Port Melbourne Secondary College Policies Handbook

ANAPHYLAXIS POLICY

PURPOSE

To explain to Port Melbourne Secondary College (Port) parents, carers, staff and students the processes and procedures in place to support students diagnosed as being at risk of suffering from anaphylaxis. This policy also ensures that Port Melbourne Secondary College is compliant with Ministerial Order 706 and the Department's guidelines for anaphylaxis management.

SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers

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

POLICY

School Statement

Port Melbourne Secondary College will fully comply with Ministerial Order 706 and the associated guidelines published by the Department of Education and Training.

Anaphylaxis

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

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

- swelling of the lips, face and eyes

- hives or welts

- tingling in the mouth.

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

- difficult/noisy breathing

- swelling of tongue

- difficulty talking and/or hoarse voice

- wheeze or persistent cough

- persistent dizziness or collapse

- student appears pale or floppy

- abdominal pain and/or vomiting.

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

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

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

Individual Anaphylaxis Management Plans

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

Where necessary, an Individual Anaphylaxis Management Plan will be in place as soon as practicable after a student enrols at Port Melbourne Secondary College and where possible, before the student's first day.

Parents and carers must:

- obtain an ASCIA Action Plan for Anaphylaxis from the student's medical practitioner and provide a copy to the College as soon as practicable
- immediately inform the College in writing if there is a relevant change in the student's medical condition and obtain an updated ASCIA Action Plan for Anaphylaxis

- provide an up-to-date photo of the student for the ASCIA Action Plan for Anaphylaxis when that Plan is provided to the College and each time it is reviewed

- provide the College with a current adrenaline autoinjector for the student that has not expired;

- participate in annual reviews of the student's Plan.

Each student's Individual Anaphylaxis Management Plan must include:

- information about the student's medical condition that relates to allergies and the potential for anaphylactic reaction, including the type of allergies the student has

- information about the signs or symptoms the student might exhibit in the event of an allergic reaction based on a written diagnosis from a medical practitioner

- strategies to minimise the risk of exposure to known allergens while the student is under the care or supervision of College staff, including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the College

- the name of the person(s) responsible for implementing the risk minimisation strategies, which have been identified in the Plan

- information about where the student's medication will be stored

- the student's emergency contact details

- an up-to-date ASCIA Action Plan for Anaphylaxis completed by the student's medical practitioner.

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

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

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

Location of plans and adrenaline autoinjectors

A copy of each student's Individual Anaphylaxis Management Plan will be stored with their ASCIA Action Plan for Anaphylaxis in First Aid and in the staff lounge. Students are encouraged to keep their adrenaline autoinjectors on their person. Adrenaline autoinjectors for general use are available at Reception and are labelled "general use".

Whilst some students keep their adrenaline autoinjector on their person, medication for those that do not will be stored and labelled with their name in First Aid, together with adrenaline autoinjectors for general use.

Risk Minimisation Strategies

To reduce the risk of a student suffering from an anaphylactic reaction at Port Melbourne Secondary College, we have put in place the following strategies:

- staff and students are regularly reminded to wash their hands after eating

- students are discouraged from sharing food

- rubbish bins at school are to remain covered with lids to reduce the risk of attracting insects

- gloves must be worn when picking up papers or rubbish in the grounds

- school canteen staff are trained in appropriate food handling to reduce the risk of cross contamination

- the school canteen does not sell nuts and avoids using nuts in food prepared onsite (where practicable; the College cannot guarantee that food is 'nut-free')

- families are reminded of the risk of Anaphylaxis in schools and advised that nuts should be avoided at school where practicable

- a general use EpiPen will be stored at in First Aid for ease of access.

Planning for off-site activities (such as camps and excursions) will include risk minimisation strategies for students at risk of anaphylaxis including ensuring:

- students at risk of anaphylaxis are appropriately supervised

- there are an appropriate number of staff trained in managing anaphylaxis

- that the teacher-in-charge of the off-site activity has immediate access to relevant students' adrenaline autoinjectors and either hard copy or electronic access to Individual Anaphylaxis Management Plans and ASCIA Actions Plans.

Adrenaline autoinjectors for general use

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

Adrenaline autoinjectors for general use will be stored at Reception and labelled "general use".

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

- the number of students enrolled at Port Melbourne Secondary College at risk of anaphylaxis
- the accessibility of adrenaline autoinjectors supplied by parents
- the availability of a sufficient supply of autoinjectors for general use in different locations at the school, as well as at camps, excursions and events
- the limited life span of adrenaline autoinjectors, and the need for general use adrenaline autoinjectors to be replaced when used or prior to expiry.

Emergency Response

In the event of an anaphylactic reaction (on or off-site), the emