious) they include:

- grabbing, aggressive hitting, pinching and shoving, etc
- unwelcome patting, touching, embracing
- offensive gestures, jokes, comments, letters, phone calls or e-mail

What do you do if you are being bullied or harassed?

- tell the person you don't like what they are doing and you want them to stop
- discuss the matter with a Coordinator, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
- the school will take your concerns seriously - all complaints will be treated confidentially

How will your complaint be dealt with?

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

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

Level 1

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

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behavior there will be a meeting with the parents.

Here, the classroom teacher and Principal may:

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

Level 2

For 'at risk' students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual 'strength building' plan should be developed by the staff in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).

Level 3

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

Reporting on Incident of Bullying / Harassment - Template

Staff member recording incident: _____

Date: ___ / ___ / ___

Name of student(s) who appears to have instigated bullying

Year/Class: _____

Name(s) of target(s)

Name(s) of witnesses

Did you observe the incident? YES No

If 'No' who reported the incident to you? _____

Brief description of incident (what was allegedly said or done to the student who appears to have been bullied?)

What form(s) of bullying took place? Verbal Physical Indirect Cyber
Other Please detail: _____

Was the incident of bullying: Mild Severe

Describe how you responded (Did you use a school anti-bullying practice?)

Describe how student responded to your intervention

Where / when / time incident took place:

Location: _____

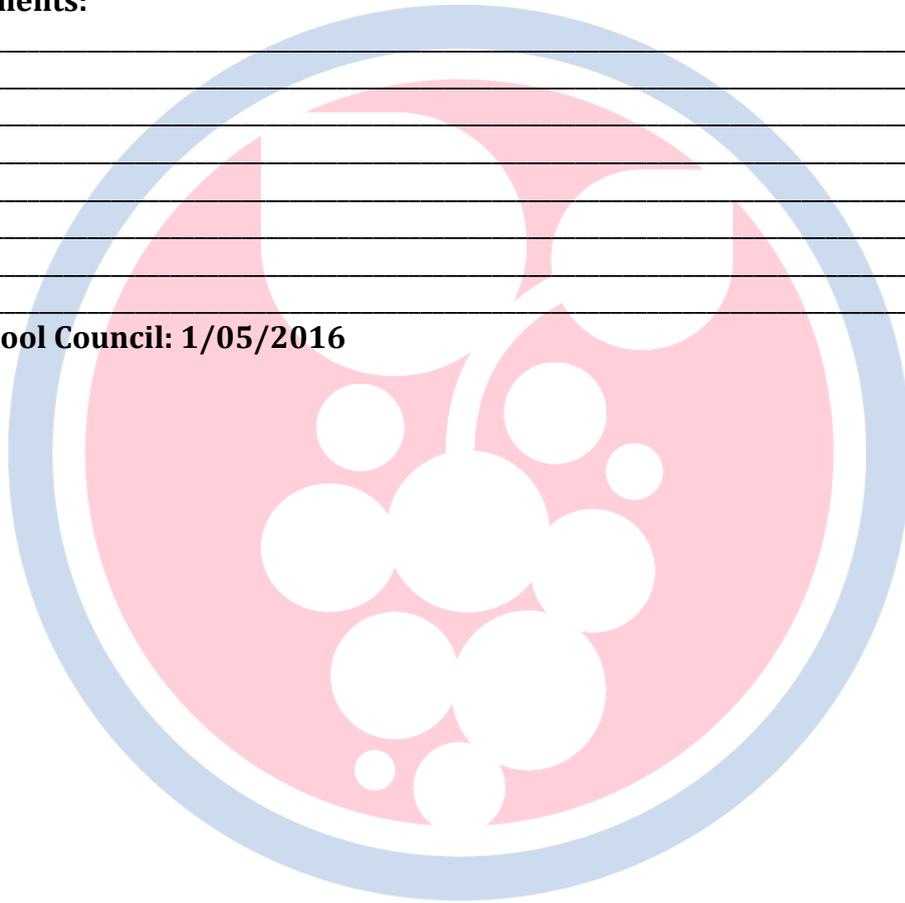
When: before school recess lunch in class after school

Time: _____ : _____ am/pm

Date incident took place: ___/___/___

Additional comments:

Reviewed at School Council: 1/05/2016



MILAWA
Primary School

MILAWA PRIMARY SCHOOL STUDENT ENGAGEMENT and WELLBEING POLICY

Introduction

For students to be successful learners it is critical that we develop and promote positive school cultures and increase student wellbeing. This policy focuses on the development of pro-social behaviours and **emphasizes** prevention and **early intervention** rather than punishment as a way to respond to inappropriate behaviour.

Our Student Engagement Policy sets out: rights, responsibilities and shared expectations of everyone in the school community, including students, parents and staff. It has been developed through a consultative process with students, parents and staff. The policy is framed within the *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines* and associated legislative requirements.

Section 1: SCHOOL PROFILE

Milawa Primary School is a rural school with a current enrolment of 74 children. It is situated just off the Snow Road in the picturesque King River Valley 15 kilometres from Wangaratta on the edge of the Milawa Township. Milawa Primary School is a member of the Ovens Learning Community of schools, which includes Oxley, Whorouly, Glenrowan, Everton and Carraragarmungee. These schools come together for a wide range of engaging activities that enhance the strength of the Student Engagement policy.

Milawa Primary School is committed to Nurturing confident, lifelong learners, in a friendly rural community. Milawa Primary School promotes and develops lifelong learners by working with children to:

- Develop confident learners who demonstrate high levels of understanding curriculum
- Creates socially competent individuals who contribute to the broader community
- Develop enquiring minds and a spirit of curiosity
- Adopt a proactive approach to care for our planet
- Develop independent thinkers who are adaptive and resilient in a changing world
- Foster respect and responsibility for self and others
- Motivate children who value learning.

Milawa Primary School's mission statement also gives students:

- Caring, learning partnerships between teacher, parent and child
- Comprehensive extra-curricular programs, including social, cultural, and environmental aspects that develops the whole child
- An ethos of support, challenge and encouragement to succeed
- Using new technologies that link the child to the local and global communities
- A safe and caring learning community that values fun and enjoyment
- A relevant curriculum focused on the child's current and future needs
- A whole school approach to developing a culture of care for our planet

- A stimulating learning environment through innovative teaching and an investigative approach to learning

Milawa Primary School has a strong focus on literacy and numeracy as these are the building blocks for the other Key Learning Areas. There is a strong emphasis on technology to support the other subject areas. Milawa Primary School provides programs in English, Mathematics, Science, Studies of Society and Environment, Technology, The Arts, Physical Education. The classroom programs are also enhanced by school camps, excursions, musical performances and cluster activities. Art and Library specialists visit us fortnightly. Milawa also has a music specialist who works at the school on a weekly basis.

Milawa Primary School places great value and emphasis on being a community school with everyone associated with the school aiming to provide the best opportunities for the students. Many of the school facilities and equipment would not have been able to be purchased without the help of our magnificent parent body. Parents not only help with the fund-raising but also in classroom activities and excursions. With this support the students, parents and teachers working together would not be able to achieve the results that have been achieved as far.

The school is 0.36 on the Student Family Occupation scale. Employment levels across the school families are very high. Although situated in a rural area, very few school families rely solely on primary production as their main source of income. The majority of families are employed in Wangaratta or at Brown Brothers. All students come from English speaking backgrounds and there is no ethnic diversity in the school community. Many of the school families have had multiple generations attend the school.

The school currently operates with a three classroom structure: Prep-1, 2, 3 / 4 and 5/6 with a teaching staff of six, including the Principal. The school is supported by an Office Manager (.6) two School Support Officers (40 hrs) an Italian specialist and a chaplain.

WHOLE SCHOOL PREVENTION STATEMENT

We value the development of qualities of happiness, respect, equality, learning and relationship in developing the whole student. The school aims to form the foundation of our whole school prevention program which consists of the following:

- A behaviour management program which rewards positive behaviours and sets out clear consequences for inappropriate behaviour both in the yard and in the classroom
- The use of a school-wide approach to discipline
- Ensuring effective Individual Behavioural Management Plans are put in place when appropriate
- Specific engagement and alternative programs for children at risk
- Support from the school's support services is available to parents, students and staff
- A school environment where students are engaged and want to come to school
- Support programs offered for students who have difficulty in learning or who have been recognised as having a disability

The Whole School Prevention strategies listed are aimed at supporting the majority of students who behave appropriately and demonstrate the school's values in their interactions with others. The main emphases in this set of strategies are on:

- Recognising and encouraging through positive language as well as class rewards such as a points system and Student of the Week rewards.
 - Ensuring a learning environment where all students are able to participate in a learning program that meets their individual needs
- Providing opportunities for authentic Student Voice via Student Councils, circle time and a variety of opportunities for students to articulate how they like to learn within individual classes and through conferencing with parents.
 - Working in partnership with parents and carers
 - Developing 'start up' behaviours in all learners (eg Listening skills, organisational skills, questioning

In all schools, and across the wider community, there are individuals who may require additional support or intervention to ensure they do not impact on the learning, wellbeing and safety of others. For this small percentage of our student population, the school will implement actions and consequences as described in Appendix 1: *A Staged Response*.

Attendance: Regular attendance is seen as a major factor contributing to student achievement and wellbeing. Milawa PS has a long history of excellent student attendance and absenteeism is not an issue. Where issues of student attendance appear to be developing, parents are immediately contacted to discuss the issue. Parents at this school regularly communicate student absences to the school.

Bullying: It is everyone's right and responsibility to report any and all acts of bullying. All reports of bullying will be taken seriously and be acted on immediately by the school. Confidentiality will at all times be respected. A "*Bystanders Code of Conduct*" is promoted and children are encouraged to speak out about students behaving in a bullying manner. Students are given the opportunity in formal sessions such as Circle Time to express their feelings to a whole group where appropriate.

Anti Bullying Program; Throughout the year all classes will discuss the many forms of bullying and continually revisit our School Values System. Students are given the opportunity in formal sessions such as Circle Time to express their feelings to a whole group where appropriate.

In instances of bullying, positive counselling programs will be initiated for each individual with the aim that those who have been identified as bullying will take steps to redress their own behaviour. If the student is not able to do this without support, appropriate referral will be made to a social worker or a psychologist. Parents will be informed at each step of this process.

Children who have experienced bullying will receive support with strategies to help them deal with bullying behaviour through the use of Restorative Practices strategies. Counselling may be provided by the principal, chaplain, a Social Worker or a psychologist if required.

Support will be made available to parents, and clear communication will be maintained.

Cyber Bullying: Cyber bullying is a deceptive form of bullying. Milawa PS minimises the opportunity for it to occur by restricting student use of mobile phones and preventing access to computer social networking sites by use of effective filtering software.

Programs that are educational and developmentally appropriate are used in the school with a code of conduct being signed at the beginning of each year by the students. It is the responsibility of the school to teach students to be cyber safe and to uphold the school values while online and using social media.

Every second year there will be a parent information session as well as student workshops for using modern technology.

All staff have the responsibility to ensure that:

- All forms of cyber bullying are prohibited
- Staff and students are aware of cyber bullying
- A code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises. This is discussed with students and parents at the start of each year.
- All cases of cyber bullying are reported to the Principal and responded to promptly.
- There is supervision of technologies where cyber bullying may occur.
- Mobile phones, cameras or other digital devices are not used to record audio and visual material that is not an authorised part of the school curriculum.
- The privacy of students, staff and members of the school community is not compromised but staff Duty of Care will be taken into consideration where necessary.

RIGHTS AND RESPONSIBILITIES

We believe it is the **right** of every individual to feel safe in a supportive environment, to have an equal opportunity to learn and to have their individuality, ideas and property respected.

We further believe that it is the **responsibility** of every individual to care for themselves and others and to respect the rights of all.

STUDENTS

RIGHTS	RESPONSIBILITIES
To be able to learn and feel secure in a safe, supportive environment.	To act in a safe, responsible manner and to be supportive of fellow students.
To have his/her opinion and property respected.	To be considerate of others' feelings and respect their belongings. Speak respectfully to all school community members.
To have appropriate access to school facilities	To take care of and share school equipment.
To have appropriate access to the teacher.	To respect the rights of others to share the teacher's time.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To be aware of the school rules and accept consequences when necessary. To attend school unless unwell.
To have his/her individual learning style understood and catered for.	Attend Parent/student/teacher interviews and participate in goal setting?

STAFF

RIGHTS	RESPONSIBILITIES
To work in a pleasant, safe environment and to be treated with courtesy by all.	To act as role models and provide suitable, interesting activities while maintaining a safe environment.
To be able to implement appropriate management strategies for children who are interfering with the rights of others	To understand policies and policy changes within Department of Education and Early Childhood Development, Victoria.
To contact parents/carers when necessary and to expect their support.	To be consistent and fair in the implementation of these management techniques.
To be informed of any family situation or home problem that may affect a student's learning or behaviour.	To be approachable, to listen and be prepared to consult with parents.
To be involved in a collaborative decision - making model within the school.	To act appropriately and discreetly and make time to act on information.
To be seen as an individual able to express a point of view.	To reflect on school based issues and be prepared to consult, contribute and negotiate. To encourage others to think about, respect and value others' opinions.
	Encourage and celebrate consistent student attendance.

PARENTS

RIGHTS	RESPONSIBILITIES
To have information on school processes and curriculum.	To understand policies and policy changes within Department of Education and Early Childhood Development, Victoria.
To be able to participate in school decision making processes.	To notify school of student absences.
To expect consistent approaches to behaviour management by teachers throughout the school.	To make time to be involved and support their child/ren.
To expect that there will be no form of discrimination against parents or children.	To reinforce/support school practices at home and advise the school of any concerns.
To receive and offer information regarding their child's educational	To be aware of the adverse effect of discrimination and to model appropriate behaviours to the child at home.

progress and behaviour.

To ask for assistance and/or interviews and to be aware of any home problems that may affect the child's learning.

To speak respectfully to all school community members.

SHARED EXPECTATIONS

The shared expectations of the school and community are designed to promote the following values in and out of the school:

Our Values

The following values underpin the beliefs of the Milawa Primary School community and provide the basis for our actions.

ENGAGE

Students demonstrate engagement in their learning at school and at home by listening, paying attention, making eye contact, asking questions and being willing to try new things with a positive attitude.

RESPECT

Respect for themselves, others, diversity, opinions, property, time and cultures. This is demonstrated through kindness, honesty, care, responsibility, organisation, by speaking up, lending a hand, being polite, using manners and giving everything your personal best.

CREATE

We encourage students to take what they have learned and use concepts and knowledge to imagine, aspire, to have ideas, to express themselves, design, write, invent and produce.

CONNECT

Connect with learning, with other students, teachers, parents, the Ovens Learning Community, the local community, the environment and the world. Connect through friendships, make links with learning, online in the digital world, through reading and participation in wide and varied experiences.

We act from what we think not from our emotions.

We therefore expect everyone that enters the school to uphold these values written by the students and the teachers.

The school recognises that all children learn in different ways and at different rates. We aim to equip every student with the skills needed to ensure lifelong learning.

A cohesive and enthusiastic School Council provides strong leadership and parent participation in decision making. In addition, school based activities such as performances, sport, fundraising and special events are proving an effective means of informal communication between parents and teachers. Parents can support the school by ensuring regular attendance, modelling positive behaviours and assisting their children with their work.

SCHOOL ACTIONS and CONSEQUENCES

The school has clear approaches to assist all students to become and remain engaged in their educational journey. We recognise that young people need knowledge and a broad range of social, personal and thinking skills to be successful. They need to develop the capacity to manage themselves as individuals, and in relation to others, to understand the world in which they live, and act effectively within that world.

Milawa PS has developed a range of positive behaviour interventions:

- Acknowledging Positive play for children displaying thought for others in the playground by acknowledgement in individual classes reward systems and at whole school assemblies.
- Classroom acknowledgement for children displaying positive behaviours.
- Classroom management procedures that include positive interaction with a variety of teachers, and encourage strategies for self discipline.
- Explicit teaching of self discipline and appropriate behaviour via such techniques as circle time, parking lots, resilience building, K.E.A.P.S and Games Factory.

Appendix 1: SCHOOL ACTIONS AND CONSEQUENCES: A STAGED RESPONSE

The school is committed to providing a safe, secure, stimulating and positive learning environment. This policy, through the whole school prevention strategies supports the school's Strategic Plan goals and priorities in improving attendance across the school, and aiming for continued high levels of student engagement and wellbeing.

The school's student engagement policy and the whole school positive behaviours approaches support this safe, secure learning environment. The progressive consequences for students who have difficulty meeting the school community's high expectations of behaviour are part of our staged response in this area:

Consequences for unsafe play in the yard:

- Restorative conferencing between relevant parties or class circle time if the behaviour impacts on others
- Warning from the yard duty teacher
- Walk with the teacher and tidy up around the yard as directed
- Half of lunchtime spent in supervised, inside area (parents notified of this consequence)
- For repeated breaches of our school rules or expected behaviours, parent conference. An Individual Behaviour Management Plan will be developed
- Referral to the Principal and an extended period of Time Out allocated. Student support group established, with parents, Principal and any other agencies

- School suspension for severe breaches of code that impact on the safety and wellbeing of other students or staff

Consequences for disruptive or challenging behaviour in classrooms:

- Negotiated classroom plan with, children at all levels are given direct instructions to build their positive social behaviours using programs such as Bounce Back, Blue Earth and You Can Do It.
- Reflection on student's learning program, pre-referral protocols followed
- Referral to Principal and Student Support Group (SSG) established with Individual Behaviour Management Plan developed
- Suspension for severe breaches of school's Student Engagement Policy that impact on the safety and wellbeing of other students or staff

Cyber Bullying: Cyber bullying is a deceptive form of bullying. Milawa PS minimises the opportunity for it to occur by restricting student use of mobile phones and preventing access to computer social networking sites by use of effective filtering software.

Programs that are educational and developmentally appropriate are used in the school with a code of conduct being signed at the beginning of each year by the students. It is the responsibility of the school to teach students to be cyber safe and to uphold the school values while online and using social media.

Consequences for inappropriate use of technology are as follows:

- Students and parents to sign the code of conduct at the beginning of the year
- Classroom teacher and student to discuss the issue and work out a resolution using a restorative model.
- Ongoing misuse of modern technology – Parent, Teacher, Principal and Student meeting to discuss the issue. Behavioural management plan to be written up and signed by all parties.
- School suspension for severe breaches of code that impact on the safety and wellbeing of other students or staff.

NB: Immediate suspension will be implemented in extreme cases where a student behaves in a manner that puts the health, safety and wellbeing of themselves, any other student, or any staff member at significant risk. The period of suspension (up to five days) will be at the discretion of the principal.

The Principal will notify parents immediately and require the student to be collected from school.

A SSG meeting will be held within 48 hours of the student being suspended.

Referral to agencies including the DET SSSO branch will be a consideration, as will support services for parents and carers where necessary.

A Student Absence Learning Plan will be developed for any suspension period greater than two school days, and a plan for return to School will be considered on a needs basis. The DET Student Engagement Guidelines (pp26-28) provide clear guidance for principals in these matters and will be the point of reference in any extended suspension situation. Expulsion procedures are also clearly outlined and maybe referred to on: <http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segministerorder.pdf>

Reviewed: 1/05/2016



MILAWA

Primary School

STUDENT MANAGEMENT POLICY

1. Student Behaviour – School Context

Milawa Primary School actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The school works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our Reading Recovery Program and provision of ESL students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our Disability and Impairment program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the year 6 leaders and the role of the school captains.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our staff through weekly discussions at meetings which also includes the use of DET Psychologist, when needed.

When relationships break down between members of the school community, we use "Restorative Practices" to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our business manager.

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

• **Rights and Responsibilities:**

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

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

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

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

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

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

- **Shared expectations:**

The shared expectations of the school and community are designed to promote the following values in and out of the school:

The following values also underpin the beliefs of the Milawa Primary School community and provide the basis for our actions:

Engage: Students demonstrate engagement in their learning at school and at home by listening, paying attention, making eye contact, asking questions and being willing to try new things with a positive attitude.

Respect: Respect for themselves, others, diversity, opinions, property, time and cultures. This is demonstrated through kindness, honesty, care, responsibility, organisation, by speaking up, lending a hand, being polite, using manners and giving everything your personal best.

Create: We encourage students to take what they have learned and use concepts and knowledge to imagine, aspire, to have ideas, to express themselves, design, write, invent and produce.

Connect: Connect with learning, with other students, teachers, parents, the Ovens Learning Community, the local community, the environment and the world. Connect through friendships, make links with learning, online in the digital world, through reading and participation in a wide and varied experiences.

MILAWA
Primary School

5. School Action and Consequences

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Student Engagement and Wellbeing Policy). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”

Broader support strategies will include:

- Involving and supporting the parent/carer
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break.
- Convening of a school support group.

When considering suspension or expulsion, the School follows the Department of Training procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

APPENDIX B:

MANAGING STUDENT BEHAVIOUR

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child –‘you can succeed’ and ‘I will help you do that’.
- To be familiar with and implement the following two documents: “*Protocols for Maintaining an Orderly Learning Environment*” and “*Learning Environment: Rights and Responsibilities*”.
- To be familiar with the School Behaviour Policy and be consistent in its implementation.
- Become practised in using restorative practices.
- When breaches of School Behaviour Policy occur, classroom teachers must discuss what happened at weekly PLT’s.
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Responsibilities of the Subschool Managers

A. Promotion of Positive Behaviours:

- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.
- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student’s on -going behaviour or when a student is displaying chronic patters of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator.

B. Attendance:

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.

Responsibilities of the Leading Teacher of Engagement and Well-Being

The Leading Teacher of Engagement and Well-Being is responsible for:

- developing, implementing and evaluating the School's Student Engagement Policy Guidelines
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- develop a whole school approach to student attendance and to participate in attendance conferences with sub school managers.
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the School's Student Engagement guidelines.

Responsibilities of the Principal:

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision -making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Engaging in "Restorative Practices"

Broader support strategies will include:

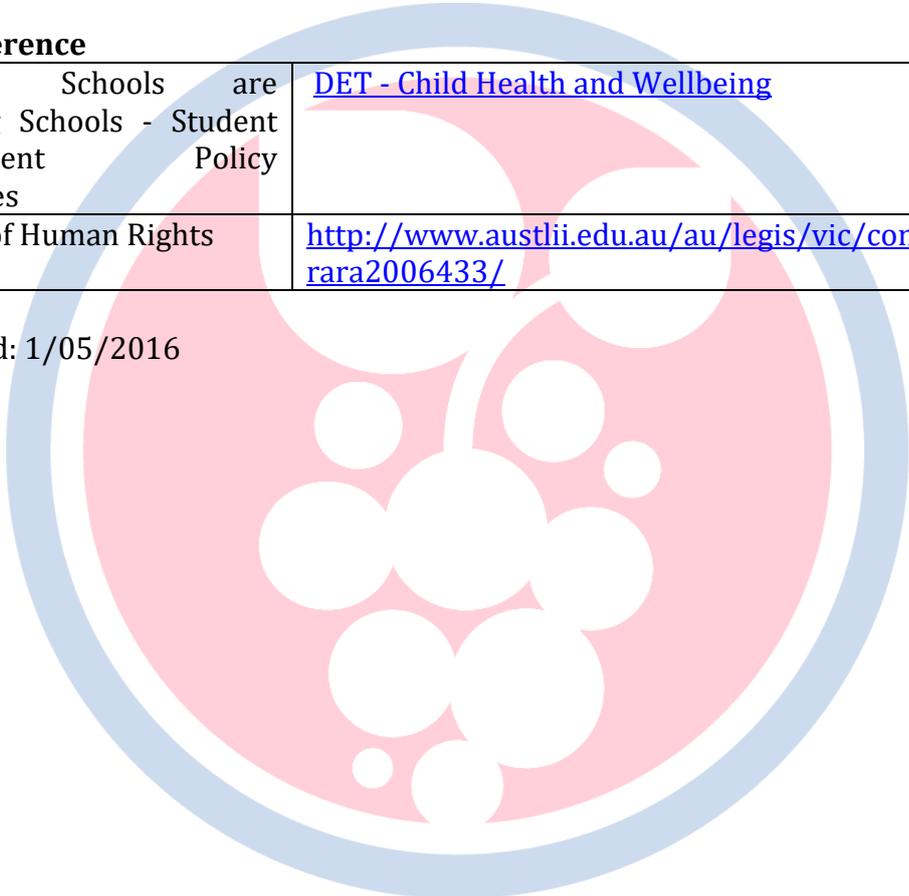
- Involving and supporting the parent/carer
- Mentoring and /or counselling

- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Key Reference

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	DET - Child Health and Wellbeing
Charter of Human Rights	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Reviewed: 1/05/2016



MILAWA
Primary School

Equal Opportunity Policy

Milawa Primary School

About this policy

This policy is designed to help you create a safe and inclusive school and workplace, to encourage you to consider the *Charter of Human Rights and Responsibilities Act* (“the Charter of Human Rights”) and to meet our legal responsibilities in relation to Equal Opportunity.

The Policy

Introduction

Milawa Primary aims to provide a welcoming, supportive, and emotionally and physically secure learning and working environment for every member of the school community.

Milawa Primary recognises and promotes human rights, and values the diversity of culture, beliefs, practices, customs, physical and intellectual abilities and life experience of the whole school community.

Our commitment

Milawa Primary aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential.

That is why discrimination, harassment, vilification, bullying and victimisation will not be tolerated at Milawa Primary under any circumstances.

Milawa Primary is committed to ensuring that the working environment is free from discrimination, harassment, bullying, vilification and victimisation.

Discrimination of any kind is unacceptable at Milawa Primary

Who and what this policy covers

This policy covers the whole school community, including staff, students, parents, school council members, contractors and volunteers.

This policy applies to:

- education (teaching and learning, enrolment, student management, student services, curriculum development and delivery)
- the provision of goods and services (extracurricular activities, camps, parent-teacher interviews, access to facilities)
- school sport
- employment at the school (recruitment, allocation of duties, employment conditions, access to benefits such as training, promotion and leave).

Complaints procedures

The Milawa Primary School encourages all members of the school community to attempt to resolve complaints and concerns through the school.

All complaints will be treated confidentially, fairly and consistently, and resolved as speedily as possible.

Any member of the school community who raises an issue of discrimination, harassment, bullying or vilification in good faith will not be victimised or otherwise unfairly treated or disadvantaged. All complaints of victimisation will be taken seriously, investigated and acted upon as quickly as possible.

Every student and staff member at Milawa Primary should feel welcome, supported and emotionally and physically secure at school. The wellbeing of all students and staff is a priority for Milawa. We understand that you cannot achieve your potential if someone is treating you unfairly, discriminating against you, vilifying, harassing or victimising you.

Consequences: If proven, the consequences of such behaviour may include counselling, the removal of privileges, a parental interview, suspension or expulsion. Milawa Primary will arrange counselling and support, where appropriate or where requested, for any student who has experienced bullying or harassment. Counselling may also be provided for a person who has bullied or harassed another.

The school may also need to discuss the incident with parents.

Milawa Primary will monitor how the complaint was resolved and the wellbeing of those involved. Further action will be taken if the problem behaviour continues.

Milawa Primary encourages all members of the school community to attempt to resolve complaints and concerns through the school if possible. It is also your right to seek help from outside the school. For example, you can contact the Department's regional office, the Ombudsman or the Victorian Equal Opportunity and Human Rights Commission (VEOHRC) for information or advice, or to make a complaint.

MILAWA
Primary School

1.2 Structure

STANDARD

The governance of a school must be structured to enable the school to develop its strategic direction, effectively manage its finances and fulfil its legal obligations.

EVIDENCE

Evidence collected by DET – ETR 2006 – and provided to VRQA

Milawa Primary School is a public government school which is effectively managed by a Principal along with the assistance of the School Council within guidelines provided by the Victorian government.

Our constitutional size of the School Council is **Total [12] Parents [6] Nominees [4] DE&T [2] Community.**

This board meets at least twice a term to discuss the strategic direction of the school.

Projected enrolments through the department website are outlined below. Currently though we have 74 students as the projected enrolment for 2017.

	FTE Actual Enrolments - Year level						Projected Enrolments				Trend
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
Primary											
Prep	7.0	11.0	8.0	11.0	8.0	15.0	15.0	13.0	12.0	12.0	
Year 1	15.0	7.0	9.0	10.0	10.0	8.0	15.0	15.0	13.0	12.0	
Year 2	6.0	15.0	7.0	10.0	9.0	10.0	8.0	15.0	15.0	13.0	
Year 3	5.0	6.0	17.0	7.0	9.0	10.0	11.0	8.0	15.0	15.0	
Year 4	11.0	4.0	6.0	15.0	8.0	8.0	10.0	10.0	8.0	15.0	
Year 5	7.0	11.0	5.0	8.0	14.0	8.0	9.0	11.0	11.0	9.0	
Year 6	16.0	7.0	10.0	5.0	6.0	12.0	7.0	8.0	9.0	9.0	
Primary Ungraded	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Grand Total	67.0	61.0	62.0	66.0	64.0	71.0	75.0	80.0	83.0	85.0	

Primary School

Supporting evidence;

- Strategic Plan (separate document)
- School Council Minutes – first meeting of the year (separate document)
- Investment Policy
- Internet Bank Policy
- Information Booklet (separate document)

MILAWA PRIMARY SCHOOL

INVESTMENT POLICY – 2017

PREPARED BY: Ash Campbell , Jo Tilbrook and Di Robinson

PRINCIPLES:

1. A figure equal to the operating costs for any particular month to be held in the *Official Account – (Operating)* and this figure be determined by the Principal and Office Manager on a monthly basis.
2. The balance of funds held by Milawa Primary School to be held in the High Yield Investment Account – Westpac and the CBA Investment Account. Any additional funds will be invested appropriately after discussion with the School Council.
3. No other investments to be made unless it is first approved at the Finance committee and presented to the School Council for endorsement.
4. Only low risk investments are to be undertaken.
5. Investments are to be recorded in an Investment Register with the following details recorded;
 - Date of lodgement
 - Institution investment is lodged with High Yield Investment Account – Westpac or School Cash Management Account with VTCU.
 - Terms of the investment; interest rate etc.
 - Amount invested

The school is to maintain a manual register as well as an electronic facility in the CASES Financial system.

Investment Policy updated 5/02/2017
Passed at School Council
Review as required.

MILAWA
Primary School

MILAWA PRIMARY SCHOOL

INTERNET BANKING POLICY – 2017

PREPARED BY: Ash Campbell, Jo Tilbrook and Di Robinson

PRINCIPLES:

6. A figure equal to the operating costs for any particular month to be held in the *Official Account* – (Operating) and this figure be determined by the Principal and Business Manager on a monthly basis.
7. The balance of funds held by Milawa Primary School to be held in the High Yield Investment Account – Westpac and CBA Investment Account. Any additional funds will be invested appropriately after discussion with the School Council.
8. Internet Banking is used on the Westpac High Yield Account and Commonwealth Bank Official Account on a daily basis. This is to be performed only by the Principal and/or the Business Manager. This is to also be reconciled on a daily basis by the Business Manager.
9. The only internet banking transfers to occur are to be done via the HYIA Department website. This is to be performed only by the Principal and/or the Business Manager after discussions with the Principal.
10. The school is to maintain a manual register as well as an electronic facility in the CASES Financial system

Internet Banking Policy endorsed in 2017

Passed at School Council
Review as required.

MILAWA
Primary School

1.3 *Philosophy*

STANDARD

School must have a clear statement of its philosophy.

EVIDENCE

There **must** be evidence in the form of:

- a statement of the school's philosophy which includes the vision, mission, values and objectives of the school
- an explanation of how the school's philosophy is enacted.

EXAMPLES OF EVIDENCE

- A published statement, such as a mission statement, philosophy or vision statement, on every newsletter, which contains the elements listed above.
- The school's current Strategic Plan, containing a vision statement.
- Policies or procedures for enacting the school philosophy.
- Examples of how the school philosophy is embedded into everyday school practise.

1.3 Philosophy

Milawa Primary School has a very strong philosophy of *'Nurturing confident, lifelong learners in a friendly rural community'*.

This was developed as part of the strategic plan with the students, staff and parent community and over time has been further developed and supported with the introduction of a Student Engagement and Wellbeing Policy, Information Booklet handed out each year, through weekly newsletters, at school assemblies and parent information nights.

Milawa Primary School
is committed to nurturing confident,
lifelong learners, in a friendly rural community.
Large enough to excel, small enough to care!

Milawa Primary School promotes and develops lifelong learners by working with children to:

- Develop confident learners who demonstrate high levels in all curriculum areas.
- Create socially competent individuals who contribute to the broader community.
- Develop inquiring minds and a spirit of curiosity.
- Adopt a proactive approach to care for our planet.
- Develop independent thinkers who are adaptive and resilient in a changing world.
- Foster respect and responsibility for self and others.
- Motivate children who value learning.

Milawa Primary School's mission statement also gives students:

- Caring, learning partnerships between teacher, parent and child
- Comprehensive extra-curricular programs, including social, cultural, and environmental aspects that develops the whole child
- An ethos of support, challenge and encouragement to succeed
- Using new technologies that link the child to the local and global communities
- A safe and caring learning community that values fun and enjoyment
- A relevant curriculum focused on the child's current and future needs
- A whole school approach to developing a culture of care for our planet
- A stimulating learning environment through innovative teaching and an investigative approach to learning

Milawa Primary School has a strong focus on literacy and numeracy as these are the building blocks for the other Key Learning Areas. There is a strong emphasis on technology to support the other subject areas. Milawa Primary School provides programs in English, Mathematics, Science, Italian, Technology, The Arts and Physical Education. The classroom programs are also enhanced by school camps, excursions, musical performances and cluster activities. Art, Italian and Library/Science specialists visit us weekly/fortnightly.

This is also highlighted in the **Strategic Plan** on page 2 which states;

Purpose

Milawa Primary School is 'Committed to nurturing confident, lifelong learners in a friendly rural community'.

We strive for our students to become motivated and independent learners through the provision of a wide range of learning choices for students to demonstrate their understandings and hands on experiences.

We promote a social responsibility, resilience, perseverance and independence to capably prepare our students for an ever changing world.

Values

Engage: Students demonstrate engagement in their learning at school and at home by listening, paying attention, making eye contact, asking questions and being willing to try new things with a positive attitude.

Respect: Respect for themselves, others, diversity, opinions, property, time and cultures. This is demonstrated through kindness, honesty, care, responsibility, organisation, by speaking up, lending a hand, being polite, using manners and giving everything your personal best.

Create: We encourage students to take what they have learned and use concepts and knowledge to imagine, aspire, to have ideas, to express themselves, design, write, invent and produce.

Connect: Connect with learning, with other students, teachers, parents, the Ovens Learning Community, the local community, the environment and the world. Connect through friendships, make links with learning, online in the digital world, through reading and participation in a wide and varied experiences.

STUDENT ENGAGEMENT POLICY

Introduction

For students to be successful learners it is critical that we develop and promote positive school cultures and increase student wellbeing. This policy focuses on the development of pro-social behaviours and **emphasizes** prevention and **early intervention** rather than punishment as a way to respond to inappropriate behaviour.

Our Student Engagement Policy sets out: rights, responsibilities and shared expectations of everyone in the school community, including students, parents and staff. It has been developed through a consultative process with students, parents and staff. The policy is framed within the *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines* and associated legislative requirements.

Weekly newsletters are always signed off by the Principal with the following signature.

Ash Campbell – Principal

Milawa Primary School is committed to Nurturing confident, lifelong learners, in a friendly rural community.

The **Principals digital signature** on his email is.

Ash Campbell

133 Milawa Bobinawarra Road

Milawa VIC 3678

Phone: 57273243

Fax:

Principal

Email: Milawa.ps@edumail.vic.gov.au

“Committed to nurturing confident, lifelong learners in a friendly rural community”

Policies and documents that support our philosophy include;

Student Engagement and Wellbeing Policy (as above)

Newsletters

Information Booklet (separate document)

School Philosophy Policy

School Strategic Plan (separate document)

Annual Implementation Plan (separate document)

MILAWA
Primary School

MILAWA PRIMARY SCHOOL PHILOSOPHY

Milawa Primary vision, mission, values and objectives

Milawa Primary School has a very strong philosophy of *'Nurturing confident, lifelong learners in a friendly rural community'*.

This was developed as part of the strategic plan with the students, staff and parent community and over time has been further developed and supported with the introduction of a Student Engagement and Wellbeing Policy, Information Booklet handed out each year, through weekly newsletters, at school assemblies and parent information nights.

Page 3 of our information booklet (which is reviewed annually) clearly states the aims of our school.

Milawa Primary School
is committed to nurturing confident,
lifelong learners, in a friendly rural community.

Milawa Primary School promotes and develops lifelong learners by working with children to:

- Develop confident learners who demonstrate high levels of understanding curriculum
- Creates socially competent individuals who contribute to the broader community
- Develop enquiring minds and a spirit of curiosity
- Adopt a proactive approach to care for our planet
- Develop independent thinkers who are adaptive and resilient in a changing world
- Foster respect and responsibility for self and others
- Motivate children to value learning.

Milawa Primary School's mission statement also gives students:

- Caring, learning partnerships between teacher, parent and child
- Comprehensive extra-curricular programs, including social, cultural, and environmental aspects that develops the whole child
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This is also highlighted in the **Strategic Plan** on page 2 which states;

Purpose

Milawa Primary School is 'Committed to nurturing confident, lifelong learners in a friendly rural community'. We strive for our students to become motivated and independent learners through the provision of a wide range of learning choices for students to demonstrate their understandings and hands on experiences. We promote a social responsibility, resilience, perseverance and independence to capably prepare our students for an ever changing world.

Values

The shared expectations of the school and community are designed to promote the following values in and out of the school:

Engage: Students demonstrate engagement in their learning at school and at home by listening, paying attention, making eye contact, asking questions and being willing to try new things with a positive attitude.

Respect: Respect for themselves, others, diversity, opinions, property, time and cultures. This is demonstrated through kindness, honesty, care, responsibility, organisation, by speaking up, lending a hand, being polite, using manners and giving everything your personal best.

Create: We encourage students to take what they have learned and use concepts and knowledge to imagine, aspire, to have ideas, to express themselves, design, write, invent and produce.

Connect: Connect with learning, with other students, teachers, parents, the Ovens Learning Community, the local community, the environment and the world. Connect through friendships, make links with learning, online in the digital world, through reading and participation in a wide and varied experiences.

Our **Student Engagement Policy** and **Wellbeing Policy** also set out high expectations from our staff, students and parents in regards to up holding our strong education philosophy.

STUDENT ENGAGEMENT POLICY

Introduction

For students to be successful learners it is critical that we develop and promote positive school cultures and increase student wellbeing. This policy focuses on the development of pro-social behaviours and **emphasizes** prevention and **early intervention** rather than punishment as a way to respond to inappropriate behaviour.

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Ash Campbell – Principal

Milawa Primary School is committed to Nurturing confident, lifelong learners, in a friendly rural community.

The **Principals digital signature** on his email is.

Ash Campbell

1050 Wangaratta -Whitfield Road

Milawa VIC 3678

Phone: 57273 312

Fax: 57273245

Principal

Email: Milawa.ps@edumail.vic.gov.au

“Committed to nurturing confident, lifelong learners in a friendly rural community”

In accordance the principles outlined in the *Education and Training Reform Act 2006* (Vic), as a Victorian government school, the programs of, and teaching at Milawa Primary School will support and promote the principles and practices of Australian democracy including a commitment to:

- An elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

Also, in accordance with the *Education and Training Reform Act 2006* (Vic), the school will provide a secular education and will not promote any particular religious practice, denomination or sect and is open to adherents of any philosophy, religion or faith.

Implementation of school philosophy

This school philosophy will be central to all:

- school initiatives, policies and practices;
- teaching and learning programs;
- internal and external interactions;
- organisational structures and practices; and
- dealings with parents, the School Council and the community.

Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

This Policy was review on 1/05/2014

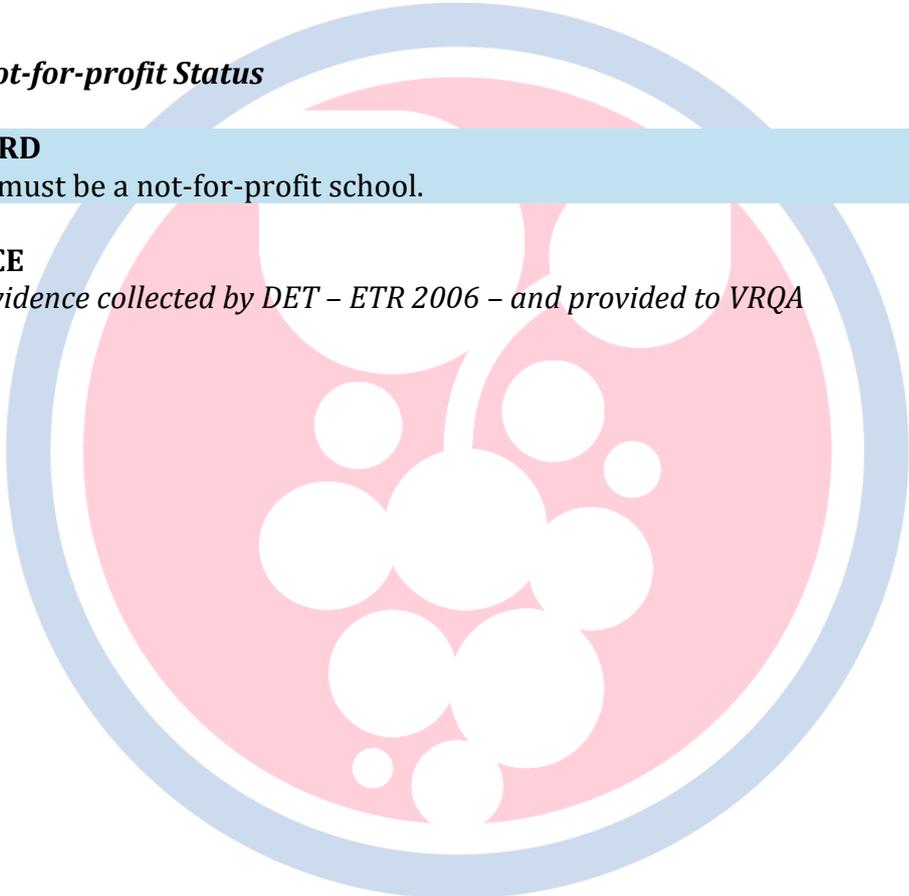
1.4 Not-for-profit Status

STANDARD

A school must be a not-for-profit school.

EVIDENCE

Evidence collected by DET – ETR 2006 – and provided to VRQA

The logo for Milawa Primary School is a circular emblem. It features a light blue outer ring, a white inner ring, and a pink central field. Inside the pink field, there are several white circles of varying sizes, some overlapping, creating a stylized, abstract design.

MILAWA
Primary School

2 ENROLMENT

2.1 Student Enrolment Numbers

STANDARD

A school must have a minimum of 20 students enrolled. A secondary school must have an average enrolment of 10 or more students for each year level for which it is registered*.

*Certain schools are exempt from this standard, such as remote schools.

EVIDENCE

Evidence collected by DET via CASES21 and provided to VRQA

EVIDENCE

There has been a gradual increase in enrolments at the school over the period of the last 3 years. In 2014 we had 66 enrolments and that has increased to an enrolment of 74 students in 2017. We have enrolled 25 preps students in the last two years which has been healthy for school growth. An extensive transition program is currently being implemented to endeavour that we continue the trend line of enrolments into the future.

FTE Enrolments & Projections - Milawa Primary School (737)

	FTE Actual Enrolments - Year level						Projected Enrolments				Trend
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
☐ Primary											
Prep	7.0	11.0	8.0	11.0	8.0	15.0	15.0	13.0	12.0	12.0	
Year 1	15.0	7.0	9.0	10.0	10.0	8.0	15.0	15.0	13.0	12.0	
Year 2	6.0	15.0	7.0	10.0	9.0	10.0	8.0	15.0	15.0	13.0	
Year 3	5.0	6.0	17.0	7.0	9.0	10.0	11.0	8.0	15.0	15.0	
Year 4	11.0	4.0	6.0	15.0	8.0	8.0	10.0	10.0	8.0	15.0	
Year 5	7.0	11.0	5.0	8.0	14.0	8.0	9.0	11.0	11.0	9.0	
Year 6	16.0	7.0	10.0	5.0	6.0	12.0	7.0	8.0	9.0	9.0	
Primary Ungraded	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Grand Total	67.0	61.0	62.0	66.0	64.0	71.0	75.0	80.0	83.0	85.0	

Policies and documents that support our philosophy include;

Enrolment Policy

Information Booklet (separate document)

Enrolment Policy

Rationale:

- All children enrolling at our school deserve a smooth transition that enables them to become part of our school with a minimum of disruption and maximum support.

Aims:

- To provide an efficient process of enrolment that satisfies the needs of both students and the school.

Implementation:

- All children are welcome to attend our school.
- Students enrolling at our school as part of a prep intake will be required to provide proof of age (indicating that they have turned 5 years of age by the 30th April of that year) and an immunisation certificate.
- A child who is less than the minimum age of entry for Victorian schools but has transferred from an interstate school is eligible for enrolment. Evidence of age and full-time enrolment at the interstate school must be provided along with evidence of disability eligibility.
- Other parents seeking early age entry for their children must make a written application to the Regional Director.
- Information regarding the enrolment of overseas students can be obtained from the International Studies Unit (03) 9637 2202.
- All enrolments will require the completion of the DET 'Confidential Student Information Enrolment Form', with details entered immediately on CASES 21.
- The Principal will contact principals of previous schools of all students seeking transfers to discuss the circumstances of the transfer, to confirm eligibility, to seek a transfer note or an immunisation certificate (if enrolling), and to discuss any academic or behavioural matters. The principal has the authority to defer admission for one school day in order that enquiries of the previous school are carried out in the interests of the student.
- Students will be allocated to classes according to a combination of class size and student need.

Evaluation:

- This policy will be reviewed as part of the school's review cycle, at least once every three years.

This policy was reviewed on: 25th July 2016

MILLAWA
Primary School

2.2 Enrolment Policy (Specialist and Specific Purpose Schools** ONLY)

STANDARD

The school must have a clearly defined enrolment policy that complies with all applicable State or Commonwealth law. A school established by a particular religious denomination or by a group of religious denominations may have an enrolment policy that gives preference to adherents of that religious denomination or denominations or their children.

**Specific Purpose Schools included such schools as camp schools and language schools.

EVIDENCE

There **must** be evidence in the form of:

- a copy of the school's enrolment policy which is consistent with all legal requirements, and details of how it is currently implemented.

2.2 Enrolment Policy (Specialist and Specific Purpose Schools ONLY)

- Enrolment document which is given to each new parent and entered onto Cases (separate document)
- Enrolment Policy (see above)
- Information Booklet (separate document)

MILAWA
Primary School

2.3 *Register of Enrolments*

STANDARD

A register of enrolments must be maintained that contains, for each student:

- their name, age and address
- the name and contact details of any parent or guardian of the student
- the date of enrolment
- where applicable, the date the student ceased to be enrolled.

EVIDENCE

Evidence collected by DET via CASES21 and provided to VRQA



MILAWA
Primary School

3 CURRICULUM AND STUDENT LEARNING

3.1 Curriculum Framework

STANDARD

A framework must be in place for the organisation, implementation and review of the school's curriculum and teaching practices and to ensure that, taken as a whole, the learning areas are substantially addressed.

EVIDENCE

There **must** be evidence in the form of:

- an explanation of how appropriate time is allocated across the eight learning areas
- an explanation of how and when curriculum and teaching practice is reviewed
- an outline of how the school delivers its curriculum, whether through the Australian Curriculum, AusVELS or other approved curriculum programs, integrated programs or online learning
- a whole-school curriculum plan showing how the curriculum is organised.

EXAMPLES OF EVIDENCE

- Yearly curriculum program plans for each cohort of students
- An indication of how the eight learning areas (English; mathematics; sciences – including physics, chemistry and biology; humanities and social sciences – including history, geography, economics, business, civics and citizenship; the arts; languages; health and physical education; information and communication technology, and design and technology) are addressed across the years of schooling
- School policies on curriculum provision, teaching and learning, assessment and student reporting
- An outline of time allocations for each of the learning areas, by year level
- A published whole-school curriculum plan showing how the curriculum is organised
- School plans which document school improvement planning – specifically with relation to curriculum, learning and teaching
- Documentation outlining processes by which curriculum and teaching practices are reviewed
- An overview of the school's approach to curriculum and to teaching and learning
- Curriculum scope and sequence documentation for each learning area
- A whole school timetable

Primary School

3.1 Curriculum Framework

This is outlined in a separate folders and on our online portal using Google Drive in more detail.

Milawa Primary School has a strong focus on the explicit teaching of literacy and numeracy as these are the building blocks for all learning areas and there is a strong emphasis on technology to support our 21st Century learners with excellent student to computer ratios as well as the introduction of iPads into the classrooms this year. We personalise the learning for all the students which means students have regular one on one conferences with their teachers, Individual Learning Plans and differentiated classroom tasks that allow students to both achieve and build on their current level of understanding.

Specialist classes are provided in the areas of LOTE (Italian), BluEarth, Music, and the MACC and MARC vans provide Art and Library/Science travelling specialists.

The classroom structure for 2017 is;

Prep - 1

Year 2/3

Year 4/5/6

Support

We have two integration aides that run throughout the school supporting the classrooms. The Prep - 1 classroom has a full time aide, year 2/3/4 classroom has an aide every day for 4 days a week. The school also receives the support of a chaplain 2 days a week.

Specialist Programs

Library/Science, Art, Italian, Bluearth and Music.

The Bluearth Foundation is a national not-for-profit organisation whose focus is to increase the levels of physical activity amongst Australians, in particular school aged children and supports our Physical Education Program within the school through mentoring our teachers on what activities they can take their students for as well as how to manage the social and emotional development of the students.

The Foundation was established in 2000 by Australian businessman and philanthropist, Malcolm Freake, to help improve the health and wellbeing of our citizens with the delivery of best practise physical activity back into the community. Whilst the Foundation's goals is to increase the levels of physical activity in all Australians, its core program focuses on engaging children in movement and instilling in them a lifelong love of physical activity.

Through consultation with leading experts, the Foundation developed the Bluearth Approach, a holistic approach to physical activity and wellbeing. The Approach utilises movement, motivation and learning to support, encourage, enable and challenge active living. It not only teaches children and adults the enjoyment and fun of being physically active, it also draws on their feelings, reactions and thoughts that resulted from their participation and draws key developmental learning back into classroom settings and into their lives.

Support Staff

We have a business manager 0.60 time fraction.

We have an open door policy at Milawa Primary school so we have many parents who volunteer their time to support all classrooms, particularly listening to our Prep students read.

The 2017 classroom time table is outlined below with a great emphasis on leaving the morning sessions free for our junior classrooms (Prep -4) within the morning timeslot to leave room for literacy and numeracy.

		9:00am to 11:00am		Reces	11:30 to 1:00pm	Lunch	2:00pm to 3:30pm
MONDAY	F/1	A					
	2/3	A					
	4/5/6	A					
TUESDAY	F/1				Blue Earth		
	2/3						
	4/5/6		Blue Earth				
WEDNESDAY	F/1						
	2/3						
	4/5/6						
THURSDAY	F/1				MARC VAN		
	2/3		MARC VAN				
	4/5/6						MARC VAN
FRIDAY	F/1				LOTE		
	2/3						LOTE
	4/5/6		LOTE				

		9:00am to 11:00am		Reces	11:30 to 1:00pm	Lunch	2:00pm to 3:30pm
MONDAY	F/1	A					
	2/3	A					
	4/5/6	A					
TUESDAY	F/1						
	2/3						
	4/5/6						
WEDNESDAY	F/1						
	2/3						
	4/5/6						
THURSDAY	F/1						
	2/3						
	4/5/6						
FRIDAY	F/1		MACC VAN		LOTE		
	2/3				MACC VAN		LOTE
	4/5/6		LOTE				MACC VAN

Our timetable follows the following format;

- 2 hours in the morning from 9:00 – 11:00 which is dedicated to literacy,
- 1 ½ hours from 11:30 to 1:00 which is dedicated to numeracy,
- 1 ½ hours from 2:00 – 3:30 which is dedicated to our integrated units of work and physical education.

Curriculum and teaching practices are reviewed on a regular basis through both school based and cluster based PLT's as well as through professional development opportunities provided to our teachers as a cluster. 2016 included staff participating in the Primary Maths and Science Specialist program which led to developing Victorian Maths and Science curriculum documents with the staff as well as the development of Victorian curriculum documents in literacy with consultation of the O.L.C.

Milawa Primary School has developed its own Instructional Model for Writing, Numeracy and Reading.

Supporting evidence;

Curriculum Scope and Sequence plans have been developed for Reading, Writing, Mathematics, Science, Physical Education and Emotional Intelligence and are working towards building units of work to support these scope and sequences.

Policies and documents that support:

- Timetable (separate document)
- Time allocation per learning area
- Curriculum Framework Policy
- School Strategic Plan (separate document)

CURRICULUM FRAMEWORK POLICY

- Annual Implementation Plan (separate document)
- Curriculum Committee – PLT minutes
- Staff Professional Development
- Whole School Curriculum Plan (separate document)

1. POLICY STATEMENT

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

Our school encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum.

Each year the school will review our curriculum offerings. It will be in the form of a Curriculum Plan.

2. GUIDELINES

- 2.1 Our school will recognise and respond to diverse student needs when developing its curriculum programs and curriculum plan.
- 2.2 Our school will comply with all DET guidelines about the length of student instruction time required in Victorian schools.
- 2.3 There will be a broad offering of programs to meet the demands of students. The Victorian Curriculum will be implemented from Years Prep - 6 at our school.
- 2.4 The Department of Education and Training places a high priority on the teaching of Physical and Sport Education, LOTE and EAL. Our school also places a high priority on the teaching of these learning areas.
- 2.5 School curriculum programs are designed to enhance effective learning.
- 2.6 Preparing young people for the transition to school (prep) and onto high school is a critical element in senior secondary program.
- 2.7 Teaching and learning programs will be resourced through Program Budgets.

3. PROGRAM

- 3.1.1 Our school will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English.
- 3.1.2 Our school will identify and cater for the different needs of particular cohorts of students when developing its curriculum plan.
- 3.2 Our school when developing its Curriculum Plan will provide at least 25 hours student instruction per week.
- 3.3.1 The staff will determine the curriculum program for the following year, based on student demand and the needs of the school's Curriculum Plan to maintain balance and a broad provision of subject choices.
Input will be sought from the relevant staff in the curriculum area when determining programs for the following school year.
- 3.4.1 The Victorian Curriculum will be used as a framework for curriculum development and delivery at years Foundation to 6 in accordance with DET policy and guidelines.
- 3.4.2 Every year our school will do an audit of the year Foundation to 6 curriculum. This audit will inform future curriculum planning.

To facilitate this implementation, course handbooks, assessment criteria and record keeping pro-formas will be produced that reflect the Victorian Curriculum.

- 3.5 The DET requirements related to the teaching of Physical Education, Sports Education, LOTE and EAL will continue to be implemented.
- 3.6.1 The use of Information and Communications Technology (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.
- 3.6.2 Early and Middle Years of schooling approaches will continue to be developed and implemented.
- 3.7 In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes.
- 3.8 Curriculum leaders will be required to review their policy statement and prepare a comprehensive annual program budget and submit these to School Council.
- 3.9 The Curriculum Committee will meet regularly (at least twice per term) to track whole school data and identify potential curriculum areas that require focus. Data analysed will include, but is not limited to, NAPLAN, On Demand, Fountas and Pinnell, South Australian Spelling Test, teacher judgments based on learning outcomes in VC.
- 3.10 Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

4. **LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/studentlearning/curriculum/default.htm>
- <http://www.education.vic.gov.au/studentlearning/curriculum/elearning.htm>

Appendices which are connected with this policy are:

- Appendix A: Curriculum Plan – including time allocations

5. **EVALUATION**

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

MILAWA
Primary School

3.2 *Student Learning Outcomes*

STANDARD

A school must have processes in place which enable it to plan for, and achieve improvement in, student learning outcomes.

EVIDENCE

There **must** be evidence in the form of:

- a documented strategy to improve student learning outcomes.

Such a strategy must include statements of:

- what data (such as NAPLAN testing, senior secondary and On Track data) the school collects to monitor outcomes
- how the school analyses and uses data to set goals and targets for outcomes, including for students at risk
- how the data is being analysed, used and reported.

EXAMPLES OF EVIDENCE

- School Annual Report
- Screen shots of data from the School Performance Portal
- Curriculum committee schedules, minutes and decisions
- Samples of other student data collected and analysed by the school to monitor student outcomes
- The school's endorsed School Strategic Plan
- Annual School Self Evaluation
- Policies and procedures for analysing student outcomes
- Policies and procedures on how the school uses data to set goals and outcome targets
- Policies and procedures for managing students at risk
- Planned opportunities for teacher professional learning
- Principal performance and development plans
- Staff performance and development plans

MILAWA
Primary School

3.2 Student Learning Outcomes

Data is used at Milawa Primary School to inform our teaching and to make sure that we are moving students from one level to the next. As we are a small school we specifically track individual students within our school and really look to move every student. Student data is discussed at weekly Professional Learning Team meetings.

Examples of how the data is used is outlined below;

Milawa Primary School Assessment Schedule 2017

Year	Daily	Weekly	Fortnightly	Monthly	Term	Twice per year	Yearly
Foundation	Anecdotal Records Home Reading	Letter ID High frequency Words spell/read	Café Conferencing	Running Record Writing sample analysis	NFA Fountas and Pinnell	End of Semester Report SA Spelling Maths Online Interview	English Online – Feb ROL Letter ID
1	Anecdotal Records Home Reading	Letter ID – if req High frequency Words spell/read Spelling Test weekly words	Café Conferencing	Running Record Writing sample analysis	NFA Fountas and Pinnell Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling Maths Online Interview	English Online – Feb Observation Survey – Feb - CAP, Letter ID, Clay word test, BURT Writing vocab, dictation
2	Anecdotal Records Home Reading	High frequency Words spell/read Spelling Test weekly words	Café Conferencing *Times Table Challenge	Running Record Writing sample analysis	NFA Fountas and Pinnell Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling *Maths Online Interview	English Online – Feb Observation Survey for students at risk as required
3	Anecdotal Records Home Reading	High frequency Words spell/read Spelling Test weekly words	Café Conferencing *Times Table Challenge	Running Record Writing sample analysis	NFA Fountas and Pinnell Probe Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling On Demand Assessment - Language, Literacy, Maths General, Maths Number	NAPLAN
4	Anecdotal Records Home Reading	High frequency Words spell/read (as needed) Spelling Test weekly words)	Café Conferencing *Times Table Challenge	Running Record (students below level 30) Writing sample analysis	NFA Fountas and Pinnell Probe Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling On Demand Assessment - Language, Literacy, Maths General, Maths Number	Scaffolding Numeracy in the Middle Years – above Ausvels 5 only
5	Anecdotal Records Home Reading	High frequency Words spell/read (as needed) Spelling Test weekly words	Café Conferencing *Times Table Challenge	Writing sample analysis	NFA Fountas and Pinnell Probe Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling On Demand Assessment - Language, Literacy, Maths General, Maths Number	NAPLAN Scaffolding Numeracy in the Middle Years – above Ausvels 5 only
6	Anecdotal Records Home Reading	High frequency Words spell/read (as needed) Spelling Test weekly words	Café Conferencing *Times Table Challenge	Writing sample analysis	NFA Fountas and Pinnell Probe Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling On Demand Assessment - Language, Literacy, Maths General, Maths Number	Scaffolding Numeracy in the Middle Years – above Ausvels 5 only

Data goals set each year on our AIP Plan with the teachers and reviewed during the middle and the end of the year.

<p>Excellence in Teaching and Learning – Building practice excellence:</p> <p>Maximize learning outcomes for all students in the Reading and Mathematics domains of the AusVELs and moving towards Victorian Curriculum</p>	<p>Targets</p> <ul style="list-style-type: none"> Matched cohort progress at the median of at least two full AusVELs level between Year 3 and 5 in NAPLAN To increase the percentage of students at or above expected standards against the VELS/AUSVELS Improved data of both students performing below the expected level and also above the expected level with a minimum requirement of a one year growth within the National Curriculum, NAPLAN, On Demand, Fountas and Pinnell and AusVELs judgements to be used as a measure. Exemplary professional learning team model adapted across the CLIC with meetings focusing explicitly on the teaching of reading. School professional learning team meeting regularly with an explicit focus on numeracy in particular numeration and counting. 																																																																																																														
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At the end of each term teachers collate following spreadsheet. Class profiles are also made for teachers to use to assist them with their planning.

Eronte	0	d	D	Plus 4	2	B
Jack	0	d	C	Plus 3	3	C
Erin B	0	d	C	Plus 3	4	C
Finn	0	d	B	Plus 2	5	D
Kgah	0	d	B	Plus 2		PREP
Henry	0	d	B	Plus 2	6	D
Rory	0	d	C	Plus 3	7	E
Mathew	0	d	B	Plus 2	8	F
Lizli	0	d	B	Plus 2	9	F
Heath	0	d	B	Plus 2	11	G
Nate	0	d	D	Plus 4	12	G
Aiden	0	d	B	Plus 2	13	H
Tim	0	d	C	Plus 3	14	H
Ava	0	k	L	Plus 12	15	I
Tom	0	d	B	Plus 2	16	I
Erin C	1	f	J	Plus 4	17	J
Ruby	1	f	J	Plus 4	18	J
Cooper	1	e	I	Plus 4	19	K
Mia	1	i	J	Plus 1	20	K
Jett	1	e	I	Plus 5	21	L
Jordan	1	c	F	Plus 5	22	M
Lara	1	i	J	Plus 1	23	N
Dakota	1	g	K	D & I		
Oliver	1	g	J	Plus 3	24	O
Claire B	2	i	n	Plus 3	25	P
Sam C	2	i	n	Plus 5	26	Q
Sienna	2	i	n	Plus 5	27	R
Lily	2	n	o	Plus 3	28	S
Eglen	2	f	k	Plus 1	29	T
Geordie	2	i	n	Plus 3	30	U
Chloe M	2	n	m	Plus 1		V
Nich	2	i	n	Plus 3		W
Alice	2	i	n	Plus 3		X
Marnie	2	d	k	Plus 8		Y
Chali	2	i	o	Plus 5		Z
Sam A	3	q	t	Plus 1		YEAR 8
Jordyn	3	t	v	Minus 3		
Christian	3	q	u	Minus 3		
Clare C	3	r	v	NA		
Tully	3	q	u	Plus 1		
Harrison	3	q	u	Plus 1		
Melissa	2	f	k	Plus 1		
Harry	3	w	x	Minus 2		
Sam T	3	q	t	Plus 1		
Abraham	3	t	v	Minus 2		
Ben	4	w	g	Minus 2		
Megan	4	q	t	Plus 3		
Chloe C	4	w	s	Minus 2		
Grace	4	w	s	Minus 2		
Chastelle	4	t	v	Plus 1		

Supporting Policies and documents include:

- Curriculum Framework Policy
- School Strategic Plan (separate document)
- Annual Implementation Plan (separate document)

3.3 Monitoring and Reporting on Students' Performance

STANDARD

A school must ensure that there is ongoing assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance.

Access to information must include at least two written reports to parents per year.

EVIDENCE

Evidence collected by DET via CASES21 and provided to VRQA

Data is used at Milawa Primary School to inform our teaching and to make sure that we are moving students from one level to the next. As we are a small school we specifically track individual students within our school and really look to move every student. Student data is discussed at weekly Professional Learning Team meetings.

Examples of how the data is used is outlined below;

Milawa Primary School Assessment Schedule

Year	Daily	Weekly	Fortnightly	Monthly	Term	Twice per year	Yearly
Foundation	Anecdotal Records Home Reading	Letter ID High frequency Words spell/read	Café Conferencing	Running Record Writing sample analysis	NFA Fountas and Pinnell	End of Semester Report SA Spelling Maths Online Interview	English Online – Feb ROL Letter ID
1	Anecdotal Records Home Reading	Letter ID – if req High frequency Words spell/read Spelling Test weekly words	Café Conferencing	Running Record Writing sample analysis	NFA Fountas and Pinnell Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling Maths Online Interview	English Online – Feb Observation Survey – Feb - CAP, Letter ID, Clay word test, BURT Writing vocab, dictation
2	Anecdotal Records Home Reading	High frequency Words spell/read Spelling Test weekly words	Café Conferencing *Times Table Challenge	Running Record Writing sample analysis	NFA Fountas and Pinnell Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling *Maths Online Interview	English Online – Feb Observation Survey for students at risk as required
3	Anecdotal Records Home Reading	High frequency Words spell/read Spelling Test weekly words	Café Conferencing *Times Table Challenge	Running Record Writing sample analysis	NFA Fountas and Pinnell Probe Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling On Demand Assessment - Language, Literacy, Maths General, Maths Number	NAPLAN
4	Anecdotal Records Home Reading	High frequency Words spell/read (as needed) Spelling Test weekly words	Café Conferencing *Times Table Challenge	Running Record (students below level 30) Writing sample analysis	NFA Fountas and Pinnell Probe Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling On Demand Assessment - Language, Literacy, Maths General, Maths Number	Scaffolding Numeracy in the Middle Years – above Ausvels 5 only
5	Anecdotal Records Home Reading	High frequency Words spell/read (as needed) Spelling Test weekly words	Café Conferencing *Times Table Challenge	Writing sample analysis	NFA Fountas and Pinnell Probe Words Their Way Inventory *Maths Test – general	End of Semester Report SA Spelling On Demand Assessment - Language, Literacy, Maths General, Maths Number	NAPLAN Scaffolding Numeracy in the Middle Years – above Ausvels 5 only
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Data goals set each year on our AIP Plan with the teachers and review during the middle and the end of the year. This is then reflected in our ongoing student progress reports for all students.



MILAWA

Primary School

Student Progress Report

Date	November 2016
Student Name	Lily Gibb
Year Level	2
Curriculum Area	English: Reading
Assessment Type	Fountas and Pinnell

Students in 2/3/4 are assessed twice per year on this reading assessment. The Fountas and Pinnell (F&P) is a one-on-one interview where the student reads aloud, and then the student and teacher have a comprehension conversation to assess understanding. Students in year 3 and beyond, also complete a writing task based on what they have read. Students are assessed on how accurately they read the book, the speed and fluency with which they read, their understanding of the events within the book, beyond the book and how that type of text is put together. This assessment is used from F-0 and beyond.

Below Standard	At Standard	Above Standard

Comments:
 Lily is an excellent reader and is working well beyond the expectation for her year level. For this assessment, Lily read a nonfiction text about preparing for a fishing expedition. We have intentionally focussed on nonfiction this semester as it formed the basis of our writing genres but it also allowed students who were excelling to spread across rather than keep pushing up. Lily read this text with 100% accuracy and sophisticated fluency, expression and phrasing. Lily demonstrated excellent understanding of the stated information and was able to recall important information and main ideas. Lily was able to explain inferential questions such as why fishing is complicated and why "catch and release" is important. She can also explain

Then to conclude assessment students are provided with written reports twice a year.



MILAWA

Primary School

Student Report - Abbey Collins
Semester 2 - 2016

Learning Area	Below Standard	At Standard	Above Standard
English - Reading			
English - Writing			
Mathematics			
Science			

	Needs Attention	Acceptable	Good	Very Good	Excellent
Effort					
Working with others					
Behaviour					

General Comment:
 Abbey has come so far this year and can be very proud of her achievements, both in and out of the classroom. It has been fantastic to see her confidence in herself and her abilities really blossom over the last 6 months. She now sees that not knowing how to do something, and asking questions to find out, is all part of the learning process. She no longer expects that she "should" know how to do everything. She is a conscientious, diligent student who works hard; these qualities will ensure that she adjusts well to the different expectations of secondary school. I have really enjoyed teaching Abbey the last two years and will miss her next year. I wish her all the best in her next adventure!

EVIDENCE

We are dedicated to open communication at Milawa Primary School and ensure that there is some form of formal communication each term as well as plenty of opportunities for informal discussions.

Our schedule for the year is as follows;

Term 1: Parent Teacher Interviews

Term 2: Written Report and Student Progress Reports

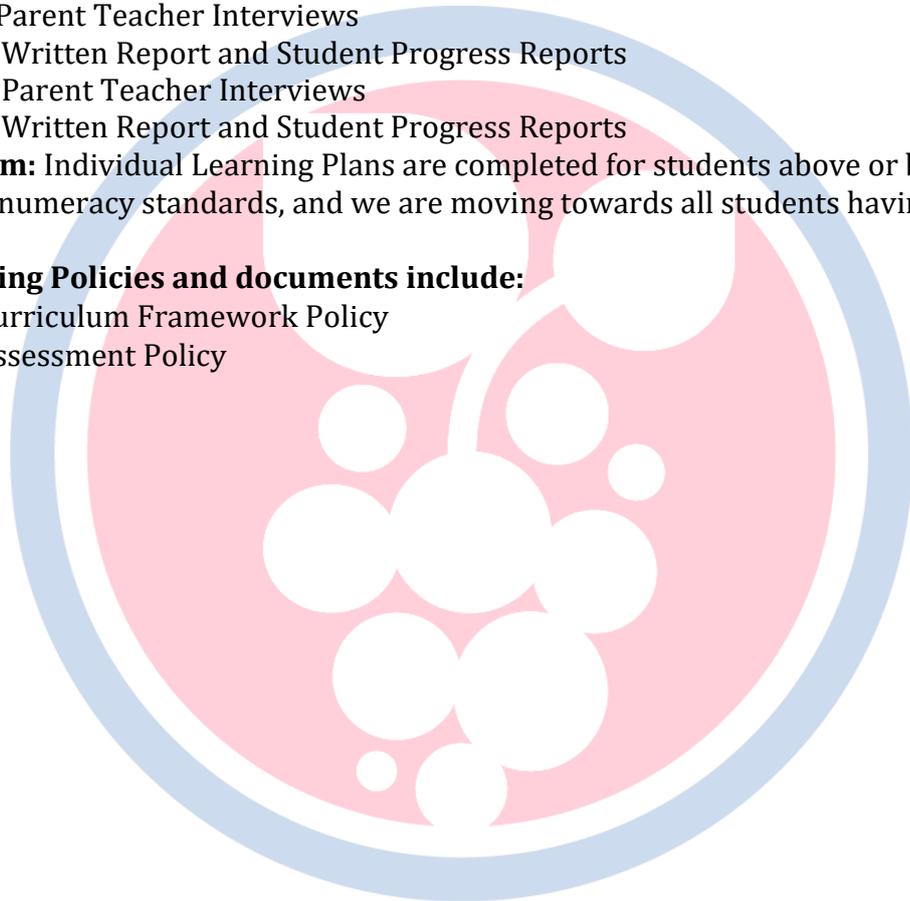
Term 3: Parent Teacher Interviews

Term 4: Written Report and Student Progress Reports

Each term: Individual Learning Plans are completed for students above or below literacy/numeracy standards, and we are moving towards all students having ILP's.

Supporting Policies and documents include:

- Curriculum Framework Policy
- Assessment Policy



MILAWA
Primary School

Assessment Policy

Rationale:

- Accurate and comprehensive assessment of student performance against state-wide standards aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

Aims:

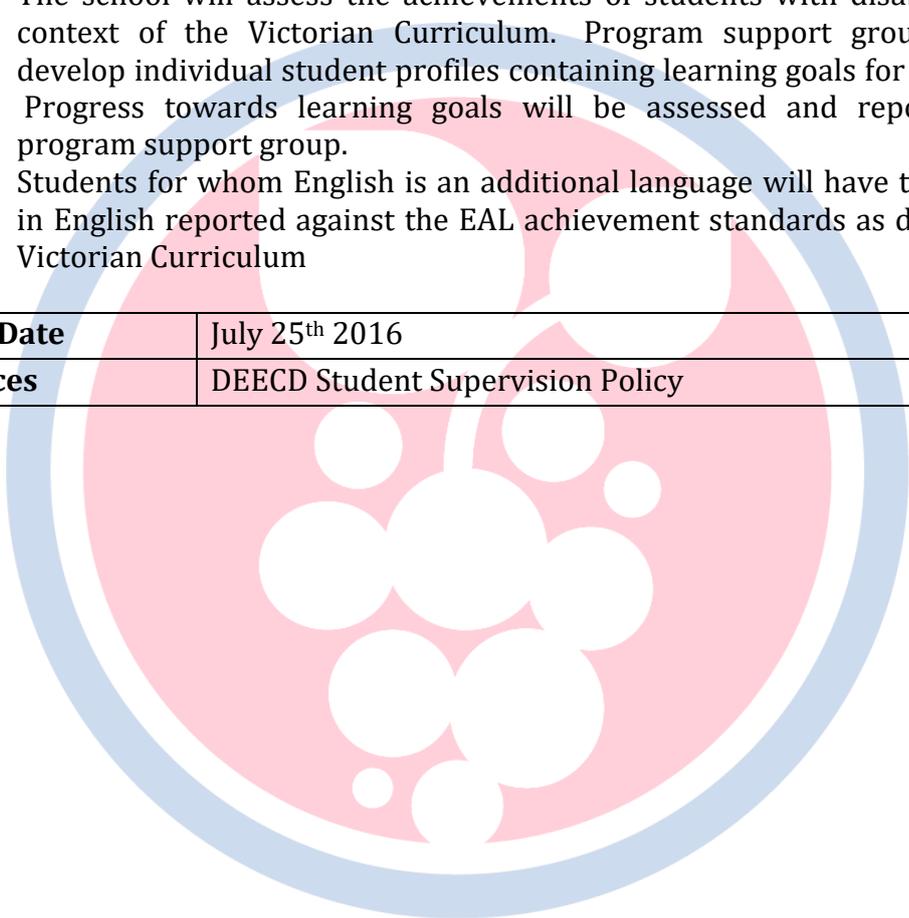
- To assess school and student performance accurately and comprehensively against state-wide standards.
- To improve student learning by accurately determining current performance as well as areas of future need and development.

Implementation:

- Schools are responsible for accurately assessing student achievement against achievement standards detailed within the Victorian Curriculum.
- Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.
- The school will establish a whole-school assessment schedule for teachers which will include a variety of assessment strategies, including online and on demand assessment tools, providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in national standardised testing processes such as NAPLAN and school entry assessment tests.
- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the Victorian Curriculum.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against achievement standards across the school.
- Our school will develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, with others with specific expertise.
- Self-assessments by students against individual learning goals will be a feature of our assessment regime.

- Item analysis of NAPLAN results will focus both individual and cohort future learning.
- We may provide in-services for parents on assessment, the Victorian Curriculum and NAPLAN.
- The school will assess the achievements of students with disabilities in the context of the Victorian Curriculum. Program support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is an additional language will have their progress in English reported against the EAL achievement standards as detailed in the Victorian Curriculum

Review Date	July 25 th 2016
References	DEECD Student Supervision Policy



MILAWA
Primary School

CHILD PROTECTION REPORTING POLICY AND PROCEDURES

1. Purpose of this policy

The purpose of this policy is to explain the roles and responsibilities of school staff to protect the safety and wellbeing of children and young people. The full policy with detailed information that all staff in Victorian government schools must follow is found at:

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

2. Mandatory Reporters

All staff who are Victorian Institute of Teaching (**VIT**) registered teachers (including principals) or who have been granted permission to teach by the VIT are 'mandatory reporters'. This means that in the course of undertaking their professional duties, they must report to the Department of Health and Human Services (**DHHS**) Child Protection a belief on reasonable grounds that a child is in need of protection from significant harm as a result of sexual abuse or physical injury and the child's parents are unable or unwilling to protect the child. They must report as soon as practicable after forming the belief.

There may be times when two or more mandated staff members, for example a teacher and a principal, have formed a belief about the same child or young person on the same occasion. In this situation it is sufficient for only one of the mandated staff members to report to Child Protection. The other staff member is obliged to ensure that the report has been made and that all of the grounds for their own belief were included in the report made by the other staff member.

If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report to Child Protection.

3. Non-mandated staff members

Any person, who believes on reasonable grounds that a child is in need of protection, may report their concerns to Child Protection. This means that any person, including non-mandated school staff, is able to make a report to Child Protection or Victoria Police when they believe that a child or young person is at risk of harm and in need of protection, and the child's parents are unable or unwilling to protect the child.

In order to discharge duty of care, staff members, **whether or not mandated**, need to report a belief formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief, and on each occasion on which they become aware of any further reasonable grounds for the belief.

4. Failure to disclose offence

In addition to mandatory reporting and duty of care obligations, **any adult** who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 must report that information to police. Failure to disclose the information to police is a criminal offence except in limited circumstances, such as where the information has already been reported to Child Protection or the child is older than 16

when the belief is formed. More information about the offence can be found at <http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence>.

5. Duty of care

School staff have a duty of care to take reasonable steps to protect the safety, health and wellbeing of children in their care.

If a staff member has concerns about the safety, health and wellbeing of children in their care it is important to take immediate action.

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

- Reporting their concerns to Child Protection, Victoria Police or another appropriate agency
- Notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

Duty of care obligations are separate and additional to mandatory reporting and 'failure to disclose' reporting obligations.

6. Making a report

Staff **do not require** the permission of parents, carers or guardians to make a report to Child Protection, nor are they required to tell parents, carers or guardians that they have done so.

Staff are expected to follow the Department policy for making a report set out at: <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>

Reports to Child Protection and Victoria Police are confidential unless you consent or a court or tribunal decides that it is necessary in the interests of justice for your identity to be disclosed.

7. Staff training

As part of their initial induction to the school, staff will be informed of child protection reporting requirements and Department policy (<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>) and will be provided with support to complete the Mandatory Reporting Modules on the ELMO portal.

8. Policy Review

Review and updates will take place annually. Responsibility - Principal

This policy was reviewed at School Council on: 25th July, 2016.

INCURSIONS POLICY

BASIC BELIEFS

The school's incursion program enables students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community. Incursions complement, and are an important aspect of the educational programs offered at our school. An incursion is an activity that involves school visitors who provide a performance, lesson or service for students.

AIMS

- To reinforce, complement and extend the learning opportunities beyond the classroom
- To develop an understanding that learning is not limited to school and teachers, and that valuable and powerful learning is often achieved with other people and experiences.

GUIDELINES FOR ACTION

- All incursions must be approved by the Principal.
- Staff wishing to organize an incursion must discuss the incursion with the Principal. All incursions must be approved at least two weeks prior to running.
- The Principal must approve incursions to ensure there are cost neutral and that they complement the curriculum and comply with all DET requirements.
- All incursions will be attended by school staff to ensure appropriate supervision of students at all times. In the event of an accident or emergency the teacher in charge will be responsible for the administration of first aid, and will contact parents as appropriate. In the event that parents cannot be contacted, the teacher in charge will follow first aid and emergency policies as set out by the school.
- All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an incursion, are invited to discuss alternative arrangements with the Business Manager. Decisions relating to alternative payment arrangements will be made by the Business Manager in consultation with the appropriate staff, on an individual basis.
- All families will be given sufficient time to make payments for incursions. Parents will be provided with permission forms and incursion information clearly stating payment finalization dates.
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide organizing teachers with detailed records on a regular basis.
- A designated "Teacher in Charge" will coordinate each incursion.
- The Teacher in Charge must provide the General Office with a final student list. This list must also include the location of students not involved in the incursion.
- Students not attending the incursion will be provided with suitable alternative activities.
- Where applicable, students must have returned a signed permission note and payment to be able to attend the incursion.
- Only students that have displayed sensible, reliable behaviour at school will be

permitted to participate in school incursions. Parents will be notified if their child is in danger of losing the privilege to participate in an incursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal in consultation with the organizing teacher. Both the parent and student will be informed of this decision prior to the incursion.

DUTY OF CARE

Incursions

- Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
- Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.
- Be aware that incursions require the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care.
- Be aware that incursions require the teacher to ensure that the venue adheres to DET guidelines.
- Be aware that school policy is for students to be counted and at other times on a regular basis whilst participating in the incursion.
- Arrangements will be made for students not attending the incursion to continue their normal program at school under supervision of another classroom teacher.

Date Implemented	July 2014
Author	Principal
Approved By	School Council
Review Date	July 2017

MILAWA
Primary School

4 STUDENT WELFARE

4.1(a) Care, Safety and Welfare of Students

STANDARD

A school must ensure that the care, safety, and welfare of students is in accordance with any applicable State and Commonwealth laws, and that staff are advised of their obligations under those laws.

EVIDENCE

(i) Student welfare

There **must** be evidence in the form of the school's policies and procedures with respect to:

- student welfare
- bullying and harassment, including cyber bullying
- managing complaints or grievances.

EXAMPLES OF EVIDENCE

- Relevant school policies and procedures on student well-being (e.g. in the school rules, school website, etc. as well as formal policies)
- Bullying and harassment policy and procedures

4.1(a) Care, Safety and Welfare of Students – *(i) Student Welfare*

MILAWA
Primary School

Students that are ill are monitored closely in the sick bay and their parents are notified. All serious injuries / head knocks are reported to the Emergency Management system in Melbourne. There is an accidents and incident register and any serious cases are to be entered on to cases and edusafe.

All students with medical conditions have completed relevant forms and these are displayed in our first aid room as well as in a list that is sent around to all staff at the beginning of the year.

We have 4 staff who are currently level 2 first aid trained and another 2 being trained this year.

Supporting Policies;

- Bullying and Harassment Policy (see School Governance section)
- Camps Policy
- Duty of Care Policy
- Excursion Policy
- Onsite Supervision Policy
- Student Management Policy (see School Governance section)
- Student Engagement and Wellbeing Policy (see School Governance section)
- Student Health Policy
- Administration of Medicine Policy
- Mandatory Reporting Policy
- First Aid Policy and Procedure
- Register of Staff trained in First Aid (see staff Induction Booklet)
- Anaphylaxis Management Policy and Procedure
- Asthma Policy
- Internet Use Policy (see eSmart folder)
- Critical Incident Policy
- Accidents and Incidents Register
- Internet Use (ICT Acceptable Use) Policy (see eSmart folder)
- Emergency Management Plan (copy at the office)
- Incursion Policy
- Record of student medical conditions and management
- Child Protection Reporting Policy

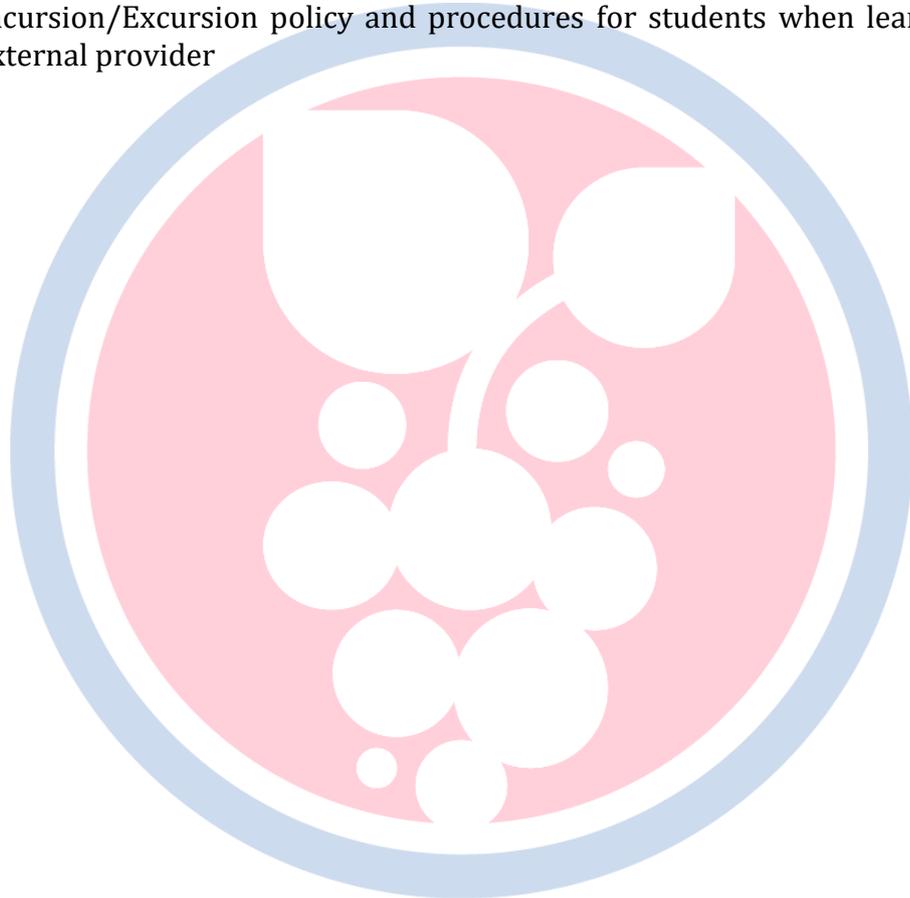
(ii) Student safety

There **must** be evidence in the form of the school's policies and procedures with respect to:

- on-site supervision of students
- supervision of students when engaged in off-site activities and which includes consideration of the risk of bushfire in the activity location
- ensuring the safety and welfare of students learning with an external provider (when the school contracts with another school, a registered training organisation or an organisation not registered as an education and training provider).

EXAMPLES OF EVIDENCE

- On-site supervision of students policy and procedures (including classroom, yard, before and after school care)
- Excursion policy and procedures (including risk assessment for bushfire in the activity location)
- Incursion/Excursion policy and procedures for students when learning with an external provider



MILAWA
Primary School

STUDENT CAMPS POLICY

MILAWA PRIMARY SCHOOL

CAMPS & EXCURSIONS POLICY

Rationale:

- The school's camp and excursion program enables students to further their learning and social skills development in a non-school setting. Camps and excursions complement, and are an important aspect of the educational programs offered at our school.
- Staff Members at Milawa will work with various organisations during camps and excursions but they remain in charge of children and do not relinquish obligation of care to another party without the express consent of parents.

Aims:

- To reinforce, complement and extend learning opportunities beyond the classroom.
- To develop an understanding that learning is not limited to school, and that valuable and powerful learning takes place in the real world.
- To be consistent with school values, including environmental sustainability.

Implementation:

- A camp or excursion is defined as any activity beyond the school grounds.
School Council approval
- School Council must approve all camps and excursions beyond Milawa Primary School. In doing so, School Council will determine a schedule of camps and excursions for the school year, will ensure that all camps and excursions are maintained at a reasonable and affordable cost, and comply with all DE&T requirements.
- Education Department form to be filled in and signed by teacher in charge and principal. This form will be presented to the school council by the principal.
- All camps and excursions require School Council approval. This approval is sought at a scheduled school council meeting generally prior to the departure date (the nature of some excursions may see them fall prior to a school council meeting. In this circumstance the school council president will be the main reference point to inform of details of the excursion).

Planning

- The Teacher in Charge will ensure that all camps and excursions, transport arrangements and associated activities comply with Department of Education and Training guidelines and that the camps and excursions have been ratified by school council.
- The online DE&T 'Notification of School Activity' information will be completed three weeks in advance of the event if required at [:www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp](http://www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp).
- The teacher in charge of the camp or excursion will ensure that the necessary risk assessment is completed.
- Special opportunity camps may arise for some students such as Somers and Warrabinda. The school will implement a random draw for such camps to provide the fairest equitable opportunity for all students to attend these activities which are not official components of the school's camps and excursion program.

Notification to parents/guardians

- Planned camps and excursions, including costs, will be communicated in the school newsletter, and will be updated on a needs basis.
- Prior to any child attending a camp or excursion, parents/guardians must have provided to the school a signed permission form, a signed "Confidential Medical Information for School Council Approved Excursions" form.

Costs

- Parents can bulk pay for the year's excursions or pay for individual camps and excursions as they occur.
- All endeavours will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend a camp or 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.
- All families will be given sufficient time to make payments for excursions. Parents will be sent notices before the camp or excursion date reminding them of the need to finalise payment and follow up accounts will be sent at the completion of each term for any outstanding payments.
- Administrative 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.
- Parents or carers entering in to an agreement to allow their child to attend a camp and excursion must be aware that once the financial commitment is made there will be no guarantee of a refund if the child is unable to attend the camp or excursion.

On the excursion

- A designated 'Teacher in Charge' will coordinate each camp or excursion.
- Copies of completed Permission forms, and signed "Confidential Medical Information for School Council Approved Excursions" forms must be carried by excursion staff at all times.
- Parents selected to assist with a camp or excursion may be required to pay costs associated with the camp or excursion. All parents need to have a "Working with Children" check.
- There may be a limit placed on the number of adults for some camps and excursions, due to factors such as cost, transport and accommodation. In these cases parents will be selected according to criteria which may include medical expertise or specific knowledge of an activity. The principal will make the selection of attending parents in these situations.
- Only children who have displayed sensible, reliable behaviour at school will be invited to participate in school camps and excursions. Parents will be notified if a child is in danger of losing their invitation to participate in a camp or excursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with the classroom teacher.

Support

- The school will continue to provide the opportunity for teachers to update their first aid skills.
- The school will provide a mobile phone, first-aid kit for all camps and excursions and a school wrist band for all students on out of town excursions.

Guidelines:

- The recommendation is that grades:
P→ 2 only day excursions

3→ 4 - Day excursions and camps a maximum 2 nights

5→ 6 - Day excursions and camps a maximum 4 nights.

Evaluation:

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

APPENDIX:

1. School Council approval form
2. Notification to Department of Education form
3. Day excursion proforma
4. Camp proforma
5. Student medical form
6. Check list for teachers

Appendix A

Pupil / Teacher Ratios

<p>Abseiling and Rock Climbing</p> <p>1:1 Rock Face 1:10 Others 2 Experienced Staff</p>	<p>Ropes Course</p> <p>1:12 3 students to any one element, 1 participating, 2 spotting NOTE:No student on any element unless supervised</p>
<p>Bass Camping</p> <p>1:10 Residential; canvas 1:15 Study: residential</p>	<p>Scuba Diving</p> <p>1:8 Pool training 1:4 Diving, 2 buddy systems NOTE: 2 qualified staff</p>
<p>Board Sailing</p> <p>1:3 Beginners 1:5 Novice; intermediate; advanced 2 Experienced sailors</p>	<p>Shooting</p> <p>1:1 New or inexperienced 1:5 On the track or mound 1:15 Observers or waiting</p>
<p>Boats, Small Sailing - (Dinghies, Catamarans)</p> <p>1:8 Enclosed Waters 1:6 Open Waters 1:4 Open Waters, Adverse</p>	<p>Snorkelling</p> <p>1:8 Closed water: pool 1:4 Open water NOTE: 2 qualified staff</p>
<p>Bushwalking</p> <p>1:5 Overnight 1:10 Day</p>	<p>Snow Activities</p> <p>1:8 Alpine, Nordic – overnight 1:10 Alpine, Nordic – day 1:10 Non-skiing</p>
<p>Canoeing</p> <p>1:6 2 Staff members</p>	<p>Surf Activities</p> <p>1:10 Beach 1:8 Surf NOTE: 1 teacher/instructor in water and NOTE 1 teacher/ instructor on beach</p>
<p>Cycling</p> <p>1:10</p>	<p>Swimming</p> <p>1:20 Enclosed pools 1:10 Open water</p>
<p>Horse Riding</p> <p>1:1 Basics 1:5 Beginners 1:8 Semi-experienced Riding School: 1 Experienced teacher with instructor 2 Experienced teachers if no instructor or group exceeds 10</p>	<p>Water Skiing</p> <p>1:20 Shore 1 Student on two at any one time; if highly experienced two may be taken together 2 People in boat – driver and observer; one must be staff member</p>
<p>Orienteering</p> <p>1:10 Bush</p>	

Appendix B

Approval Proforma for all Excursions and Activities Requiring School Council Approval

Department of Education and Early Childhood Development

This proforma details minimum requirements for council approval. It must be submitted to the principal for school council approval prior to the excursion.

All information on this proforma is required. Add attachments if necessary.

School councils are responsible for approving:

- overnight excursions
- camps
- interstate/overseas visits
- excursions requiring sea or air travel
- excursions involving weekends or vacations
- adventure activities.

Complete the [Student Activity Locator online form](#) three weeks prior to the excursion.

Sections with an * have explanatory notes included at the end of this document.

Ensure you have the most current version of this template

Download from the [Safety Guidelines for Education Outdoors](#) website at:

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

PROGRAM NAME, YEAR, LOCATION, DATE(S), TEACHER-IN-CHARGE

Name of program:

Year level(s):

Location(s):

*** Date(s):**

Name of teacher-in-charge:

*** EDUCATIONAL PURPOSE**

PROGRAM DETAILS

*** Program outline, including:**

- Detailed daily itinerary (including morning, afternoon and evening activities)
- Supervision strategy for all aspects of the itinerary
- Alternative program in the event of changed circumstances

*** Overnight accommodation**

Type of accommodation

- Accredited residential campsites Tents/camping Other

Physical location. For example, name, address, or map and grid reference.

Contact phone number(s):

- Residential campsite (if applicable)
- Staff mobiles
- Other

Adventure activities

Tick the [adventure activities](#) that have been planned to occur during the program:

- | | | |
|--|--|---|
| <input type="checkbox"/> Abseiling | <input type="checkbox"/> Base camping | <input type="checkbox"/> Bushwalking |
| <input type="checkbox"/> Canoeing/kayaking – low | <input type="checkbox"/> Challenge ropes course – high | <input type="checkbox"/> Challenge ropes course |
| <input type="checkbox"/> Cycling | <input type="checkbox"/> Horse riding | <input type="checkbox"/> Indoor rock climbing |
| <input type="checkbox"/> Orienteering | <input type="checkbox"/> Rafting | <input type="checkbox"/> Rock climbing |
| <input type="checkbox"/> Sailing | <input type="checkbox"/> SCUBA diving | <input type="checkbox"/> Snorkelling |
| <input type="checkbox"/> Snow activities | <input type="checkbox"/> Surfing | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Water skiing | <input type="checkbox"/> Windsurfing | <input type="checkbox"/> Other: |

The conduct of each activity will comply with the requirements outlined in the [Safety Guidelines](#) for that activity.

Staff providing instruction activities have read the relevant safety guidelines YES



A risk management plan for the excursion must be completed and attached with this submission. Guidance on the risk management process is available in the section of the website called [Planning – Managing Risk](#).

*** Transport arrangements**

Internal External Both

Type of transports and seating capacity:

Will a member of the supervising staff be driving students? Yes No
If yes, list driver(s).

Approximate distance between school and destination:

All transport requirements comply with the advice in the School Policy and Advisory Guide, [Transporting Students](#) and [VicRoads](#) regulations. YES

Budget	
<i>INCOME</i>	<i>EXPENDITURE</i>
Student Fees Other income:	Transport Food Accommodation Staffing Equipment Other expenditure:
Total income:	Total expenditure

STUDENTS AND STAFF

Students

Number of female students:

Number of male students:

List required [student preparation](#), if any:

* Supervising staff

Where possible all staff members including teachers, school support staff, parents, volunteers and external contractors should be listed. Indicate those who have a current first aid qualification. Indicate staff members with first aid and CPR training including the qualification or certification held.

DOCUMENTATION TO BE LODGED PRIOR TO DEPARTURE

Copies of the following completed documents will be lodged with the principal or nominee and the designated school contact, before the program commences.

- Signed informed consent from parents/guardians
- Completed medical form for all students and staff
- Detailed itinerary with specific locations and contact numbers
- A copy of map(s), including map name, access routes and grid references if required
- Staff and student equipment and clothing lists
- Group equipment list(s) if necessary
- A supervision plan that outlines staffing allocations for activities and for non-programmed periods.
This may form part of the detailed itinerary. It must maintain at least the minimum prescribed staffing for adventure activities.
- Completed staffing details proforma
- Risk management plan
- Emergency response plan, including contacts for police, ambulance, doctor, hospital, fire brigade, 24-hour school emergency contact number. This is to be held by staff on the excursion and by the nominated school contact person
- Other school-specific information:

Acknowledgement by the teacher-in-charge that all required documentation indicated on this form will be completed prior to the program starting.

Teacher-in-charge:

Name _____ Signed _____ Date _____

Acknowledgement of receipt of *approval proforma* for activities requiring school council approval.

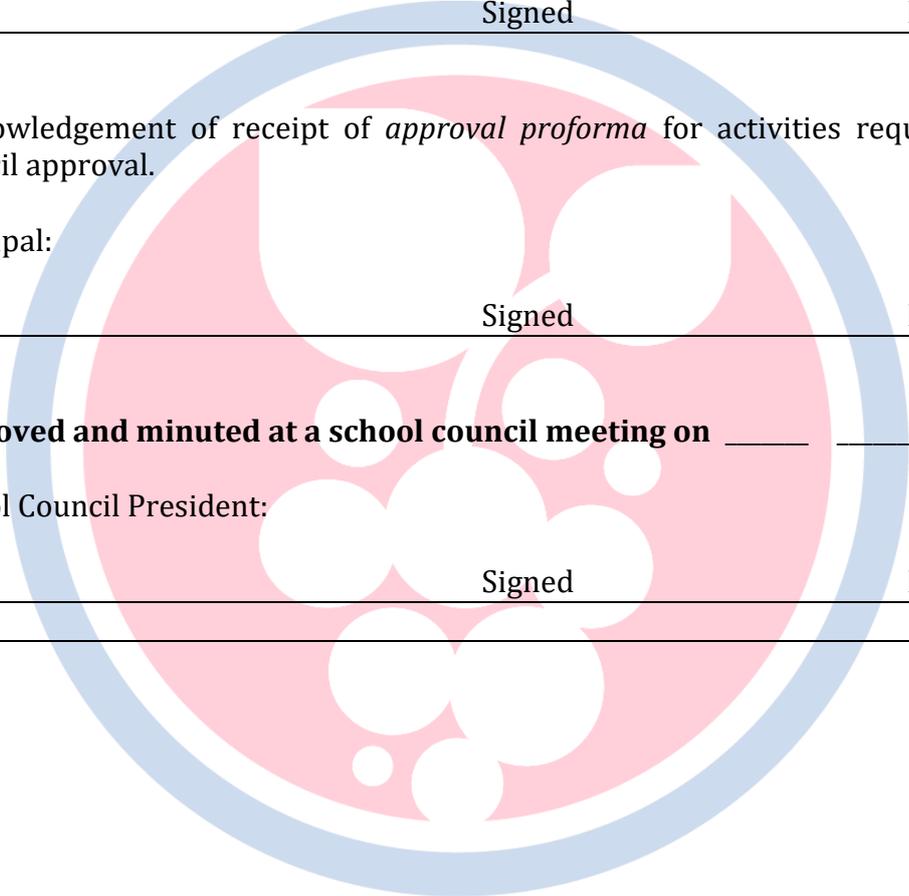
Principal:

Name _____ Signed _____ Date _____

Approved and minuted at a school council meeting on _____

School Council President:

Name _____ Signed _____ Date _____



MILAWA
Primary School

EXPLANATORY NOTES

Dates

Consider how the time of year may impact on the wider school program or the effect of seasonal weather conditions.

Educational purpose and program outline

Whatever you hope the students will learn from the program is its educational purpose. The program overview should give school council a basic understanding of how the program aims to achieve the educational purpose.

For example: *A three-day residential camp including bushwalking and orienteering to encourage an understanding of the natural environment; develop team working ability; and, introduce map reading and navigational skills in an experiential way.*

The supervision strategy should include the nature and level of supervision provided throughout the excursion or activity. You must consider all programmed and non-programmed periods.

Each different location in must be detailed, including the dates at each location. This will have an impact on transport requirements and the emergency response needs of the program.

Contact land managers to determine if permit or access requirements apply for activities that are conducted on public land or in state/national parks.

Joint excursions with other schools must be approved by each school council. Each school must submit an online notification to the Emergency Management and Security Branch.

Overnight accommodation

This includes all forms of overnight accommodation.

Residential camping is at sites with permanent facilities like dormitories, kitchen, showers, toilets, phones and recreation options.

Residential campsites operated or used by Victorian government schools must be accredited with a Department of Education and Early Childhood Development recognised accreditation provider. Refer to the School Policy and Advisory Guide, [Venue Selection](#) for current accreditation providers.

When using venues that do not require accreditation such as caravan parks, motels/hotels or ski lodges, schools may wish to refer to the accreditation criteria of a recognised accreditation provider when developing their risk management plan.

Provide details of all accommodation being used with your submission to school council.

Transport

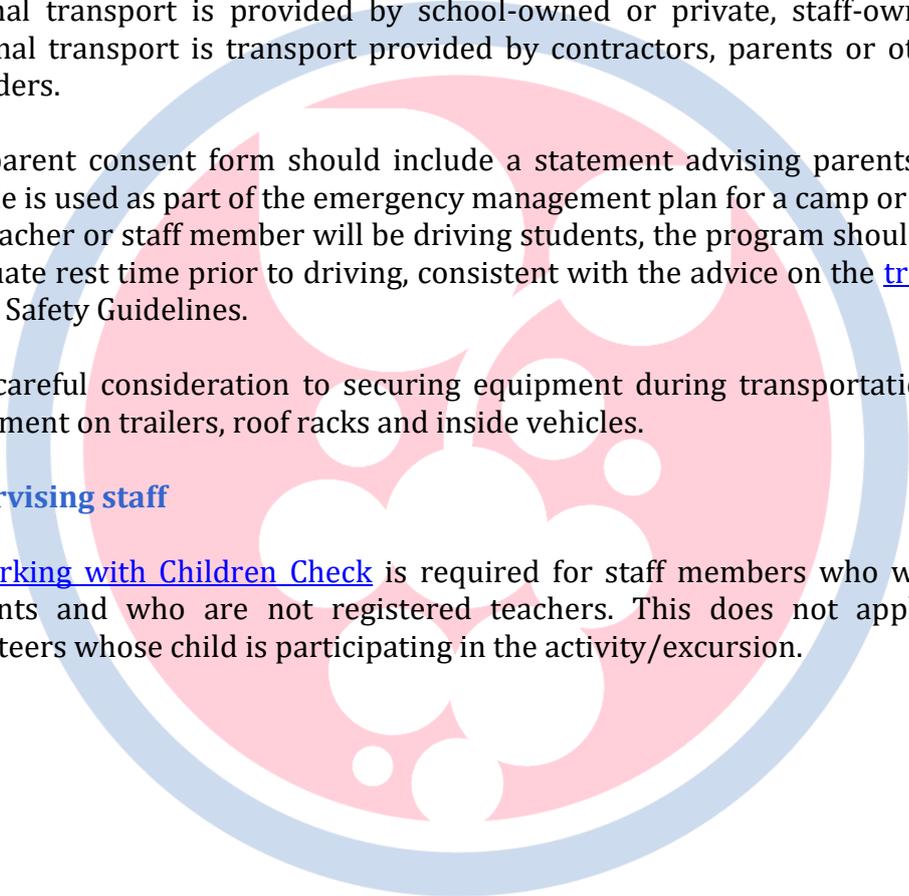
Internal transport is provided by school-owned or private, staff-owned vehicles. External transport is transport provided by contractors, parents or other external providers.

The parent consent form should include a statement advising parents if a private vehicle is used as part of the emergency management plan for a camp or excursion. If a teacher or staff member will be driving students, the program should allow them adequate rest time prior to driving, consistent with the advice on the [transport](#) page of the Safety Guidelines.

Give careful consideration to securing equipment during transportation, including equipment on trailers, roof racks and inside vehicles.

Supervising staff

A [Working with Children Check](#) is required for staff members who will supervise students and who are not registered teachers. This does not apply to parent volunteers whose child is participating in the activity/excursion.



MILAWA
Primary School

Appendix C

Guidelines for teachers planning a camp

1. Introduction

Camps need to be planned well in advance and should relate to the curriculum being taught.

Students and their parents should be provided with information about the program's educational objectives, the nature of the activities, clothing requirements, the venue and costs well in advance.

Prior to single day excursions in which students leave the school grounds for the purpose of engaging in educational activities, the approval of the principal must be obtained.

School Council is responsible for the approval of:

- over night excursions
- camps
- interstate and overseas visits
- excursions requiring sea or air travel
- excursions involving weekends or vacations
- adventure activities

Before approving an excursion, consideration by the principal and/or School Council needs to include:

- the contribution of the activity to the School curriculum
- the adequacy of planning, preparation and organisation
- the provisions of the safety and welfare of students and staff
- the experience and competence of staff relative to the activities being undertaken
- the adequacy of student supervision
- the cost

A parent must provide written consent for their child to take part in an excursion. Parents asked to sign consent forms must be given sufficient information about the nature of the proposed activity, the risks involved and the degree of supervision.

Parental consent is required for the following reasons:

- to authorise the school to have the student in its care after normal school hours
- to authorise the school to take the student out of the school environment
- to alert the school to any medical condition or allergies of the student
- to authorise the school to consent to emergency treatment for the student
- for the parent to consent to any financial cost of the excursion
- for the parent to consent to the student being sent home in the event of any serious misbehaviour

Consent forms are to be taken on the excursion by the teacher in charge, and the designated school contact person should hold a list of participants, a copy of the consent forms and contacts in case of emergency.

In addition to any teachers employed by the DET or the School Council, excursion staff may include other adults on a volunteer or paid worker basis, such as parents, school services officers, community members, campsite staff and trainee teachers.

School uniforms **must** be worn on all school excursions except whenever specialised clothing is a requirement, e.g. snow trip.

Only students who display sensible and reliable behaviour at school will be taken on camps and excursions outside the school.

Sensible and reliable behaviour at camps and excursions will be expected at all times.

Students can be sent home if their behaviour warrants a severe consequence.

2. Planning

Forward planning takes into consideration whole school demands and must ensure that the normal school program is not consistently disrupted.

Planning should include:

- a clear aim
- costing – transport, admission, etc (the costing must be realistic in terms of the nature of the experience and the resultant learning outcomes)
- the opportunity for payment in advance, by instalments or lump sum payment may be offered to parents
- staffing needs
- pre-visit if venue is new/unknown
- consideration of children whose parents may not be able to meet costs
- excursion book maintained for evaluation of the camp/excursion for future planning
- excursion approval forms to be completed and handed in one week prior to the activity
- arrangements for covering camp staff classes while they are away from school

3. Preparation

Preparation for any activity should include:

- quotes for transport
- booking of transport
- confirmation time for departure and return
- informing specialist teachers, parent helpers, area coordinator
- informing parents attending activity on discipline procedures
- preliminary classroom activities
- collection of monies
- arrangement for school cheque
- medical information, precautions and First Aid kit

Appendix D

Notification of School Activity (camps)

School councils are responsible for ensuring that the activities listed below are thoroughly planned, checked and documented in accordance with Department of Education & Training guidelines for the planning and conduct of camps, excursions and outdoor adventure activities.

If comprehensive information is required during an emergency, schools will be expected to provide it at any time of the day or week from the documentation prepared for the activity which is held by the school.

Relevant details about School Council approved camps and excursions must be entered into the DET database using the online notification form available at:

www.eduweb.vic.gov.au/forms/schools/sal/enteractivity.asp

This notification should be provided three weeks prior to commencing the activity.

- overnight, weekend, interstate, overseas activities
- adventure activities
- non-adventure activities which, by their nature, location or timing, may be hazardous
- School closures, pupil free days, combined sports or cluster days

Notes:

1. An additional sheet listing the actual dates and locations of activities should accompany this form when the same activity is to be repeated on different occasions.
2. The coordinating school should complete the form for activities involving a group of schools.
3. Day excursions should be reported if activities are to be conducted by:
 - country schools - beyond the local town/city
 - rural schools - beyond the local area
 - metropolitan schools - beyond the greater metropolitan area

CAMPS Risk Management Assessment Form

Risk Register

School: _____

Supervising teachers/staff: _____

Program/Excursion: _____

Year Level: _____

Dates: _____

Location(s):

Risk Description	Existing Controls	Rating	Treatment Priority ¹	Treatment
------------------	-------------------	--------	---------------------------------	-----------

Primary School

• _____

¹ Use the Risk Treatment Priority Table at the end of this document to determine the treatment priority.

Describe the risk event, cause/s and consequence/s. For example, <i>Something occurs ... caused by ... leading to ...</i>	Describe any existing policy, procedure, practice or device that acts to minimize a particular risk	Effectiveness of existing controls	Risk Consequences	Risk Likelihood	If control effectiveness is poor or unknown provide further treatment	For those risks requiring treatment in addition to the existing controls. List: • What will be done? • Who is accountable? • When will it happen?
		Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	High Medium Low	
		Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	High Medium Low	
		Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	High Medium Low	

And more rows as required. This is one way of documenting the risk management process and does not preclude other approaches.

Risk Treatment Priority Table

Use the table below to decide the overall risk rating and represent the priority of the each risk for treatment.

Consequences	Major				
--------------	-------	--	--	--	--

	Moderate				
	Minor				
	Insignificant				
		Rare	Unlikely	Likely	Almost certain
		Likelihood			



DUTY OF CARE POLICY and PROCEDURES

All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

Definition

Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: “A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.” (*Richards v State of Victoria* (1969) VR 136 at p. 141) As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

School authorities in breach of the duty of care may be liable for injuries inflicted by one student on another, as well as for injuries sustained by a student.

Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

Rationale:

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.

Aims:

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

MILAWA
Primary School

Implementation:

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

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

Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse. The teacher's duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.

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

- arriving late to class or leaving a class early
- arriving late to scheduled timetabled yard duty responsibilities
- failing to act appropriately to protect a student who claims to be bullied
- believing that a child is being abused but failing to report the matter appropriately
- being late to supervise the line up of students after the bell has sounded
- leaving students unattended in the classroom
- ignoring dangerous play
- leaving the school during time release without approval
- inadequate supervision on a school excursion

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

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

Risks to students outside the school environment

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

[student from the risk.](#)

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

There will be a number of other situations where the school will be under a duty to take reasonable steps. In some instances, the school's control over the activity may require it to take more active measures to satisfy the requirement that it take reasonable steps. For example, a known bully on a school bus may require the school to suspend or refuse to transport the bully. In other instances, the school may not control the activity, and the reasonable measures available to it will be limited. At our school students enjoy an open plan, adult learning environment and considerably more "freedom" than in a mainstream school.

While students are generally free to move around the buildings and work independently in break out spaces and designated study areas they must be under (indirect) adult supervision at all times.

Staff are responsible for their students at all times.

The following instructions and notices [apply to all staff.](#)

Classroom Supervision

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

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

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

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

No student should be left unsupervised outside the classroom as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague's classroom, or to the Principal. This should be accompanied by documentation and appropriate follow up. The teacher, Principal **is to be contacted first** to alert them that the student is on their way.

Movement of Students

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

Use of students as monitors outside the room during class time must only occur with the approval of the Principal.

Discretion is to be used when allowing students to visit the toilet or the Resource Centre during class time.

Yard supervision

Yard supervision is an essential element in teachers' duty of care. It is now clearly established that in supervising students, teacher's duty of care is one of positive action. Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

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

responsibility to be aware of these guidelines and duty of care responsibilities. Teachers are also expected to follow school policy whilst on yard duty.

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

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

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

No changes to the yard duty roster are to be made without the approval of the Daily organiser, or Principal.

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

You should always be on the move and highly visible.

Excursions, Incursions and Camps

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

Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.

Be aware that camps and excursions outside the school require the teacher to fully comply with DET guidelines and bring with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care.

Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to DET guidelines.

Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities.

The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.

Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.

The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.

If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parents can be contacted and a senior staff member will remain at school until they arrive.

If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

All staff must follow the DET guidelines when organising an excursion, incursion or camp. All procedural steps contained in the School camping, excursions and incursions Policy and Procedure outlines must also be followed.

Informing Staff of the legislative liability of Duty of Care

All staff will be informed of their legal requirement via:-

- A copy of this document will be provided to each member of staff at the first staff meeting at the commencement of the school year, and will be placed on the intranet.
- New staff will be informed of their Duty of Care as part of the school's Induction Program
- Duty of Care will be an agenda item at staff meetings and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Guide.
- Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions.
- Staff will be directed to the student wellbeing policy annually.

References:

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

Date Implemented	July 2014
Author	Principal
Approved By	School Council
Review Date	November 2016
References	Victorian Government Schools Policy Advisory Guide

MILAWA

Primary School

EXCURSIONS POLICY AND PROCEDURES

MILAWA PRIMARY SCHOOL



CAMPS & EXCURSIONS

POLICY

Rationale:

- The school's camp and excursion program enables students to further their learning and social skills development in a non-school setting. Camps and excursions complement, and are an important aspect of the educational programs offered at our school.
- Staff Members at Milawa will work with various organisations during camps and excursions but they remain in charge of children and do not relinquish obligation of care to another party without the express consent of parents.

Aims:

- To reinforce, complement and extend learning opportunities beyond the classroom.
- To develop an understanding that learning is not limited to school, and that valuable and powerful learning takes place in the real world.
- To be consistent with school values, including environmental sustainability.

Implementation:

- A camp or excursion is defined as any activity beyond the school grounds.

School Council approval

- School Council must approve all camps and excursions beyond Milawa Primary School. In doing so, School Council will determine a schedule of camps and excursions for the school year, will ensure that all camps and excursions are maintained at a reasonable and affordable cost, and comply with all DE&T requirements.
- Education Department form to be filled in and signed by teacher in charge and principal. This form will be presented to the school council by the principal.
- All camps and excursions require School Council approval. This approval is sought at a scheduled school council meeting generally prior to the departure date (the nature of some excursions may see them fall prior to a school council meeting. In this circumstance the school council president will be the main reference point to inform of details of the excursion).

Planning

- The Teacher in Charge will ensure that all camps and excursions, transport arrangements and associated activities comply with Department of Education and Training guidelines and that the camps and excursions have been ratified by school council.
- The online DE&T 'Notification of School Activity' information will be completed three weeks in advance of the event if required at [:www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp](http://www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp).
- The teacher in charge of the camp or excursion will ensure that the necessary risk assessment is completed.

- Special opportunity camps may arise for some students such as Somers and Warrabinda. The school will implement a random draw for such camps to provide the fairest equitable opportunity for all students to attend these activities which are not official components of the school's camps and excursion program.
- Prior to conducting a camp or excursion, the Department's requirements and guidelines relating to camps or excursions, will be rigorously observed. Consideration in planning should include:
 - [Safety, Emergency & Risk Management](#) , including Bushfires
 - [Student Preparation](#)
 - [Student Medical Information](#)
 - [Safety Guidelines for Education Outdoors](#)

Notification to parents/guardians

- Planned camps and excursions, including costs, will be communicated in the school newsletter, and will be updated on a needs basis.
- Prior to any child attending a camp or excursion, parents/guardians must have provided to the school a signed permission form, a signed "Confidential Medical Information for School Council Approved Excursions" form.

Costs

- Parents can bulk pay for the year's excursions or pay for individual camps and excursions as they occur.
- All endeavours will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend a camp or 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.
- All families will be given sufficient time to make payments for excursions. Parents will be sent notices before the camp or excursion date reminding them of the need to finalise payment and follow up accounts will be sent at the completion of each term for any outstanding payments.
- Administrative 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.
- Parents or carers entering in to an agreement to allow their child to attend a camp and excursion must be aware that once the financial commitment is made there will be no guarantee of a refund if the child is unable to attend the camp or excursion.

On the excursion

- A designated 'Teacher in Charge' will coordinate each camp or excursion.

- Copies of completed Permission forms, and signed “Confidential Medical Information for School Council Approved Excursions” forms must be carried by excursion staff at all times.
- Parents selected to assist with a camp or excursion may be required to pay costs associated with the camp or excursion. All parents need to have a “Working with Children” check.
- There may be a limit placed on the number of adults for some camps and excursions, due to factors such as cost, transport and accommodation. In these cases parents will be selected according to criteria which may include medical expertise or specific knowledge of an activity. The principal will make the selection of attending parents in these situations.
- Only children who have displayed sensible, reliable behaviour at school will be invited to participate in school camps and excursions. Parents will be notified if a child is in danger of losing their invitation to participate in a camp or excursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with the classroom teacher.

Support

- The school will continue to provide the opportunity for teachers to update their first aid skills.
- The school will provide a mobile phone, first-aid kit for all camps and excursions and a school wrist band for all students on out of town excursions.

Guidelines:

- The recommendation is that grades:
 - P→ 2 only day excursions
 - 3→ 4 - Day excursions and camps a maximum 2 nights
 - 5→ 6 - Day excursions and camps a maximum 4 nights.

Evaluation:

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

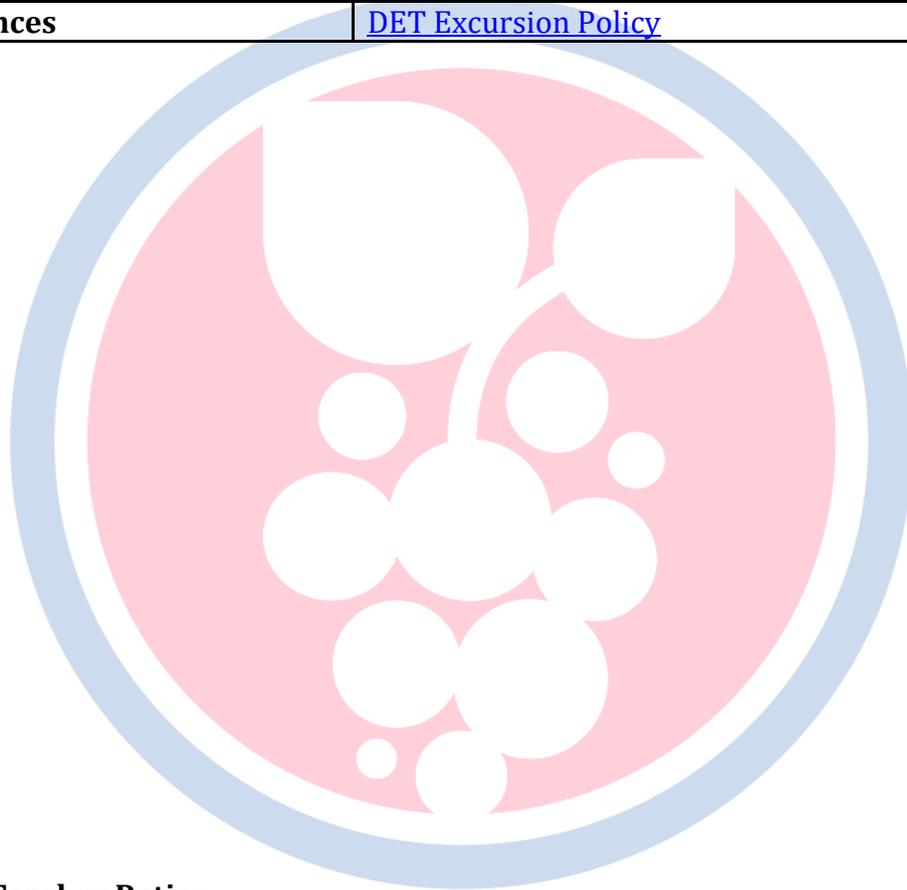
APPENDIX:

1. School Council approval form
2. Notification to Department of Education form
3. Day excursion proforma
4. Camp proforma
5. Student medical form
6. Check list for teachers

EVALUATION

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

Date Implemented	July 2014
Author	Principal
Approved By	Milawa School Council
Review Date	July 2017
References	DET Excursion Policy



Pupil / Teacher Ratios

MILAWA
Primary School

Abseiling and Rock Climbing 1:1 Rock Face 1:10 Others 2 Experienced Staff	Ropes Course 1:12 3 students to any one element, 1 participating, 2 spotting NOTE: No student on any element unless supervised
Base Camping 1:10 Residential; canvas 1:15 Study: residential	Scuba Diving 1:8 Pool training 1:4 Diving, 2 buddy systems NOTE: 2 qualified staff
Board Sailing 1:3 Beginners 1:5 Novice; intermediate; advanced 2 Experienced sailors	Shooting 1:1 New or inexperienced 1:5 On the track or mound 1:15 Observers or waiting
Boats, Small Sailing - (Dinghies, Catamarans) 1:8 Enclosed Waters 1:6 Open Waters 1:4 Open Waters, Adverse	Snorkeling 1:8 Closed water: pool 1:4 Open water NOTE: 2 qualified staff
Bushwalking 1:5 Overnight 1:10 Day	Snow Activities 1:8 Alpine, Nordic – overnight 1:10 Alpine, Nordic – day 1:10 Non-skiing
Canoeing 1:6 2 Staff members	Surf Activities 1:10 Beach 1:8 Surf NOTE: 1 teacher/instructor in water and NOTE 1 teacher/ instructor on beach
Cycling 1:10	Swimming 1:20 Enclosed pools 1:10 Open water
Horse Riding 1:1 Basics 1:5 Beginners 1:8 Semi-experienced Riding School: 1 Experienced teacher with instructor 2 Experienced teachers if no instructor or group exceeds 10	Water Skiing 1:20 Shore 1 Student on two at any one time; if highly experienced two may be taken together 2 People in boat – driver and observer; one must be staff member
Orienteering 1:10 Bush	

APPROVAL APPLICATION

To be submitted to School Council or the school for approval as required by DET.

EXCURSION:

DATE/S:

DESTINATION / DETAILS:

.....

.....

NUMBER OF STUDENTS:

PURPOSE OF EXCURSION:

.....

.....

ORGANISING STAFF MEMBER:

STAFF PROPOSED:

ARE ANY EXCURSION SUPERVISORS OTHER THAN TEACHING STAFF: YES / NO

IF YES PLEASE LIST:

IF NOT AHS STAFF, ARE THEY TO BE PAID? YES / NO

WORKING WITH CHILDREN CHECK HELD BY VOLUNTEERS? YES / NO

ADVENTURE ACTIVITIES INCLUDED IN EXCURSION:

.....

.....

Signed:

Date:

Teachers wishing to conduct excursions are required to provide the following information so that their application may be considered. This must be done AT LEAST ONE MONTH before the date of the proposed excursion.

No excursions or camps are permitted in the two full weeks prior to an exam period for any level.

STEP 1

Daily diary clearance obtained

Signed: _____

Application approval & signed off in daily diary

Signed: _____

STEP 2

(When Step 1 completed this form must be submitted to Business Manager 3 weeks prior to excursion)

EXCURSION DETAILS

Date of Excursion: _____ Excursion to: _____

Teacher in charge: _____ Domain: _____

Time of Departure: _____ Estimated time of return: _____

Number of students attending: _____ Staff required : _____

STEP 3

ESTIMATE OF COSTS

	A	B	C
ITEMS	TOTAL COST (including GST)	GST (A \times 11)	COST (excluding GST) (A - B)
Accommodation			
Transport / Bus			
Food			
Admissions			
Equipment Hire			
Other (detail)			
TOTAL			

From the above table
Total cost of all items excluding GST:- (C) \$ _____

GST (food only): (B) \$ _____

Subtotal: \$ _____

Number of Students attending: _____ \$ _____

FINAL COST PER STUDENT: \$ _____

(To be determined in conjunction with Business Manager)

Will a cheque be required on the day of the excursion? YES / NO

If YES Order form must be completed for costs related to excursion.

Bus Company to be used _____

STEP 4

LIST OF PROPOSED PARTICIPANTS MUST ACCOMPANY THIS FORM

- List of participants submitted
- ALL permission forms to be generated from the school Office

STEP 5

NOTIFICATIONS

A list of participating students will be placed on the noticeboard in the Staffroom and on the intranet

Canteen must be notified

COMPLETE 'NOTIFICATION OF SCHOOL ACTIVITY' FORM as attached

Checked / Approved by Business Manager YES [] Signature: _____

STEP 6

(ONLY NECESSARY IF DEPARTMENTAL APPROVAL REQUIRED)

Camps/excursions that require Departmental Approval:-

- Overnight, weekend, interstate, overseas
- Adventure activities
- Non-adventure activities which, by their nature, location or timing, may be hazardous

School Council approval is required for all Step 6 activities

NOTE: If participant numbers are not adequate (payment & permission forms) no less than five school days from activity / excursion, Administration reserves the right to cancel the activity / excursion.

OFFICE USE:

Fee Code: _____ Charge: _____

INFORMATION REQUIRED TO GENERATE PERMISSION SLIPS

EXCURSION:

VENUE:

TEACHER IN CHARGE:

TRANSPORT METHOD:

DETAILS OF EXCURSION:

SPECIAL NEEDS: (eg Drink bottle, towel, sun hat)

**NOTIFICATION OF SCHOOL ACTIVITY
(Camps & Excursions)**

School councils are responsible for ensuring that the activities listed below are thoroughly planned, checked and documented in accordance with Department of Education & Early Childhood Development guidelines for the planning and conduct of camps, excursions and outdoor adventure activities.

The information on this proforma will be used to provide initial information to the emergency services during an emergency. If comprehensive information is required during an emergency, schools will be expected to provide it at any time of the day or week from the documentation prepared for the activity which is held by the school.

Three weeks prior to commencing the following:

- overnight, weekend, interstate, overseas activities
- adventure activities
- non-adventure activities which, by their nature, location or timing, may be hazardous
- school closures, pupil free days, school council holidays, combined sports or cluster days

schools must notify the:

- Department of any approved school camp or excursion beforehand using the [Student Activity Locator online form](#).

Notes:

1. An additional sheet listing the actual dates and locations of activities should accompany this form when the same activity is to be repeated on different occasions
2. The coordinating school should complete the form for activities involving a group of schools
3. Day excursions should be reported if activities are to be conducted by:
 - country schools - beyond the local town/city
 - rural schools - beyond the local area
 - metropolitan schools - beyond the greater metropolitan area

SCHOOL NAME AND NUMBER:

Number:

School Name:

TYPE OF ACTIVITY:

(CAMP, BUSHWALKING, SCHOOL CLOSURE, EXCURSION, OVERSEAS TRIP, ETC.)

DATE OF ACTIVITY:

(SEE NOTES)

Commencing:

Concluding:

NAME OF VENUE:

PHYSICAL ADDRESS OF VENUE
& POST CODE:

Postcode:

EMERGENCY TELEPHONE NUMBERS:

Mobile with group:

Venue:

IS EMERGENCY TRANSPORT AVAILABLE AT THE VENUE?
reference:

Yes:

No:

Map

TOTAL NUMBERS:

Students:

Teachers:

NAME OF PERSON IN CHARGE:

SIGNATURE OF PRINCIPAL:

ENTER ONLINE (SAL Activities Notification Form)

Visit the Emergency and Security Management Website at <http://www.sofweb.vic.edu.au/emerg/index.htm> for information to assist schools to plan for and manage emergencies and security related incidents.

Excursion Risk Management Assessment Form

Risk Register

School: _____

Supervising teachers/staff: _____

Program/Excursion: _____

Year Level: _____

Dates: _____

Location(s): _____

Risk Description	Existing Controls	Rating			Treatment Priority ²	Treatment
		Effectiveness of existing controls	Risk Consequences	Risk Likelihood		
Describe the risk event, cause/s and consequence/s. For example, <i>Something occurs ... caused by ... leading to ...</i>	Describe any existing policy, procedure, practice or device that acts to minimise a particular risk				If control effectiveness is poor or unknown provide further treatment	For those risks requiring treatment in addition to the existing controls. List: <ul style="list-style-type: none"> • What will be done? • Who is accountable? • When will it happen?

• _____

² Use the Risk Treatment Priority Table at the end of this document to determine the treatment priority.

Risk Description	Existing Controls	Rating			Treatment Priority ²	Treatment
		Effectiveness of existing controls	Risk Consequences	Risk Likelihood		
Describe the risk event, cause/s and consequence/s. For example, <i>Something occurs ... caused by ... leading to ...</i>	Describe any existing policy, procedure, practice or device that acts to minimize a particular risk				If control effectiveness is poor or unknown provide further treatment	For those risks requiring treatment in addition to the existing controls. List: <ul style="list-style-type: none"> • What will be done? • Who is accountable? • When will it happen?
		Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	High Medium Low	
		Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	High Medium Low	
		Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	High Medium Low	

And more rows as required. This is one way of documenting the risk management process and does not preclude other approaches.

Risk Treatment Priority Table

Use the table below to decide the overall risk rating and represent the priority of the each risk for treatment.

Consequences	Major				
--------------	-------	--	--	--	--

	Moderate				
	Minor				
	Insignificant				
		Rare	Unlikely	Likely	Almost certain
		Likelihood			

<i>Treat</i>	<i>Monitor</i>
--------------	----------------

MILAWA

Primary School

ONSITE SUPERVISION POLICY AND PROCEDURES

POLICY STATEMENT

Adequate supervision of students in the school yard is a requirement of the school's duty of care.

The school will normally satisfy the duty of care for the on-site management of students outside normal timetabled class time by allocating responsibilities for supervision to different staff.

The principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in the school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury.

This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

GUIDELINES

As part of its duty of care the school is required to adequately supervise students for a defined period before school; at recess time and lunch time; and after school.

This on-site supervision requires not only protection from known hazards, but also protection from those that could arise (that is, those the teacher should reasonably have foreseen) and against which preventive measures could be taken.

It is essential parents/carers are kept informed as to when supervision of students is available before and after school, and that outside these times supervision and/or the collection of students is the responsibility of parents/carers. This information should be clearly provided to parents/guardians on a regular basis.

Parents/carers may require their child to leave the school grounds to:

- go home for lunch
- be dismissed early from school to attend an appointment

It is important the school has a process to authorize these requests and accurate student records are maintained.

PROGRAM

A roster system will be used to timetable staff members for yard supervision.

Yard supervision will include before school, recess and lunch breaks, and after school.

In determining whether supervision of students entering or exiting the school is adequate, the principal or their nominee will consider a number of factors including:

- which entry/exit points should be or are used by students
- whether any entry or exit points should be locked, designated as out of bounds, or supervised
- road traffic conditions
- designated pick up and drop off areas

The supervision of the arrival and departure of any school contract buses is a matter for the discretion of the principal who will consider the following:

- the number of students alighting from and boarding the bus at the school
- the age of students alighting from or boarding the bus
- the times of the arrival and departure of the bus(es)
- the location of the pick-up and drop-off points in relation to the other areas of the school
- whether supervision is required to protect students on the bus, or from unruly student behaviour when boarding or alighting from the bus

The supervision of the arrival and departure of any students on public transport is a matter for the discretion of the principal who will consider whether supervision is required to protect students on the bus, or from unruly student behaviour when boarding or alighting from the bus.

Parents/carers are discouraged from sending their children to school before the designated supervision time in the morning. Parents/carers are encouraged to pick up their child by the end of the designated end of day supervision period. Parents will also be informed via the school's newsletter the times when staff members will be rostered to undertake yard supervision before and after school each day.

The school must receive written permission from a parent/carer before the school will authorise a student to be dismissed to:

- go home for lunch
- to attend an appointment during school hour

Students must be signed out of the school if departing prior to dismissal time. A record of early departures is to be kept in the Administration Office and completed for all students departing the school early.

Note: When a student departs from the school (following initial attendance) without authorisation, the parent/guardian will be informed immediately.

This policy is to be read in conjunction with the school's 'Duty of Care Policy'

LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

[DET Student Supervision Policy](#)

Appendices which are connected with this policy are:

Appendix A: On-Site Supervision of Students Procedures

EVALUATION

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



MILAWA

Primary School

Appendix A

On-Site Supervision of Students Procedures

Introduction

The processes outlined below provide adequate and appropriate supervision of students in the school so the school fulfils its duty care to its students in terms of on-site supervision.

Supervision before and after school

The school will provide staff supervision for students arriving before school between 8.45am and 9.00am.

The school will provide staff supervision for students after school between 3.30pm and 3:45pm.

This information is provided to parents/guardians on a regular basis via the school newsletter. Outside of these times the supervision and/or the collection of students is the responsibility of parents/guardians.

Sufficient teachers will be allocated by the school principal or their nominee to supervise students during these periods

Should a teacher be called away to other duties alternate supervision arrangements will be put in place in consultation with the principal or their nominee.

Supervision at recesses and lunch time

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

Details of the roster are communicated to teachers at staff meetings, daily bulletin and via the staff noticeboard.

For students who seek to leave school premises during lunch or recess, procedures must be in place that incorporate:

- written parent/guardian requests for students under 18.

Unauthorised student departure from school

When a student departs from the school (following initial attendance) without authorisation, the parent/guardian will be informed immediately.

Where there is reasonable concern for the student's safety or the safety of others, immediate contact will also be made with the police and the Department's Emergency and Security Management Branch, telephone 9589 6266 (24 hour service).

Early departure of students prior to dismissal time

Students must be signed out of the school if departing prior to dismissal time.

A record of early departures is to be kept in the Administration Office and completed for all students departing the school early. Details will include the student's name, grade, the time of departure and the name of the person collecting the student.

- No parents/carers are permitted to take students directly from the classroom.
- Students can only be collected by a responsible person 16 years and over.
- No students will be sent home on their own out side of normal dismissal time.

Arrangements for students not collected after school

Parents/guardians will be informed when supervision of students is available before and after school hours and that supervision outside of these times and/or the collection of students is the responsibility of parents/guardians. Students remaining in the school yard awaiting collection after 3.45pm will be directed to the office waiting area.

If it becomes known that a student who is normally collected from the school, remains at the school well beyond the normal time of collection, attempts will be made to contact the parents/guardians, or the emergency contact person identified by the parent/guardian in the school records.

Where all reasonable attempts have been made to locate the parents/guardian and the emergency contact persons, and the time is well beyond a reasonable time for collection, consideration will be given to contacting the police or the Department of Human Services and for them to arrange for the care and protection of the student.

Information about the whereabouts of the student will be left with appropriate friends of the student, or next-door neighbours, if known, and at the school.

Arrangements for student supervision on school camps and excursions

The school will provide supervision ratios in line with the Department's policy as outlined in the DET School Policy & Advisory Guide, depending on the nature and location of the school activity.

Reviewed at School Council: 25th July, 2016

MILAWA
Primary School

STUDENT MANAGEMENT POLICY

1. Student Behaviour – School Context

Milawa Primary School actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The school works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our Reading Recovery Program and provision of ESL students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our Disability and Impairment program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the year 6 leaders and the role of the school captains.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our staff through weekly discussions at meetings which also includes the use of DET Psychologist, when needed.

When relationships break down between members of the school community, we use "Restorative Practices" to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our business manager.

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

Rights and Responsibilities:

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

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program,

and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

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

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

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

Shared expectations:

The shared expectations of the school and community are designed to promote the following values in and out of the school:

The following values also underpin the beliefs of the Milawa Primary School community and provide the basis for our actions:

Engage: Students demonstrate engagement in their learning at school and at home by listening, paying attention, making eye contact, asking questions and being willing to try new things with a positive attitude.

Respect: Respect for themselves, others, diversity, opinions, property, time and cultures. This is demonstrated through kindness, honesty, care, responsibility, organisation, by speaking up, lending a hand, being polite, using manners and giving everything your personal best.

Create: We encourage students to take what they have learned and use concepts and knowledge to imagine, aspire, to have ideas, to express themselves, design, write, invent and produce.

Connect: Connect with learning, with other students, teachers, parents, the Ovens Learning Community, the local community, the environment and the world. Connect through friendships, make links with learning, online in the digital world, through reading and participation in a wide and varied experiences.

We therefore expect everyone that enters the school to uphold these values written by the students and the teachers.

School Action and Consequences

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.](#)

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Attendance Policy and Student Engagement and Wellbeing Policy). Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”

Broader support strategies will include:

- Involving and supporting the parent/carer
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break.
- Convening of a school support group.

When considering suspension or expulsion, the School follows the Department of Training procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

Reviewed:

1/05/2014

APPENDIX B:

MANAGING STUDENT BEHAVIOUR

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Well run and democratic classrooms are central to the establishment of safe school environments.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child – ‘you can succeed’ and ‘I will help you do that’.
- To be familiar with and implement the following two documents: “*Protocols for Maintaining an Orderly Learning Environment*” and “*Learning Environment: Rights and Responsibilities*”.
- To be familiar with the School Behaviour Policy and be consistent in its implementation.
- Become practised in using restorative practices.
- When breaches of School Behaviour Policy occur, classroom teachers must discuss what happened at weekly PLT’s.
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Responsibilities of the Subschool Managers

C. Promotion of Positive Behaviours:

- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.
- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student’s on -going behaviour or when a student is displaying chronic patters of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator.

D. Attendance:

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.

Responsibilities of the Leading Teacher of Engagement and Well-Being

The Leading Teacher of Engagement and Well-Being is responsible for:

- developing, implementing and evaluating the School’s Student Engagement Policy Guidelines
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- develop a whole school approach to student attendance and to participate in attendance conferences with sub school managers.
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the School’s Student Engagement guidelines.

Responsibilities of the Principal:

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported through a staged response, including:

- Understanding the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”

Broader support strategies will include:

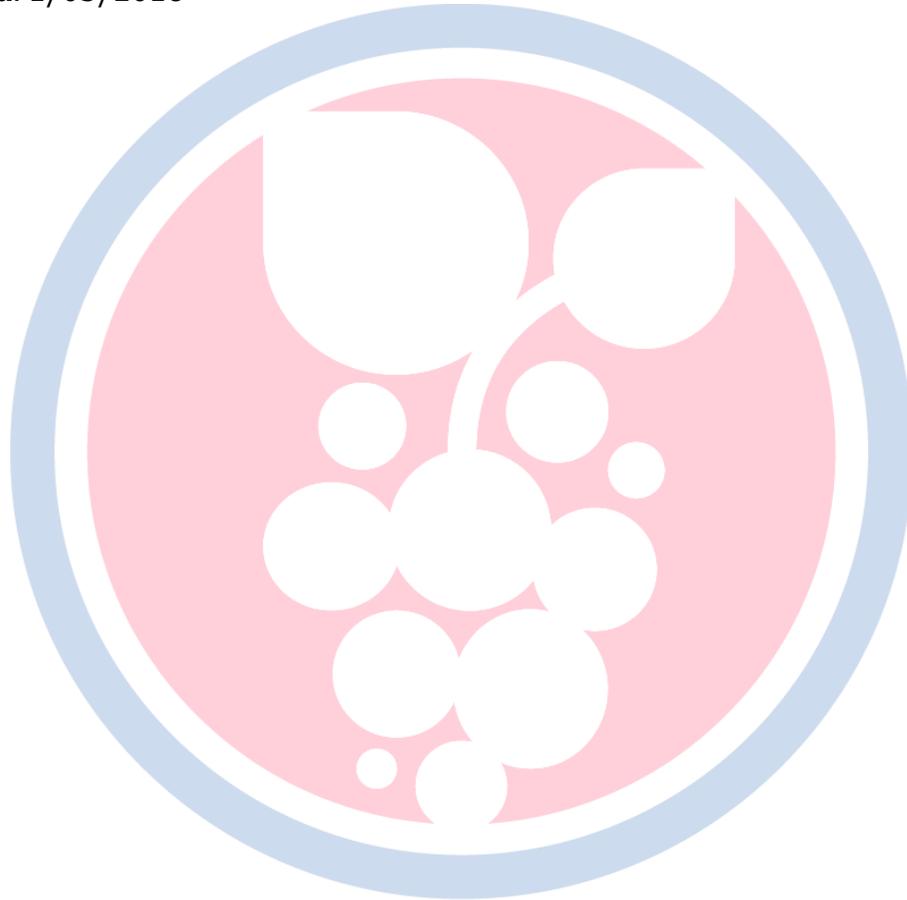
- Involving and supporting the parent/carer
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Key Reference

Effective Schools are Engaging Schools - Student	DET - Child Health and Wellbeing
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Engagement Guidelines	Policy	
Charter of Human Rights		http://www.austlii.edu.au/au/legis/vic/consol_act/coh rara2006433/

Reviewed: 1/05/2016



MILAWA

Primary School

Medication Distribution Policy

6. **POLICY STATEMENT**
Many students attending school need medication to control a health condition. It is necessary that teachers (as part of their duty of care) assist students, where appropriate

to take their medication. The school will ensure the students privacy and confidentiality and will exercise sensitivity towards this issue to avoid any stigmatisation.

7. GUIDELINES

2.1 Our school will have an administration of medication procedure which outlines the school's processes and protocols regarding the management of prescribed and non-prescribed medication to students at this school.

2.2 The student's parent/carer may wish to supply medication to be administered at the school. To minimise the quantity of medication held at the school, it should be considered if the medication can be taken outside of the school day, for example medication required three times a day may be able to be taken before and after school, and before bed.

2.3 Students will generally need supervision of their medication and other aspects of health care management. The school in consultation with parents/carers and the student's medical/health practitioner may consider the age and circumstances by which the student could be permitted to self-administer their medication, however this may only occur in very rare circumstances.

8. PROGRAM

3.1.1 All medications, including 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 Medication Management Procedures (**see Appendix A**) of the school. In order to ensure that the interests of staff, students 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.

3.2.1 When administering prescription medication on behalf of parent/carers, the written advice received must be supported by specific written instructions on the original medication bottle or container, such as that on the pharmacist's label noting the name of the student, dosage and time to be administered. Analgesics can mask signs and symptoms of serious illness or injury and will not, therefore, be administered by the school, as a standard first aid strategy. Therefore analgesics such as aspirin and paracetamol will not be stored in the school's first aid kit.

3.2.2 The principal (or nominee) administering medication needs to ensure that:

- the right child;
 - has the right medication;
 - and the right dose;
 - by the right route (for example, oral or inhaled);
 - at the right time; and
 - that they write down what they have observed
- permission to administer medication has been received from the child's parents/guardians/approved persons or a medical practitioner.

3.2.3 The principal or their nominee will inform teachers of those students in their charge who require medication to be administered at the school. The teachers may be required to release students at prescribed times so they may receive their medications from the principal or nominee.

3.2.4 The School register will be completed by the person administering the taking of medication.

3.3 The school 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 should be stored by the school. 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.

Note: It is at the principal's discretion to agree for the student to carry and manage his/her own medication.

9. **LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:

- [DET Medication Policy](#)
- [DET Anaphalaxis Policy](#)
- [DET Health Support Planning Policy](#)
- [Asthma Society Webpage](#)

Appendices which are connected with this policy are:

- Appendix A: Medication Management Procedures
- Appendix B: Medication Authority Form

10. **EVALUATION**

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

Appendix A

Medication Management Procedures

The school has developed procedures for the appropriate storage and administration of prescribed and non-prescribed medicines to students by school staff with reference to individual student medical information.

1. Student Information

Parents and/or guardians are required to keep the school informed of current medical contact details concerning students and any current medical conditions and appropriate medical history.

Every student who has a medical condition or illness has an individual management plan that is attached to the student's records. This management plan is provided by the student's parents/guardians and contains details of:

- the usual medical treatment needed by the student at school or on school activities
- the medical treatment and action needed if the student's condition deteriorates
- the name, address and telephone numbers for an emergency contact and the student's doctor

2. Administration of prescribed Oral Medication

Parents/guardians are required to inform the principal in writing of any prescribed medication that students need to take in school hours. Where medication is required in spontaneous situations, detailed administration instructions should be provided, for example in the case of asthma attacks. Medication Administration Permission Forms are available from the Administration Office and should be completed and signed by the parent/guardian.

Certain students are capable of taking their own medication (usually tablets) while other students will need assistance from teachers. This information will be recorded on the individual student's management plan.

All medication sent to school is to be administered by school staff and, parents/guardians are required to supply medication in a container that gives the name of the medication, name of the student, the dose, and the time it is to be given.

Where medication for more than one day is supplied, it is to be locked in the storage cupboard in the school administration office.

3. Administration of Analgesics

Analgesics are only to be given following permission of parents/guardians and are to be issued by a First Aid Officer who maintains a record to monitor student intake. Analgesics are to be supplied by the parents.

4. Asthma

Asthma is an extremely common condition for Australian students. Students with asthma have sensitive airways in their lungs. When exposed to certain triggers their airways narrow, making it hard for them to breathe.

Symptoms of asthma commonly include:

- cough
- tightness in the chest
- shortness of breath/rapid breathing
- wheeze (a whistling noise from the chest)

Many children have mild asthma with very minor problems and rarely need medication. However, some students will need medication on a daily basis and frequently require additional medication at school (particularly before or after vigorous exercise). Most students with asthma can control their asthma by taking regular medication.

4.1 Student Asthma Information

Every student with asthma attending the school has a written Asthma Action Plan, ideally completed by their treating doctor or paediatrician, in consultation with the student's parent/carer.

This plan is attached to the student's records and updated annually or more frequently if the student's asthma changes significantly. The Asthma Action Plan should be provided by the student's doctor and is accessible to all staff. It contains information including:

- usual medical treatment (medication taken on a regular basis when the student is 'well' or as pre-medication prior to exercise)
- details on what to do and details of medications to be used in cases of deteriorating asthma – this includes how to recognise worsening symptoms and what to do during an acute asthma attack
- name, address and telephone number of an emergency contact
- name, address and telephone number (including an after-hours number) of the student's doctor

If a student is obviously and repeatedly experiencing asthma symptoms and/or using an excessive amount of reliever medication, the parents/carers will be notified so that appropriate medical consultation can be arranged. Students needing asthma medication during school attendance must have their medication use; date, time and amount of dose recorded in the First Aid Treatment Book in the sick bay each time for monitoring of their condition.

4.2 Asthma Medication

There are three main groups of asthma medications: relievers, preventers and symptom controllers. There are also combination medications containing preventer and symptom controller medication in the same delivery device.

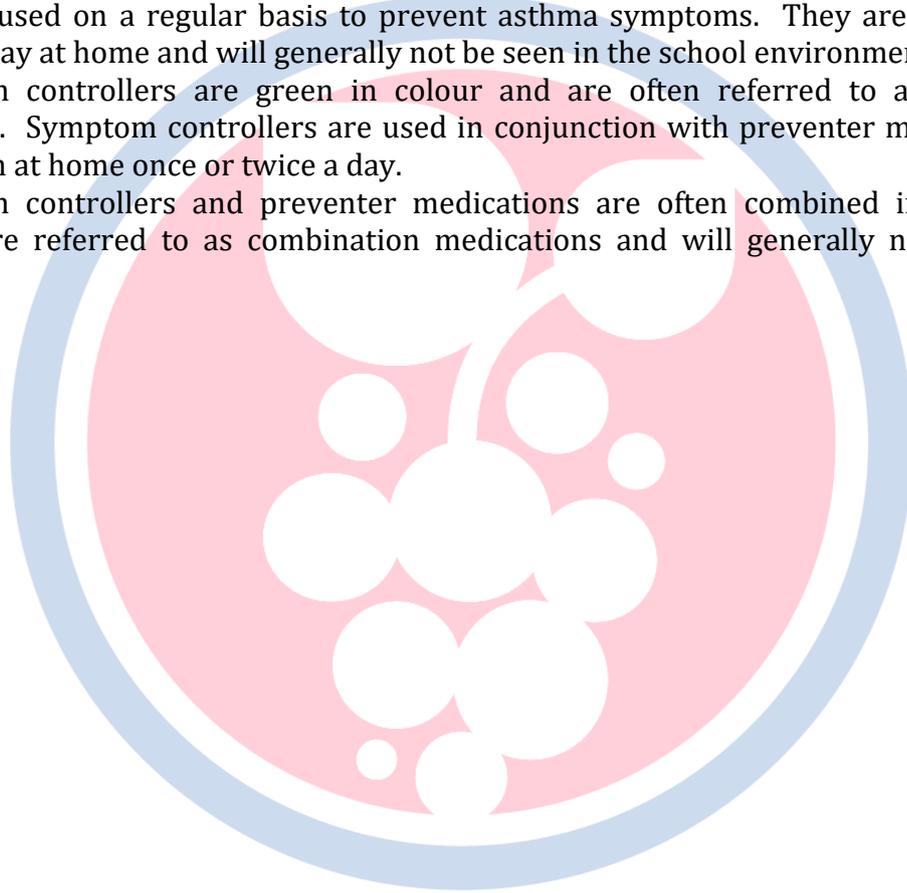
Reliever medication provides relief from asthma symptoms within minutes. It relaxes the muscles around the airways for up to four hours, allowing air to move more easily

through the airways. Reliever medications are usually blue in colour and common brand names include Airomir, Asmol, Bricanyl, Epaq and Ventolin. These medications will be easily accessible to students at all times, preferably carried by the student with asthma. All students with asthma are encouraged to recognise their own asthma symptoms and take their blue reliever medication as soon as they develop symptoms at school.

Preventer medications come in autumn colours (for example brown, orange, and yellow) and are used on a regular basis to prevent asthma symptoms. They are mostly taken twice a day at home and will generally not be seen in the school environment.

Symptom controllers are green in colour and are often referred to as long acting relievers. Symptom controllers are used in conjunction with preventer medication and are taken at home once or twice a day.

Symptom controllers and preventer medications are often combined in one device. These are referred to as combination medications and will generally not be seen at school.



MILAWA
Primary School

Appendix B
School - Medication Authority Form

Medication Authority Form

For a student who requires medication whilst at school

This form should be completed ideally by the student's medical/health practitioner, for all medication to be administered at school. For those students with asthma, an Asthma Foundation's *School Asthma Action Plan* should be completed instead. For those students with anaphylaxis, an ASCIA *Action Plan for Anaphylaxis* should be completed instead. These forms are available from : [DET Health Support Planning Policy](#)

Please only complete those sections in this form which are relevant to the student's health support needs.

Name of School: _____

Student's Name: _____ Date of Birth: _____

Medic-Alert Number (if relevant): _____ Review date for this form: _____

Please Note: wherever possible, medication should be scheduled outside the school hours, e.g. medication required three times a day is generally not required during a school day: it can be taken before and after school and before bed.

MEDICATION REQUIRED

Name of Medication/s	Dosage (amount)	Time/s to be taken	How is it to be taken? (e.g. orally/topical/injection)	Dates
				Start Date:
				End Date:
				Ongoing: <input type="checkbox"/>
				Start Date:
				End Date:
				Ongoing: <input type="checkbox"/>
				Start Date:
				End Date:
				Ongoing: <input type="checkbox"/>

MEDICATION STORAGE

Please indicate if there are specific storage instructions for the medication:

MEDICATION DELIVERED TO THE SCHOOL

Please ensure that medication delivered to the school:

- Is in its original package
- The pharmacy label matches the information included in this form

SELF-MANAGEMENT OF MEDICATION

Students in the early years will generally need supervision of their medication and other aspects of health care management. In line with their age and stage of development and capabilities, older students can take responsibility for their own health care. Self-management should follow agreement by the student and his or her parents/carers, the school and the student's medical/health practitioner.

Please advise if this person's condition creates any difficulties with self-management, for example, difficulty remembering to take medication at a specified time or difficulties coordinating equipment:

MONITORING EFFECTS OF MEDICATION

Please note: School staff *do not* monitor the effects of medication and will seek emergency medical assistance if concerned about a student's behaviour following medication.

Privacy Statement

The school collects personal information so as the school can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant school staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected. Please contact the school directly or FOI Unit on (03) 9637 2670.

AUTHORISATION

Name of Medical/Health Practitioner:	
Professional Role:	
Signature:	
Date:	
Contact Details:	

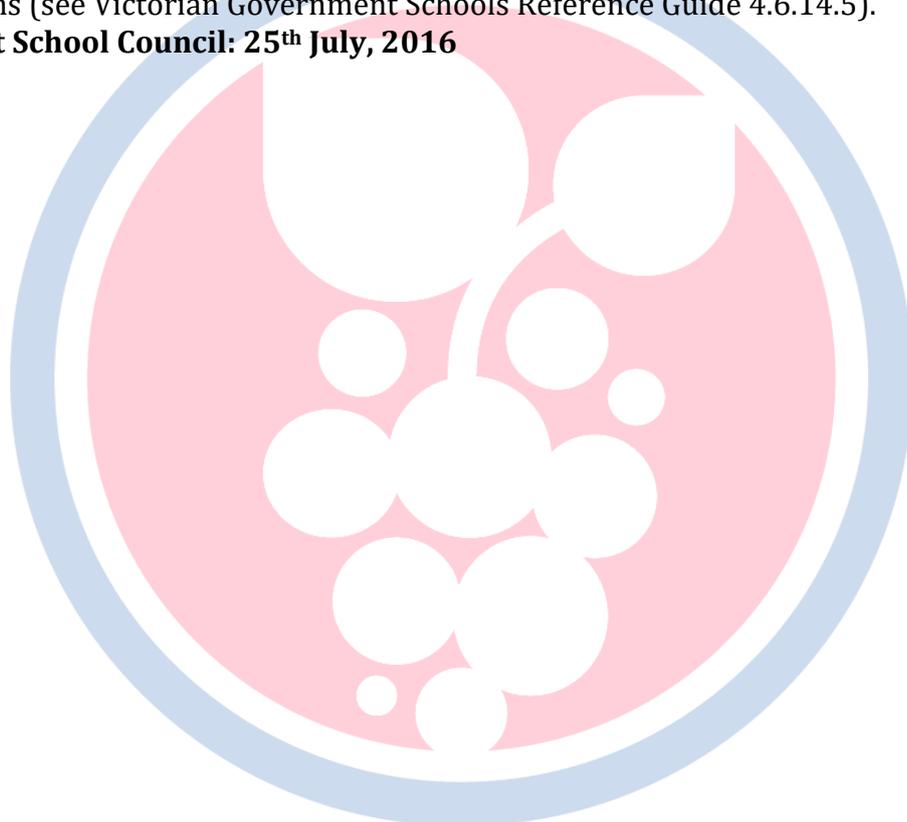
PARENT/CARER OR ADULT/INDEPENDENT STUDENT AUTHORISATION**

Name of Parent/Carer or adult/independent student**:	
Signature:	
Date:	

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

****Please note:** Adult student is a student who is eighteen years of age and older. Independent student is a student under the age of eighteen years and living separately and independently from parents/guardians (see Victorian Government Schools Reference Guide 4.6.14.5).

Policy Review at School Council: 25th July, 2016



Student Health Policy

MILAWA Primary School

1. POLICY STATEMENT

At any one time, a student can have a health condition or care need that could impact on their attendance and participation within school. This can require short or long-term first aid planning, supervision for safety, routine health and personal care support and occasionally complex medical care needs.

The School has a responsibility to provide equitable access to education and respond to diverse student needs, including health care needs.

This policy has been developed to assist supporting student health within a school environment in a pro-active manner.

11. GUIDELINES

- 2.1 Generally, schools are unable to provide for ill and recuperating students. Teachers require students to have relatively stable health and clear care plans. For example, teachers can generally safely supervise a child with a chronic health condition such as asthma or diabetes where the individual's health is relatively stable and predictable and care recommendations have been documented and agreed to by the school. If, however, a student has recently contracted an illness, is infectious and/or needs rest and recuperation, his or her care generally should be the responsibility of the family.
- 2.2 The school principal will ensure that families understand and follow the school's health support procedures.
- 2.3 At the initial meeting with families, prior to acceptance of enrolment, the principal or their nominees should specifically ask whether a child or student has any individual emergency or routine health and personal care support needs, such as: predictable emergency first aid associated with, for example, anaphylaxis (severe, life threatening allergy), seizure management or diabetes routine supervision for health care safety, such as supervision of medication personal care, including assistance with personal hygiene, continence care, eating and drinking transfers and positioning, and use of health related equipment.
- 2.4 Parents/carers are primarily responsible for the health and wellbeing of their children.
- 2.5 The school principal will ensure that allocation of staff duties anticipates predictable short and long-term health support needs of children and students in their care.
- 2.6 First Aid support in the school will be provided in response to unpredictable illness or injury.

12. PROGRAM

- 3.1 Our school has procedures for supporting student health for students with identified health needs (**see Appendix A**) and will provide a basic first aid response to ill or injured students due to unforeseen circumstances (**see Appendix B**) and requiring emergency assistance.
- 3.2 The first-aider will seek emergency assistance in situations where his or her training is not sufficient to keep the student safe. First aid trained staff should not have to wait for parent or guardian approval to take this emergency action. Delays could compromise safety. The first-aider should, however, notify the child's or student's emergency contact person as a matter of priority to inform him or her of the action taken. School procedures should ensure parents/carers are aware of, and accept, this policy with its associated obligation for payment by families for ambulance and other emergency services.
- 3.3 It is the principal's responsibility to:
- alert families to the need for health care plans if children or students need individual support
 - develop, monitor and review the school's health support procedures
 - manage health support planning
 - involve relevant teachers in health support planning
 - manage confidentiality

- ensure staff training requirements are fulfilled
- ensure delegated staff responsibilities reflect duty statements
- ensure facility standards are met
- be aware of health care services which visit the school
- manage archives of documented information

(See Appendix A: Management of Students with Health Care Needs)

3.4 If there is an indication that individual health care may be needed by a student, the parent/carer should be asked to provide a health care plan, written by a relevant health professional. The care plan should document recommended emergency and routine health and personal care support for the child or student. Information about medical conditions (such as asthma, epilepsy and incontinence) must be provided by a doctor or, in some cases, a clinical nurse consultant working under the direction of a doctor. A therapist (for example, a physiotherapist or a speech pathologist) will usually document information about therapeutic such as transfers and positioning, and mealtime assistance.

3.5 Some students will have a health care need identified after enrolment. The same steps should be followed. An interim health support plan might be needed.

3.6 It is the responsibility of parents/carers to:

- provide relevant health care information to the school
- liaise with health professionals to provide care plans which create minimum disruption to learning programs
- assist children or students for whom they are responsible to self manage, as much as is safe and practical, their health and personal care needs

(See Appendix from Appendix List: Management of Students with Health Care Needs)

3.7 It is the responsibility of parents/carers to:

- administer first aid for unpredictable illness or injury
- coordinate provision of first aid, including monitoring of equipment and facilities
- administer additional individual first aid support as negotiated (for example, administration of adrenalin via Epi-Pen for anaphylaxis)

Note: Invasive emergency care (such as administration of rectal diazepam for seizure management) is not a standard first aid procedure and so requires the involvement of a registered nurse.

(See Appendix from Appendix List: First Aid Care Procedures)

3.8 The school will have a number of teachers and educational support staff trained in first aid able to treat unpredictable illness or injury.

One member of staff will be delegated the task of coordinating first aid procedures, supervising the first aid facility and maintaining and securing the contents of the school's first aid kit. A relief staff member will be nominated in the event of the absence of the first aid coordinator. Other staff with first aid qualifications will be identified and available to assist.

(See Appendix from Appendix List: First Aid Care Procedures)

13. LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/school/principals/spag/health/pages/healthcareneed.s.aspx>
- <http://www.education.vic.gov.au/school/principals/spag/health/Pages/studenthealth.a.spx>

- <http://www.education.vic.gov.au/school/principals/spag/health/pages/firstaid.aspx>
- <http://www.education.vic.gov.au/school/principals/spag/health/pages/anaphylaxis.aspx>
- <http://www.education.vic.gov.au/school/principals/spag/management/pages/medical.aspx>
- <http://www.education.vic.gov.au/school/principals/spag/health/pages/medication.aspx>
- <http://www.education.vic.gov.au/school/principals/spag/health/Pages/caresupport.aspx>

Policies which are connected with this policy are:

- First Aid Care Policy and Procedures
- Anaphylaxis Management Plan

14. EVALUATION

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

Review at School Council: 25th July, 2016

MANDATORY REPORTING POLICY AND PROCEDURES

Milawa Primary School

Mandatory Reporting Policy

Purpose of this policy

- To protect children and young people from abuse and neglect by ensuring school staff:
 - a. understand their mandatory reporting responsibilities and duty of care obligations to protect children and young people from child abuse including physical and sexual abuse
 - b. know how to make a mandatory report to the Department of Human Services (DHS) Child Protection when they have formed a belief on reasonable grounds that a child or young person is at risk of significant harm

- c. are able to identify and be aware of the indicators of abuse.

Legislation

- Teachers and principals are mandated by law under section 184 of the **Children Youth and Families Act 2005 (CYFA)** to make a report to child protection.
- A mandatory reporter who, in the course of practising his or her profession or carrying out the duties of his or her office, position or employment as set out in section 182, forms the belief on reasonable grounds that a child is in need of protection must report to Child Protection as soon as practicable after forming the belief and after each occasion on which they become aware of any further reasonable grounds for the belief.

Policy

- Any person who is registered as a teacher under the **Education and Training Reform Act (2006)**, or any person who has been granted to teach under the Act, including principals, is mandated to make a report to the Department of Human Services (DHS) Child Protection.
- School staff should discuss any concerns about the safety and wellbeing of students with the school principal or member of the school leadership team, especially if they have a suspicion of possible abuse but have not formed a belief at that time. If a principal or member of the school leadership team does not believe that a mandatory report is warranted, this does not discharge the teacher of their obligation to do so if they have formed a reasonable belief that abuse may have occurred. If the teacher's concerns continue, even after consultation with the principal, that teacher is still legally obliged to make a mandatory report of their concerns.
- Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are encouraged to speak to their principal as well as being able to make a report to DHS Child Protection.
- School staff who have concerns about a child or young person because they have been made aware of possible harm via their involvement in the community external to their professional role may make a (protective) report to DHS Child Protection.
- The challenge of protecting children is everyone's responsibility: parents, schools, communities, governments and businesses. The Department strongly encourages all school staff to protect and preserve the safety, health and wellbeing of all children and young people.

Rationale:

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

Aims:

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

Implementation:

- All members of the Teaching Service are mandated by law to report belief of physical and/or sexual abuse, and neglect.
- New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.
- Staff will be reminded of mandatory responsibilities annually.
- All concerns must be reported immediately to the Principal, or in his/her absence, the Assistant Principal.
- The Principal and staff member will keep a record of all discussions about a student with whom there is a concern.
- If a belief has been formed by a staff member that sexual or physical abuse has taken place a "Mandatory Reporting Information Sheet" available from the Principal must be completed and filed in the Principal's office.

- 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
- Members of the Department of Human Services, or associated support or intervention services that visit the school following a notification, will interview staff and children only in the presence of a Principal class member or his/her nominee.
- All “Mandatory Reporting Information Sheets” remain filed in the Principal’s office.
- All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential.
- All incidents to be monitored, and any subsequent signs or indications of abuse are also to be reported.
- 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.

References:

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

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/protecting-children-together>

<http://www.dhs.vic.gov.au/for-service-providers/children%2c-youth-and-families/child-protection/specialist-practice-resources-for-child-protection-workers/child-development-and-trauma-specialist-practice-resource>

http://www.dhs.vic.gov.au/_data/assets/pdf_file/0007/586465/information-guide-registered-teachers-principals.pdf

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/about-child-abuse>

Date Implemented	July 2014
Author	Principal
Approved By	School Council
Review Date	November 2016

FIRST AID POLICY

1. Introduction

The school has procedures for supporting student health for students with identified health needs and will provide a basic first aid response as set out in the procedure below to ill or injured students due to **unforeseen circumstances** and requiring **emergency** assistance.

These procedures have been communicated to all staff and are available for reference from the school office.

2. First Aid Officers

Consistent with the Department’s First Aid Policy and Procedures, the school will allocate staff member/s as First Aid Officer/s. The names and details of First Aid Officers, including their level of first aid and first aid expiry dates, will be provided as soon as they are known.

2.1 First Aid Officer Duties

The First Aid Officer/s is required to undertake a coordinating role maintaining standard medical service provision, student medical records and parent notifications.

Their specific duties include:

- Participating in the risk management process within the school as part of the school's OHS representative. This may include contributing to risk management solutions and providing feedback on injury reports and first aid register data to identify persistent or serious hazards.
- Providing first aid emergency awareness training for staff including emergency notification processes, a list of responsible officers and provision of emergency phone numbers.
- Coordinating first aid duty rosters and maintaining first aid room and first aid kits
- Providing first aid services commensurate with competency and training. This may include all or some of emergency life support including response to life threatening conditions which may occur in the school (e.g. cardiac arrest or respiratory difficulties associated with asthma), management of severe bleeding, basic wound care, fractures, soft tissue injury.
- Recording all first aid treatment. The first aider should respect the confidential nature of any information given.
- Providing input on first aid requirements for excursions and camps.

The First Aid Officer/s will be available at the school during normal working hours and at other times when authorised Department programs are being conducted.

Where possible, only staff with first aid qualifications will provide first aid. However, in an emergency other **staff may be required to help within their level of competency.**

3. Procedures for Medical Treatment

In the event of a student requiring medical attention, an attempt will be made to contact the parents/guardians before calling for medical attention except in an extreme emergency.

In serious cases, parents/guardians will always be informed as quickly as possible of their child's condition and of the actions taken by the school.

All accidents and injuries will be recorded on the Department's injury management system on CASES21.

A Record of First Aid Treatment will be kept in the Sick Bay and information recorded for all students treated in the Sick Bay.

It is the policy of the school that all injuries to the head are reported to Principal Team Member in charge of First Aid and that parents/emergency contacts are contacted regarding the injury.

First aid kits will be available for all groups that leave the school on excursions. The content of these kits will be dependent on the nature of the activities, the number of students and staff, and the location of the excursion.

4. Assessment and First Aid Treatment of an Asthma attack

If a student develops signs of what appears to be an asthma attack, appropriate care must be given immediately.

4.1 Assessing the severity of an asthma attack

Asthma attacks can be:

- **Mild** - this may involve coughing, a soft wheeze, minor difficulty in breathing and no difficulty speaking in sentences
- **Moderate** - this may involve a persistent cough, loud wheeze, obvious difficulty in breathing and ability to speak only in short sentences

- **Severe** - the student is often very distressed and anxious, gasping for breath, unable to speak more than a few words, pale and sweaty and may have blue lips.

All students judged to be having a severe asthma attack require emergency medical assistance.

Call an ambulance (dial 000), notify the student's emergency contact and follow the '4 Step Asthma First Aid Plan' while waiting for the ambulance to arrive. When calling the ambulance state clearly that a student is having 'breathing difficulties.' The ambulance service will give priority to a person suffering extreme shortness of breath. Regardless of whether an attack of asthma has been assessed as mild, moderate or severe, Asthma First Aid (as detailed below) must commence immediately. The danger in any asthma situation is delay. Delay may increase the severity of the attack and ultimately risk the student's life.

4.2 Asthma First Aid

If the student has an Asthma Action Plan, follow the first aid procedure immediately. If no, Asthma Action Plan is available in the steps outlined below should be taken immediately.

The 4 Step Asthma First Aid Plan (displayed in Sick Bay and classrooms):

Step 1

Sit the student down in as quiet an atmosphere as possible. Breathing is easier sitting rather than lying down. Be calm and reassuring. Do not leave the student alone.

Step 2

Without delay give 4 separate puffs of a blue reliever medication (*Airomir, Asmol, Epaq or Ventolin*). The medication is best given one puff at a time via a spacer device. If a spacer device is not available, simply use the puffer on its own. Ask the person to take 4 breaths from the spacer after each puff of medication.

Step 3

Wait 4 minutes. If there is little or no improvement repeat steps 2 and 3.

Step 4

If there is still little or no improvement; call an ambulance immediately (dial 000). State clearly that a student is having 'breathing difficulties.'

Continuously repeat steps 2 and 3 while waiting for the ambulance.

5. Assessment and First Aid Treatment of Anaphylaxis

What is anaphylaxis?

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. Although allergic reactions are common in children, severe life threatening allergic reactions are uncommon and deaths are rare. However, deaths have occurred and anaphylaxis is therefore regarded as a medical emergency that requires a rapid response.

Signs and symptoms

The symptoms of a mild to moderate allergic reaction can include:

- swelling of the lips, face and eyes
- hives or welts
- abdominal pain and/or vomiting.

Symptoms of anaphylaxis (a severe allergic reaction) can include:

- difficulty breathing or noisy breathing
- swelling of the tongue
- swelling/tightness in the throat
- difficulty talking and/or a hoarse voice

- wheezing or persistent coughing
- loss of consciousness and/or collapse
- young children may appear pale and floppy.

Symptoms usually develop within 10 minutes to one hour of exposure to an allergen but can appear within a few minutes.

The role and responsibilities of the principal

This principal or nominee has overall responsibility for implementing strategies and processes for ensuring a safe and supporting environment for students at risk of anaphylaxis. The principal will:

- Actively seek information to identify students with severe life threatening allergies at enrolment.
- Conduct a risk assessment of the potential for accidental exposure to allergens while the student is in the care of the school.
- Meet with parents/carers to develop an Anaphylaxis Management Plan for the student. This includes documenting practical strategies for in-school and out-of-school settings to minimise the risk of exposure to allergens, and nominating staff who are responsible for their implementation.
- Request that parents provide an ASCIA (Australasian Society of Clinical Immunology and Allergy) Action Plan that has been signed by the student's medical practitioner and has an up to date photograph of the student
- Ensure that parents provide the student's EpiPen® and that it is not out of date.
- Ensure that staff obtain training in how to recognise and respond to an anaphylactic reaction, including administering an EpiPen®.
- Develop a communication plan to raise student, staff and parent awareness about severe allergies and the school's policies.
- Provide information to all staff so that they are aware of students who are at risk of anaphylaxis, the student's allergies, the school's management strategies and first aid procedures. This can include providing copies or displaying the student's ASCIA Action Plan in canteens, classrooms and staff rooms, noting privacy considerations.
- Ensure that there are procedures in place for informing casual relief teachers of students at risk of anaphylaxis and the steps required for prevention and emergency response.
- Ensure that any external canteen provider can demonstrate satisfactory training in the area of anaphylaxis and its implications on food handling practices.
- Allocate time, such as during staff meetings, to discuss, practise and review the school's management strategies for students at risk of anaphylaxis. Practise using the trainer EpiPen® regularly.
- Encourage ongoing communication between parents/carers and staff about the current status of the student's allergies, the school's policies and their implementation.
- Review the student's Anaphylaxis Management Plan annually or if the student's circumstances change, in consultation with parents.

The role and responsibilities of all school staff who are responsible for the care of students at risk of anaphylaxis

School staff who are responsible for the care of students at risk of anaphylaxis have a duty to take steps to protect students from risks of injury that are reasonably foreseeable. This may include administrators, canteen staff, casual relief staff, and volunteers. Members of staff are expected to:

- Know the identity of students who are at risk of anaphylaxis.
- Understand the causes, symptoms, and treatment of anaphylaxis.
- Obtain training in how to recognise and respond to an anaphylactic reaction, including administering an EpiPen®.
- Know the school's first aid emergency procedures and what your role is in relation to responding to an anaphylactic reaction.
- Keep a copy of the student's ASCIA Action Plan (or know where to find one quickly) and follow it in the event of an allergic reaction.
- Know where the student's EpiPen® is kept. Remember that the EpiPen® is designed so that anyone can administer it in an emergency.
- Know and follow the prevention strategies in the student's Anaphylaxis Management Plan.
- Plan ahead for special class activities or special occasions such as excursions, incursions, sport days, camps and parties. Work with parents/carers to provide appropriate food for the student.
- Be aware of the possibility of hidden allergens in foods and of traces of allergens when using items such as egg or milk cartons in art or cooking classes.
- Be careful of the risk of cross-contamination when preparing, handling and displaying food.
- Make sure that tables and surfaces are wiped down regularly and that students wash their hands after handling food.
- Raise student awareness about severe allergies and the importance of their role in fostering a school environment that is safe and supportive for their peers.

Individual Anaphylaxis Management Plans

Every student who has been diagnosed as at risk of anaphylaxis will have an individual Anaphylaxis Management Plan. **(see Care Arrangements for Ill Students Policy).**

The student's Anaphylaxis Management Plan will clearly set out:

- the type of allergy or allergies.
- the student's emergency contact details.
- practical strategies to minimise the risk of exposure to allergens for in-school and out of class settings, including:
 - » during classroom activities
 - » in canteens or during lunch or snack times
 - » before and after school, in the yard and during breaks
 - » for special events such as incursions, sport days or class parties
 - » for excursions and camps.
- the name of the person/s responsible for implementing the strategies.
- information on where the EpiPen® will be stored.

The Anaphylaxis Management Plan will also include an individual ASCIA Action Plan, which sets out the emergency procedures to be taken in the event of an allergic reaction. (ASCIA, the Australasian Society of Clinical Immunology and Allergy, is the peak body of immunologists and allergists in Australia).

It is the responsibility of parents/carers to complete an ASCIA Action Plan, in consultation with their child's medical practitioner, and provide a copy to the High School. The ASCIA Action Plan must be signed by the student's medical practitioner, and have an up to date photograph of the student.

As a student's allergies may change with time, our High School will ensure that the student's Anaphylaxis Management Plan and ASCIA Action Plan are kept current and reviewed annually with the student's parents/carers. When reviewed, parents will be expected to provide an updated photo of the child for the ASCIA Action Plan.

See Appendix D: Anaphylaxis Management Plan Cover Sheet

6. First Aid Kit Contents

Consistent with the Department's First Aid Policy and Procedures the school will maintain a First Aid Kit that includes the following items:

- an up-to-date first aid book – examples include:
- wound cleaning equipment
 - gauze swabs: 7.5 cm x 7.5 cm divided into small individual packets of five
 - sterile saline ampoules: 12 x 15 ml and 12 x 30 ml
 - disposable towels for cleaning dirt from skin surrounding a wound
- wound dressing equipment
 - sterile, non-adhesive dressings, individually packed: 5 cm x 5 cm, 7.5 m x 7.5 m, 10 cm x 10 cm for larger wounds
 - combine pads: 10 cm x 10 cm for bleeding wounds
 - non-allergenic plain adhesive strips, without antiseptic on the dressing, for smaller cuts and grazes
 - steri-strips for holding deep cuts together in preparation for stitching
 - non-allergenic paper type tape, width 2.5 cm–5 cm, for attaching dressings
 - conforming bandages for attaching dressings in the absence of tape or in the case of extremely sensitive skin
 - sterile eye pads, individually packed
- bandages
 - four triangular bandages, for slings, pads for bleeding or attaching dressings, splints, etc
 - conforming bandages: 2.5 cm, 5 cm, 7.5 cm and 10 cm – these may be used to hold dressings in place or for support in the case of soft tissue injuries
- lotions and ointments
 - cuts and abrasions should be cleaned initially under running water followed by deeper and more serious wounds being cleaned with sterile saline prior to dressing. Antiseptics are not recommended
 - any sun screen, with a sun protection factor of approximately 15+
 - single use sterile saline ampoules for the irrigation of eyes
 - creams and lotions, other than those in aqueous or gel form, are not recommended in the first aid treatment of wounds or burns
 - asthma equipment (which should be in all major portable kits, camping kits, sports kits, etc)
 - blue reliever puffer (e.g. Ventolin) that is in date
 - spacer device
 - alcohol wipes

Other equipment includes:

- single use gloves – these are essential for all kits and should be available for teachers to carry with them, particularly while on yard duty

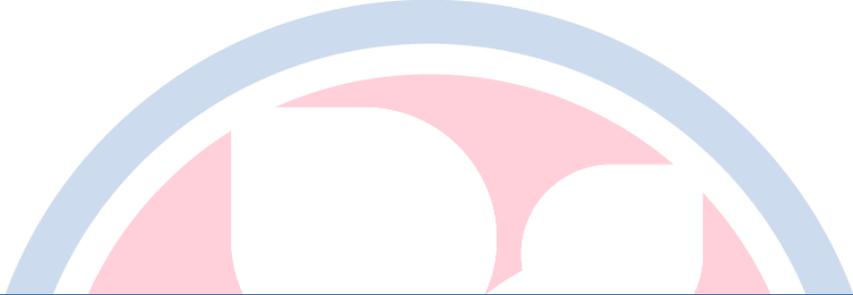
- blood spill kits
- vomit spill kits
- one medicine measure for use with prescribed medications
- disposable cups
- one pair of scissors (medium size)
- disposable splinter probes and a sharps container for waste
- disposable tweezers
- one teaspoon
- disposable hand towels
- pen-like torch, to measure eye-pupil reaction
- gel packs, kept in the refrigerator, for sprains, strains and bruises or disposable ice packs for portable kits
- adhesive sanitary pads, as a backup for personal supplies
- flexible 'sam' splints for fractured limbs (in case of ambulance delay)
- additional 7.5 m conforming bandages and safety pins to attach splints
- blanket and sheet, including a thermal accident blanket for portable kits
- germicidal soap and nail brush for hand-cleaning only
- one box of paper tissues
- paper towel for wiping up blood spills in conjunction with blood spill kit
- single use plastic rubbish bags that can be sealed, for used swabs and a separate waste disposal bin suitable for taking biohazard waste (note: Biohazard waste should be burnt and there are several companies that will handle bulk biohazard waste)
- ice cream containers or emesis bags for vomit.

7. Emergency Telephone Numbers

Poisons Information Service	13 11 26
Ambulance	000

Reviewed at School Council: 25th July, 2016

MILAWA
Primary School



Milawa Primary Asthma Policy

Purpose of this policy

To ensure schools support students diagnosed with asthma.

Policy

Schools must:

- have, for each student diagnosed with asthma, a written:
 - Asthma Action Plan
 - Student Health Support Plan
- ensure all staff with a duty of care for students are trained to assess and manage an asthma emergency
- provide equipment to manage an asthma emergency in their asthma first aid kits.

In case of an emergency an ambulance will be called no matter whether a parent has ambulance cover.

Definition

Asthma is when someone has sensitive airways in their lungs. When exposed to certain triggers the airways narrow making it hard to breathe. Symptoms of asthma include:

- shortness of breath
- wheezing (a whistling noise from the chest).
- tightness in the chest
- a dry, irritating, persistent cough.

This table describes some triggers of an asthma attack.

Trigger	Description
Physical	<ul style="list-style-type: none">• colds and flu• emotional factors (e.g. laughter, stress) Exercise Induced Asthma (EIA): <ul style="list-style-type: none">• triggered by exercise, particularly strenuous or endurance activities• may vary considerably from day to day• more likely to occur if the student has been unwell or their asthma is being poorly managed• can occur during and/or after exercise

	<ul style="list-style-type: none"> • can often be prevented by: <ul style="list-style-type: none"> - a simple warm-up period and cool-down period before and after exercise - pre-medicating with a blue/grey reliever puffer or other medication as recommended by the treating doctor, at least 5-10 minutes before exercise.
Environmental	<p>Asthma can be triggered by environmental factors including:</p> <ul style="list-style-type: none"> • smoke (wood fire and cigarette) • freshly mown lawns • plants that contain allergens or pollens • an excess of dust • chemicals and strong smell such as cleaning products, deodorants • changes in air temperature and weather • other irritants.

Impact at school

Cases of asthma may be infrequent intermittent, frequent intermittent, mild persistent, moderate persistent or severe persistent.

Intermittent asthma requires less medication, (usually only a reliever)

Whereas more persistent asthma requires medication daily (usually a Preventer or Combination).

This table describes how moderate or severe cases of asthma can impact students.

Area impacted	Students
Learning and wellbeing	<p>may experience difficulties in relation to:</p> <ul style="list-style-type: none"> • attendance • concentration • participation in some activities.
Physical activities	<p>should:</p> <ul style="list-style-type: none"> • be encouraged to take part in physical activities, other than SCUBA diving • take reliever medication 5-10 minutes before warming up • abstain from activities when: <ul style="list-style-type: none"> - exercise induced asthma (EIA) occurs - they have been unwell - their asthma has been unstable • immediately stop exercise, rest and take reliever medication when experiencing EIA. If symptoms disappear they may be able to resume their exercise program. <p>Important: If symptoms persist, worsen or reappear the:</p> <ul style="list-style-type: none"> • asthma attack needs to be managed • student must not return to exercise, even if the student responds the second time to the reliever medication. <p>Note: Schools should advise parents/guardians if EIA occurs frequently</p>

as this could be an indicator of inadequate preventer medication.

Strategies

This table describes how schools manage students with asthma.

Strategy	Description
Developing an asthma action plan	<p>The Asthma Foundation Victoria's School Asthma Action Plan should be:</p> <ul style="list-style-type: none"> • completed by the student's medical/health practitioner in consultation with the parents/guardians • provided annually by the: <ul style="list-style-type: none"> - doctor to the parents/guardian - parents/guardians to the school. <p>The plan must include:</p> <ul style="list-style-type: none"> • the usual medical treatment • the prescribed medication taken: <ul style="list-style-type: none"> - on a regular basis when the student is 'well', or - as premedication prior to exercise • emergency contact details • business and after hours contact details of the student's medical/health practitioner • details about deteriorating asthma including: <ul style="list-style-type: none"> - signs to recognise worsening symptoms - what to do during an attack - medication to be used • an asthma first aid section and should: <ul style="list-style-type: none"> - specify no less than 4 separate puffs of blue reliever medication every 4 minutes. <p>Note: It is recommended that if the plan has less than the required number of puffs per minute period it should be sent back to the parent/guardian and doctor for review.</p> <p>For the School Asthma Action Plan, see Asthma Foundation Victoria within Other resources below</p>
Training staff	<p>All school staff with a duty of care responsibility for the wellbeing of students should be trained in being able to manage an asthma emergency appropriately.</p> <p>The Asthma Foundation of Victoria provides a free one hour training session for school staff to:</p> <ul style="list-style-type: none"> • be aware of the importance of daily asthma management • know how to assess and manage an asthma emergency. <p>The Asthma Foundation also has an Asthma First Aid poster which should be displayed in the:</p> <ul style="list-style-type: none"> • staff room • sick room • wherever asthma attacks are treated.

		See: Other resources below
Reducing asthma triggers		To reduce asthma triggers schools can: <ul style="list-style-type: none"> • mow school grounds out of hours • plant a low allergen garden - for a brochure see Asthma Foundation of Victoria within Other resources below • limit dust, for example having the carpets and curtains cleaned regularly and out of hours • examine the cleaning products used in the school and their potential impact on students with asthma.
Providing an asthma first aid kit		Anyone with asthma can have a severe attack, even those with mild asthma. Schools should have an asthma emergency first aid kit. See: Asthma First Aid Kits within Related policies below
Encouraging and special participation camps event		Schools should: <ul style="list-style-type: none"> • ensure parents provide enough medication for the student if they are going away overnight • provide enough asthma emergency kits for the camp or excursion needs • ask the parents/guardians to complete the Asthma Foundation's School Camp Asthma Action Plan and the Department's Confidential Medical Information for School Council Approved School Excursions form. See: Related policies below for: <ul style="list-style-type: none"> • Health Care Needs • Health Support Planning Forms
Communicating with parents		Regularly communicate with the student's parents about the student's successes, development, changes and any health and education concerns. In particular the frequency and severity of the student's asthma symptoms and use of medication at school.

Asthma Attacks: Treatment

Purpose of this policy

To ensure schools respond to students suffering asthma attacks.

Prerequisite policy

See: [Asthma](#).

Medication

Most students can control their asthma by taking medication. Asthma medication is normally:

- taken via a metered-dose inhaler (puffer) preferably in conjunction with a spacer device or via a dry powder inhaler
- provided by the parents for younger students at primary level
- managed by the student at secondary level.

This table describes the common forms of asthma medication.

Purpose	Medication that
Reliever	<ul style="list-style-type: none"> provides relief from symptoms within minutes used in an asthma emergency should be easily accessible to students at all times is preferably carried by the student is normally blue or grey in colour includes common brands of Ventolin, Bricanyl, Airomir and Asmol.
Preventer	<ul style="list-style-type: none"> is used on a regular basis to prevent asthma symptoms is mostly taken twice a day at home is usually brown, orange, rust or yellow in colour.
Symptom controller	<ul style="list-style-type: none"> is used in conjunction with preventer medication (they are often combined in one device) is mostly taken twice a day at home usually green in colour.
Combination	<ul style="list-style-type: none"> combines a preventer with a symptom controller in the same device there are two types of combination medications, Seretide and Symbicort seretide is purple in colour and used twice daily at home symbicort is red and white in colour and used according to the 'standard maintenance protocol' or as 'Symbicort Maintenance and Reliever Therapy (SMART)' depending on what is suitable for the student. SMART protocol students take Symbicort twice daily and as a reliever medication to relieve symptoms throughout the day the SMART protocol is only prescribed to children over the age of 12 <p>Important: Teachers should refer to the student's asthma action plan to determine how to use this medication in an asthma emergency.</p>

Types of asthma attack

This table describes the symptoms of different types of asthma attacks

Type	Symptoms
Mild	<ul style="list-style-type: none"> coughing a soft wheeze minor difficulty in breathing no difficulty speaking in sentences.
Moderate	<ul style="list-style-type: none"> persistent cough loud wheeze obvious difficulty in breathing

	<ul style="list-style-type: none"> ability to speak only in short sentences.
Severe	<ul style="list-style-type: none"> being very distressed and anxious wheeze may be absent gasping for breath unable to speak more than a few words pale and sweaty may have blue lips sucking in of skin over ribs/throat.

Treating an asthma attack

This table describes how to treat a student:

- suffering an asthma attack
- having difficulty breathing for an unknown cause, even if they are not a known asthma sufferer.

Note: For a student who is not a known asthma sufferer, this treatment:

- could be life saving if the asthma has not previously been recognised
- would not be harmful if the cause of breathlessness was not asthma.

Warning: Immediately call an ambulance (**Dial 000**) and state a person is having an asthma attack if:

- the student is having difficulties breathing, and not known to have asthma
- the student is having a severe attack; or
- you are concerned
- at any time the student's condition suddenly worsens

Delay in treatment may increase the severity of the attack and ultimately risk the student's life.

Step	Action
1	<p>Sit the person upright:</p> <ul style="list-style-type: none"> be calm and reassuring do not leave them alone. <p>Note: Breathing is easier sitting rather than lying down.</p>
2	<p>Give medication:</p> <ul style="list-style-type: none"> shake the blue reliever puffer use a spacer if you have one give 4 separate puffs into the spacer ensure student takes 4 breaths from the spacer after each puff <p>Important:</p> <ul style="list-style-type: none"> If a spacer is not available use the puffer on its own. A Bricanyl Turbuhaler may be used if a puffer and spacer is unavailable If the student's own blue reliever puffer is not readily available immediately get one from: <ol style="list-style-type: none"> the asthma emergency first aid kit another student or staff member. All blue reliever puffers are safe, when used as directed. The student may experience harmless side effects such as shakiness, a tremor or a 'racing' heart.

	See: Asthma First Aid Kits within Related policies below
3	Wait 4 minutes. If there is no improvement, repeat step 2
4	If there is still no improvement call emergency assistance (000). Tell the operator the person is having an asthma attack Keep giving 4 puffs every 4 minutes while you wait for emergency assistance
5	If asthma is relieved after administering the 4x4x4 procedure stop the treatment and observe the student. Notify the student's emergency contact person and record the incident.

Asthma Kits

Purpose of this policy

To ensure schools can manage asthma emergencies.

Policy

Schools must provide and maintain asthma emergency first aid kits.

Contents

Asthma emergency first aid kits must contain:

- blue/grey puffers such as Airomir, Asmol, or Ventolin
- a spacer device such as Volumatic, Able Spacer or Breath-a-Tech to assist with effective inhalation of the blue/grey reliever medication
- clear written instructions on:
 - how to use these medications and devices
 - steps to be taken in treating an acute asthma attack
- 70% alcohol swabs such as Medi-Swab™ to clean devices after use.

Note: Schools are not required to provide a nebuliser for students. If a student is prescribed a nebuliser, they should bring their own to school. Information for staff on the use of nebulisers is available from Asthma Foundation of Victoria see: [Other resources](#) below.

Regular checks

A nominated staff member should be responsible for:

- regularly checking the expiry date on the canister of the reliever puffer
- the amount of medication left in the puffer
- consulting a pharmacist about matching the spacer with the reliever puffer.

Note: Schools can legally purchase a blue/grey reliever puffer for first aid purposes from a pharmacist on the written authority of the principal.

Cleaning requirements

Devices such as puffers and spacers that are used by more than one person should be:

- cleaned thoroughly after each use
- stored in a dustproof container
- discarded and replaced if contaminated with blood.

Cleaning spacer

No longer are spacers to be shared. Disposable spacers should be purchased.

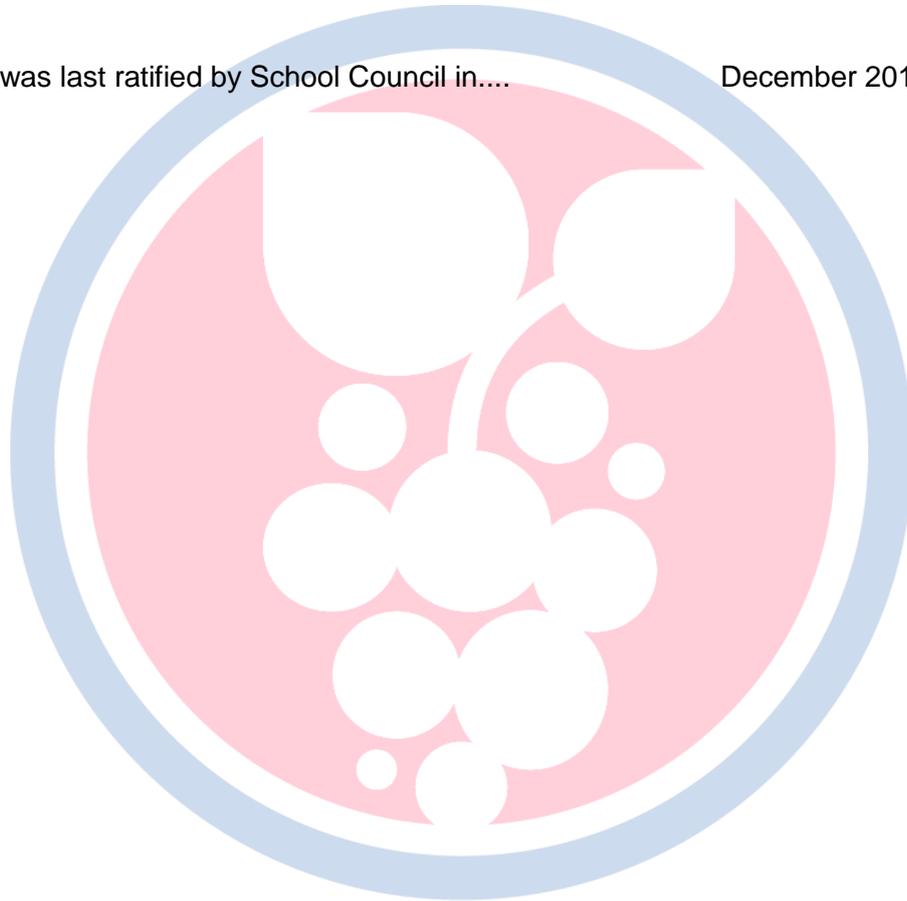
Locations

Asthma emergency first aid kits should be located strategically around the school. Mobile asthma emergency kits are also required for:

- yard duty
- excursions
- camps.

This policy was last ratified by School Council in....

December 2016



MILAWA
Primary School

CRITICAL INCIDENT PLAN

15. RESPONDING TO A TRAUMATIC OR CRITICAL INCIDENT IN WHICH THE SCHOOL IS INVOLVED

Milawa Primary School may become directly or indirectly involved in a tragic or traumatic event.

The incident may involve loss of life, serious injury or emotional disturbance. The incident may occur in the school environment or outside. It may involve staff, students or those close to them. The network of those involved in a traumatic event can be wide, especially if it directly involves the school. Feelings of grief and loss can continue over long periods of time.

Counselling should be provided for all those who need it. This may include many who do not seem to be closely connected to the event or the individuals involved. The school may be in a position to help grieving families at difficult times, e.g. through the school's participation in the funeral service.

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

It is essential that people be given clear, accurate information at all times. It is essential that a Critical Incident Recovery Team be formed to manage the short and long term effects.

16. ACTION TO BE TAKEN AS A RESULT OF A TRAGIC/TRAUMATIC EVENT WHICH INVOLVES THE SCHOOL

2.1 Incidents vary in complexity. These guidelines provide a framework for action and would not necessarily be followed in all cases.

2.2 However, the following 4 principles must be followed:

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

2.3 Obtain accurate information. Deal only with substantiated facts.

2.4 As soon as possible inform staff, especially those most directly involved. Inform close friends and family individually. Allow questions and discussion as they arise. Dispel rumours.

2.5 Appoint a skilled Critical Incident Recovery Team to assist in the management of the incident. The team may include staff members, psychologists, counsellors, external DET personnel, support agencies etc. The size and composition of the team will be related to the nature of the incident. Distribute names of the Critical Incident Recovery Team members, and inform others of the role of the team.

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

2.7 Appoint a skilled Critical Incident Recovery Team member to respond to media enquires. A written press release may be useful. If necessary, protect others from contact with the media. Advice regarding this may be obtained from the DET Emergency Communications Centre and the DET Media Unit.

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

2.9 Provide out of school hours contact if necessary. This could be as simple as circulating the Principal's telephone number. In more complex situations it may mean maintaining telephone contact at the school.

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

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

2.12 Ensure that counselling help is available. Contact the Regional Office and/or DET if necessary. All emergency or criminal activity, in which the safety or well-being of staff or

students is at risk, or where there is a threat to property, must be reported immediately to the Department's 24 hour Emergency and Security Management Branch on **(03) 9589 6266**.

- 2.13 Continue to keep staff, students and parents informed, especially about what has happened and what the school is doing about it.
- 2.14 As soon as possible call students together and provide information about what has happened and what the school is doing about it. A follow up letter home may be important.
- 2.15 Provide counselling services for all. Ensure that there are suitable places in which this can take place. Be prepared to modify the timetable and other arrangements so that people are free to make use of available help.
- 2.16 The class teacher may be the person to whom students first turn for help.
- 2.17 Children wishing to attend funerals should do so in the company of their parents. Provide meaningful participation for those not actually attending the service.
- 2.18 Continue normal routines at school but acknowledge the effect of tragedy on the school community. Be flexible with those in need of help. Be aware that many people may be deeply affected, e.g. an event may cause a person to recall some traumatic event involving them in the past. The anniversary may also be a difficult time.
- 2.19 Maintain links with the family. The school and family may wish to develop a memorial garden, erect a memorial plaque, or display a photo in a prominent position in the school.
- 2.20 Be sensitive to staff and student's needs over a period of time.

LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

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

Appendices which are connected with this policy are:

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

17. EVALUATION

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

Appendix A

Critical Incident Recovery Plan (CIRP)

Responsibilities and Procedures

1. PLAN STATEMENT

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

2. IMPLEMENTATION

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

It will need to consider:

- establishing the facts as soon as possible
- developing an action plan of short, medium and long term tasks
- contact with the Department of Education and Early Childhood Development (DET)
- liaising with external bodies including the media
- communicating with the whole staff as soon as possible

- meeting with staff both as a whole and with individuals or groups for debriefing
- communicating with the student body
- meeting with students in groups or individually for debriefing
- contacting parents/guardians
- short term and long term counselling requirements for groups or individuals

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

3. **DEBRIEFING**

Critical Incident Stress Debriefing has three components:

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

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

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

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

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

4. **REVIEW**

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

4.2 As part of the Critical Incident Recovery Plan, the Principal will set up a Recovery Team at the beginning of each year.

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

The composition of the Recovery Team will be:

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

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

5. **EVALUATION**

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

Appendix B

Critical or Traumatic Incident Plan – First 24 hour Short Term Tasks

Responsibilities and Procedures

5. **Emergency Record**

Record Information

- nature of the incident

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

Verify all Details

- confirm that the information given about the event is accurate

Record the Incident

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

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

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

7. Establish Critical Incident Recovery Team

The composition of the Recovery Team will be:

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

4. Allocate responsibilities

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

4.1 Recovery Room(s)

Set Up Recovery Room

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

Appoint Recovery Room Supervisors

- First Aid staff

Recovery Room Supervisors' Responsibilities

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

5. Informing Staff

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

6. Informing Students

Principal or senior staff

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

Teachers

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

Notifying close friends

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

7. Communication Centre

Organise the following to be on hand:

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

8. Media Coverage

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

9. Long Term Actions

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

10. Reference

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



Managing School
Emergencies Booklet.

MILAWA
Primary School

**Appendix C
Emergency Record Form - Template**

Date: /__ /
Time of notification: _____ : _____ am/pm
Name of person taking the call _____
Position: _____
Name of person reporting the incident _____
Contact telephone number _____

Details

Describe:

Where everyone is now

What action is being taken to help?

Who: _____
When: _____
Where: _____
How: _____
Nature and extent of injury: _____

Immediate Actions Required

Principal notified? 0438841624 Yes Time: _____ : _____ am/pm
Other school staff? Yes Time: _____ : _____ am/pm
Emergency Services notified? 132 500 Yes Time: _____ : _____ am/pm
Emergency & Security Management notified? Yes Time: _____ : _____ am/pm
(03) 9589 6266

Emergency Contact Telephone Numbers

POLICE 000
AMBULANCE 000
FIRE BRIGADE 000
STATE EMERGENCY SERVICES (SES) 132 500
LOCAL HOSPITAL Wangaratta (03) 5722 5111
Marian Lawless 0427849226
EMERGENCY SECURITY MANAGEMENT (03) 9589 6266

Emergency Message Record Form

Time: ____ : ____ : am/pm

Message from _____

Action required? Yes No

If 'YES', please detail:

Completed
Message taken by _____

Emergency Message Record

Time: ____ : ____ : am/pm

Message from _____

Action required? Yes No

If 'YES', please detail:

Completed
Message taken by _____

MILAWA
Primary School

Accident/Incident Notification Document

At all times Milawa PS and staff will adhere to the DET guidelines. Refer to : [DEECD Accident Recording and Reporting](#)

When an accident / incident occurs the following is to be undertaken by staff on hand :

1. **First aid action is to be taken as required. Send a reliable student if necessary to the office to seek trained first aid assistance and administration assistance.**
2. **Seek assistance from nearby staff if necessary.**
3. **Any serious accident or incident is to be reported immediately to school administration.**
4. **All accidents and Incidents are to be reported as soon as possible to the School office and required documentation completed.**

NOTES ;

All Accidents and Incidents involving injury are also to be entered online in the injury management system on CASES/CASES21 (Appendix 1)

Incidents to staff may also be notifiable under workSafe. All incidents involving staff must be reported to administration.

See Appendix 1 : p. 2

MILAWA
Primary School

APPENDIX 1



CASES21 INCIDENT NOTIFICATION FORM

School Name/Location:	School Number:
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BRIEF ACCOUNT OF INJURY

Details of Incident: _____

Accident Date:	Accident Time:
----------------	----------------

ACTIVITY (GENERAL & DETAILED)

1. Chemical Use 2. Manual Handling, Lifting 3. Sports/Physical Education (<i>Athletics, Basketball, Cricket, Football-All Codes, Skating, Baseball, Gymnastics, Ball Games not Specified, Other Sports</i>)	4. Vehicle Use (Car, Bicycle, Bus, Other) 5. Machinery Use (<i>Hand tools, Portable Power Tools, Other Machines</i>) 6. Using Office Equipment 7. Curriculum Area (<i>Arts Science, Technology studies, PE, Home Economics, Other</i>)	8. Fighting/Assault 9. Play General 10.Walking 11.Running, Jumping, Skipping 12.Accidental Contact by other Person 13.Other (Specify) _____ _____ _____
---	---	--

ACCIDENT DESCRIPTION

1. Slip 2. Trip 3. Fall 4. Overexertion	5. Mental Stress 6. Collision 7. Crushing 8. Hit by Moving Object	9. Other (Specify) _____ _____ _____
--	--	--

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

1. Sports Ground/Venue 2. Playground General 3. Playground Equipment 4. Classroom General 5. Chairs	6. Doors/Windows 7. Stairs/Steps 8. Paths/Walkways 9. Office Administration 10.Travel to / from School	11.Camp/Excursions 12.Other (Specify) _____ _____
---	--	--

STAFF ON DUTY

Name _____
Number of Staff on Duty:

INJURED PERSON

Type: Student Staff Family Others	Name:	
ID (If Applicable):	Age:	Gender:
Date of Birth:	Address:	
Telephone:		
If Applicable Date of Ceasing Work:		WorkCover Claim Lodged:

INITIAL ASSISTANCE BY PERSON

Type: Student Staff Family Others ID (If Applicable):	Name:
--	-------

SEVERITY OF INJURY

INJURY:	1. First Aid (Returned to Class) 2. First Aid (Sent Home) 3. Doctor or Dental Treatment	4. Hospital (Outpatient) Treatment 5. Hospital (Inpatient) Treatment 6. Fatal
---------	---	--

DOCTOR TREATED PATIENT FOR (If Applicable)

TREATMENT:	1. Amputation of any part of the body 2. Serious Head Injury 3. Serious Eye Injury 4. Separation of skin from underlying tissue (eg Degloving/Scalping) 5. Electric Shock 6. Spinal Injury	7. The Loss of a bodily function 8. Serious lacerations (serious means "of Grave Aspect" or "Critical") 9. Injury due to exposure to a substance (eg Gas Inhalation, Acid Exposure) 10. Other (Specify) ----- -----
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NATURE OF INJURY

NATURE:	1. Fracture 2. Dislocation 3. Strains/Sprains 4. Lacerations/Cuts 5. Burns/Scalds	6. Crushing/Amputations 7. Bruises/Knocks 8. Dental Injuries 9. Other (Specify) ----- -----
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LOCATION OF INJURY

LOCATION	1. Head (<i>Skull, Face, Jaws, Ears</i>) 2. Eyes 3. Neck 4. Trunk (<i>Chest, Abdomen, Buttock, pelvis, Spine</i>)	5. Arm (<i>Shoulder, Elbow, Forearm, Wrist, Hand, Finger, Thumb</i>) 6. Leg (<i>Hip, Thigh, Knee, Ankle, Foot, Toes</i>) 7. Internal 8. Multiple locations 9. Ear
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WITNESS DETAILS (Provide attachment if multiple witnesses)

Name:	Type: Student Staff Family Others ID (If Applicable):
Address:	Telephone:
Witness Statement: _____ _____	

MILAWA
Primary School

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

1. No Preventative Action Taken/Intended	8. Review Personal Protective Clothing/Item
2. Referred to the School's Safety/OHS or Risk Management Committee	9. Review Equipment/Machinery Modifications
3. Referred to the School's Health and Safety Representative	10. Review Equipment/Machinery Maintenance
4. Review of Curriculum	11. Review/Reinforce/Reiterate Student Instructions
5. Review/Reinforce/Reiterate Procedures	12. Review Training Provisions
6. Review Systems	13. Other (Please first contact the Liability Claims Management Unit - Specify) _____
7. Review the Environment	_____

OFFICE USE ONLY – ENTRY TO CASES21

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

Date ___/___/___ Signature of Principal/Head Officer _____

This policy was reviewed at School Council: 25th July, 2016

MILAWA
Primary School

INCURSIONS POLICY

BASIC BELIEFS

The school's incursion program enables students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community. Incursions complement, and are an important aspect of the educational programs offered at our school. An incursion is an activity that involves school visitors who provide a performance, lesson or service for students.

AIMS

- To reinforce, complement and extend the learning opportunities beyond the classroom
- To develop an understanding that learning is not limited to school and teachers, and that valuable and powerful learning is often achieved with other people and experiences.

GUIDELINES FOR ACTION

- All incursions must be approved by the Principal.
- Staff wishing to organize an incursion must discuss the incursion with the Principal. All incursions must be approved at least two weeks prior to running.
- The Principal must approve incursions to ensure there are cost neutral and that they complement the curriculum and comply with all DEECD requirements.
- All incursions will be attended by school staff to ensure appropriate supervision of students at all times. In the event of an accident or emergency the teacher in charge will be responsible for the administration of first aid, and will contact parents as appropriate. In the event that parents cannot be contacted, the teacher in charge will follow first aid and emergency policies as set out by the school.
- All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an incursion, are invited to discuss alternative arrangements with the Business Manager. Decisions relating to alternative payment arrangements will be made by the Business Manager in consultation with the appropriate staff, on an individual basis.
- All families will be given sufficient time to make payments for incursions. Parents will be provided with permission forms and incursion information clearly stating payment finalization dates.
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide organizing teachers with detailed records on a regular basis.
- A designated "Teacher in Charge" will coordinate each incursion.
- The Teacher in Charge must provide the General Office with a final student list. This list must also include the location of students not involved in the incursion.
- Students not attending the incursion will be provided with suitable alternative activities.
- Where applicable, students must have returned a signed permission note and payment to be able to attend the incursion.
- Only students that have displayed sensible, reliable behaviour at school will be

permitted to participate in school incursions. Parents will be notified if their child is in danger of losing the privilege to participate in an incursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal in consultation with the organizing teacher. Both the parent and student will be informed of this decision prior to the incursion.

DUTY OF CARE

Incursions

- Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
- Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.
- Be aware that incursions require the teacher to fully comply with DEECD guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care.
- Be aware that incursions require the teacher to ensure that the venue adheres to DEECD guidelines.
- Be aware that school policy is for students to be counted and at other times on a regular basis whilst participating in the incursion.
- Arrangements will be made for students not attending the incursion to continue their normal program at school under supervision of another classroom teacher.

Date Implemented	July 2014
Author	Principal
Approved By	School Council
Review Date	July 2016

MILAWA
Primary School

4.1(a) Care, Safety and Welfare of Students – (ii) Student Safety

The care, safety and welfare of our students is highlighted in the **Strategic Plan**

Purpose

Milawa Primary School is 'Committed to nurturing confident, lifelong learners in a friendly rural community'.

We strive for our students to become motivated and independent learners through the provision of a wide range of learning choices for students to demonstrate their understandings and hands on experiences.

We promote a social responsibility, resilience, perseverance and independence to capably prepare our students for an ever changing world.

Our **Student Engagement Policy and Wellbeing Policy** also set out high expectations from our staff, students and parents in regards to up holding our strong education philosophy.

Supporting Policies;

- Bullying and Harassment Policy (see School Governance section)
- Camps Policy (above)
- Duty of Care Policy (above)
- Excursion Policy (above)
- Onsite Supervision Policy (above)
- Student Management Policy (see School Governance section)
- Student Engagement and Wellbeing Policy (see School Governance section)
- Student Health Policy (above)
- Administration of Medicine Policy (above)
- Mandatory Reporting Policy (above)
- First Aid Policy and Procedure (above)
- Register of Staff trained in First Aid (see staff Induction Booklet)
- Anaphylaxis Management Policy and Procedure (above)
- Asthma Policy (above)
- Internet Use Policy (see eSmart folder)
- Critical Incident Policy (above)
- Accidents and Incidents Register (above)
- Internet Use (ICT Acceptable Use) Policy (see eSmart folder)
- Emergency Management Plan (copy at the office)
- Incursion Policy (above)
- Record of student medical conditions and management
- Child Protection Reporting Policy (above)

(iii) Student care

There **must** be evidence in the form of:

- arrangements for ill students
- policies and procedures for distributing medicine
- anaphylaxis management policy containing matters required by Ministerial Order 706 (where a student has been diagnosed as being at risk of anaphylaxis)
- current register of staff trained in first aid
- records of student medical conditions and management

EXAMPLES OF EVIDENCE

- Care arrangements for ill students (including location of first aid facilities and process guide for managing ill students)
- Distribution of Medication policy and procedures
- Anaphylaxis management policy and procedures (containing matters required by the Anaphylaxis Guidelines and Ministerial Order)
- Register of Staff trained in First Aid (both electronic and hardcopy)
- Record of student medical conditions and management (both electronic and hardcopy)

4.1(a) Care, Safety and Welfare of Students – (iii) Student Care

See sections earlier.

Supporting Policies;

- Bullying and Harassment Policy (see School Governance section)
- Camps Policy (above)
- Duty of Care Policy (above)
- Excursion Policy (above)
- Onsite Supervision Policy (above)
- Student Management Policy (see School Governance section)
- Student Engagement and Wellbeing Policy (see School Governance section)
- Student Health Policy (above)
- Administration of Medicine Policy (above)
- Mandatory Reporting Policy (above)
- First Aid Policy and Procedure (above)
- Register of Staff trained in First Aid (see staff Induction Booklet)
- Anaphylaxis Management Policy and Procedure (above)
- Asthma Policy (above)
- Internet Use Policy (see eSmart folder)
- Critical Incident Policy (above)
- Accidents and Incidents Register (above)
- Internet Use (ICT Acceptable Use) Policy (see eSmart folder)
- Emergency Management Plan (copy at the office)
- Incursion Policy (above)
- Record of student medical conditions and management
- Child Protection Reporting Policy (above)

(iv) Additional evidence

There **must** also be evidence of the school's:

- mandatory reporting policy and procedures
- accidents and incident register
- first aid policy and procedures
- internet use policy and procedures
- critical incident plan

- emergency management plan which must be reviewed at least annually and immediately after any significant incident (This plan must be site specific and include guidelines for emergency bushfire management).

There **must** also be evidence of how the school communicates policies and procedures on the care, safety and welfare of students to staff, students, parents and the school community.

EXAMPLES OF EVIDENCE

- Each piece of required evidence listed in 4.1 (a)(iv) above must be specifically and individually addressed.
- The Emergency Management Plan **must** be provided in the current DET template.

4.1(a) Care, Safety and Welfare of Students – (iv) Additional evidence

Supportive documentation.

- mandatory reporting policy and procedures
- accidents and incident register (both electronic and hardcopy)
- first aid policy and procedures
- internet use policy and procedures
- critical incident plan
- emergency management plan which must be reviewed at least annually and immediately after any significant incident (This plan must be site specific and include guidelines for emergency bushfire management).

4.1(b) Emergency Bushfire Management

STANDARD

All schools must regularly manage materials that may easily be ignited around buildings and facilities.

All schools must regularly monitor emergency access to buildings and grounds.

Schools listed on the Bushfire At-Risk Register must have an Emergency Management Plan that details the school's response to managing bushfire risk.

Schools listed on the Bushfire At-Risk Register must inform students, staff, parents and guardians about their specific bushfire preparedness arrangements and train relevant staff in their bushfire preparedness roles.

Schools listed on the Bushfire At-Risk Register must maintain notices of bushfire evacuation procedures and bushfire emergency contact numbers and locate them appropriately around the school.

Schools listed on the Bushfire At-Risk Register must consult local agencies, where relevant, (the Country Fire Authority, Metropolitan Fire and Emergency Services Board,

local Council) on their bushfire preparedness and compliance with local bushfire regulation of buildings, facilities and grounds.

Schools listed on the Bushfire At-Risk Register with an on-site 'shelter-in-place' must consult with the relevant agency on the building's compliance with relevant regulations.

EVIDENCE

There **must** be evidence of:

- a schedule for monitoring and removal of materials that may be easily ignited, including branches overhanging buildings, debris and rubbish around and under buildings, including gutters, and dry grass and vegetation
- safe storage of flammable materials

There **must** be evidence that:

- building exits are continuously kept clear of obstructions
- assembly points are designated and have appropriate access to emergency equipment
- there is access to facilities and grounds for emergency vehicles

For a school on the Bushfire At-Risk Register extra procedures, in addition to the above, apply.

There **must** be an Emergency Management Plan that covers:

- closing the school on days declared Code Red
- on non-Code Red days in the event of bushfire or elevated risk:
 - maintained a heightened state of readiness
 - ensuring open lines of communication from local emergency services
 - be prepared/on standby to enact their Emergency Management Plan by:
 - relocating students and staff to a nominated 'shelter-in-place' within the school site that is compliant with relevant regulations, and/or
 - evacuating students and staff to an off-site safe area
- responding appropriately to instructions from emergency services.

There **must** be records of:

- the provision of information on bushfire preparedness policy and procedures to staff (including relief staff) and parents/guardians
- the school's closure arrangements for Code Red days as per the school's Emergency Management Plan
- training of staff with specific roles and responsibilities in preparing for, monitoring and executing emergency bushfire procedures including the effective operation of relevant emergency equipment
- practice of evacuation procedures and drills at least once per term during the October-April bushfire season. School evacuation drills must involve all students and staff moving to either a nominated on site 'shelter-in-place' or an off-site evacuation point as per the school's Emergency Management Plan.

There **must** be evidence of:

- an updated register of bushfire emergency equipment, in working order, which may include water systems and equipment; fire hydrants; hose reels and extinguishers; sprinkler systems; alarms; first aid materials and medical equipment; fire blankets and communication systems.
- notices of bushfire evacuation procedures and bushfire emergency contact numbers located appropriately around the school.
- a record of annual visitation or consultation with relevant local agencies

For schools with an on-site 'shelter-in-place', there **must** be evidence of:

- documentation certifying that any on-site 'shelter-in-place' is compliant with relevant agency minimum standards.

EXAMPLES OF EVIDENCE

- Each piece of required evidence listed in 4.1 (b) above must be specifically and individually addressed.
- The Emergency Management Plan **must** be provided in the current DET template. This plan must be site specific and include guidelines for emergency bushfire management.

4.1(b) Care, Safety and Welfare of Students – Emergency Bushfire Management

Milawa Primary School regularly manages materials that may easily be ignited around buildings and facilities.

Milawa Primary School regularly monitors emergency access to buildings and grounds.

Supporting evidence;

Emergency Management Policy (copy at the office)

4.2 Discipline

STANDARD

A school's policies relating to the discipline of students must be based on principles of procedural fairness and must not permit corporal punishment.

EVIDENCE

There must be evidence in the form of:

- a policy that explicitly states that corporal punishment is not permitted
- the school's behaviour management policy and procedures and how the policy and procedures ensure procedural fairness
- an outline of how the school communicates these policies and procedures to the school community.

EXAMPLES OF EVIDENCE

- An explanation of the school's approach to discipline and how it ensures procedural fairness
- Procedures for suspension, expulsion and exclusion
- Procedures for imposing penalties
- A clear school policy on behaviour management
- Processes for documentation and communication with the school community
- Behavioural management procedures and a clear statement that corporal punishment is not permitted in the school

4.2 Discipline

See earlier sections.

Supportive documentation;

- Procedures for suspension, expulsion and exclusion

4.3 Attendance Monitoring

STANDARD

Provision must be made at the school to:

- monitor daily attendance
- identify absences from school or class
- follow up unexplained absences
- notify any parent or guardian regarding unsatisfactory attendance
- record unsatisfactory attendance information on student files.

EVIDENCE

Evidence collected by DET via CASES21 and provided to VRQA

4.4 Attendance Register

STANDARD

A school must maintain an attendance register of students of compulsory school age and record in it each student's attendance at least twice per day as well as any reasons (given or apparent) for a student's absence.

EVIDENCE

Evidence collected by DET via CASES21 and provided to VRQA

MILLAWA
Primary School

5 STAFF EMPLOYMENT

5.1 Teachers' Requirements

STANDARD

All teachers employed to teach at the school must be registered or have permission to teach, and comply with any conditions or limitations of that registration.

EVIDENCE

There **must** be evidence in the form of:

- a register of teachers containing each teacher's name, their Victorian Institute of Teaching (VIT) registration number, the VIT category of registration (provisional registration, full registration, permission to teach) and the expiry and renewal date of the teacher's registration.

Annual Registration Year to 30Sept2017

victorian institute
of teaching
Value learning. Value teaching.

MILAWA PRIMARY SCHOOL

Teacher	Registration Number	Registration Status	Registration Type	Approval Expiry Date	Card Expiry Date	CRC Received Date	Renewal Due Date	Renewal Status
Brennan, Jessica	399987	Registered	Full	30/09/2017	30/09/2017	05/12/2014	30/09/2017	
Campbell, Ashleigh	261612	Registered	Deemed - Full	30/09/2017	30/09/2017	04/10/2016	30/09/2017	Renewed
Horg, Caroline	397895	Registered	Full	30/09/2018	30/09/2017	05/02/2015	30/09/2018	
Leask, Naomi	275048	Registered	Deemed - Full	30/09/2017	30/09/2017	12/12/2013	30/09/2017	Renewed
Petts, Ricky	355818	Registered	Full	30/09/2017	30/09/2017	11/11/2014	30/09/2017	Renewed
Rinaldi, Maria	312666	Registered	Full	30/09/2017	30/09/2017	18/09/2013	30/09/2017	Renewed
Wright, Bronwyn	324364	Registered	Full	30/09/2017	30/09/2017	11/12/2015	30/09/2017	Renewed

Total Number of Teachers : 7

5.1 Teacher Registration

Records are kept in all teachers files.

- Working with Children's Check policy (see online and in the hard copy folder)

5.2 Compliance with the Working with Children Act 2005

STANDARD

The requirements of the *Working with Children Act 2005* are complied with in respect of the employment of all staff at a school.

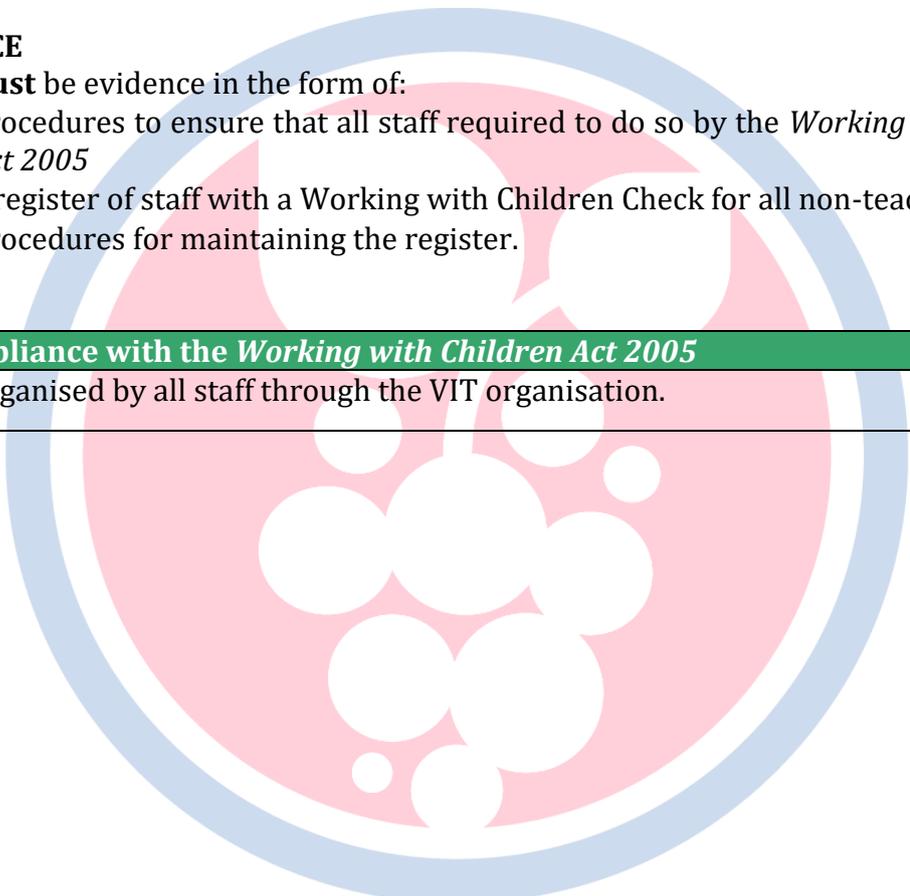
EVIDENCE

There **must** be evidence in the form of:

- procedures to ensure that all staff required to do so by the *Working with Children Act 2005*
- a register of staff with a Working with Children Check for all non-teaching staff
- procedures for maintaining the register.

5.2 Compliance with the Working with Children Act 2005

This is organised by all staff through the VIT organisation.



MILAWA
Primary School

6 SCHOOL INFRASTRUCTURE

6.1 *Buildings, Facilities and Grounds*

STANDARD

A school's buildings, facilities and grounds must comply with any laws that apply to the school including local laws and building, planning and occupational health and safety laws.

EVIDENCE

Evidence collected by DET via infrastructure Audit and provided to VRQA

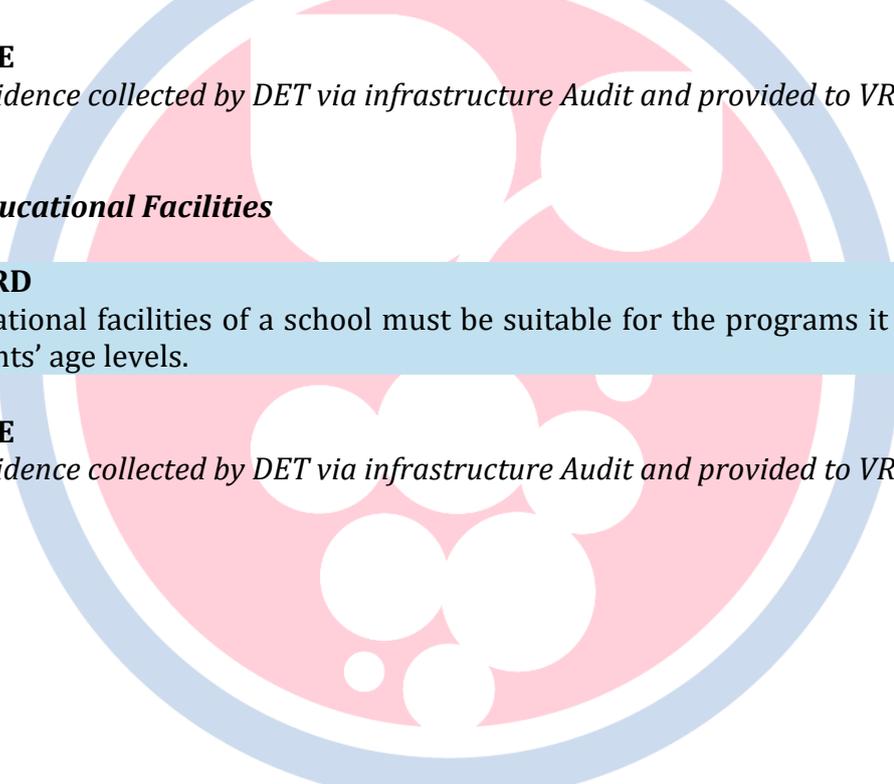
6.2 *Educational Facilities*

STANDARD

The educational facilities of a school must be suitable for the programs it offers and for the students' age levels.

EVIDENCE

Evidence collected by DET via infrastructure Audit and provided to VRQA



MILAWA
Primary School

7 OTHER REQUIREMENTS

7.1 Information about School Performance

STANDARD

Information about a school's performance must be provided to the school community, including:

- a description and analysis of student learning outcomes in statewide tests and examinations for the current year (and for the last two years if the school has been established that long)
- a description and analysis of rates of student attendance for the year
- a report of the school's financial activities
- copies of any other reports the school is required to provide under the Commonwealth funding agreements

EVIDENCE

There must be evidence in the form of:

- a copy of the school's annual report that contains the mandatory information which/and has been forwarded to DET for inclusion on the state register (VRQA)
- an outline of how the report is distributed and promoted.

EXAMPLES OF EVIDENCE

- The school's most recent published annual report to the school community
- School policy and procedure for distribution of the school annual report to the school community

7.1 Information about School Performance

Supportive evidence;

- The school's most recent published annual report to the school community
- School policy and procedure for distribution of the school annual report to the school community

MILAWA
Primary School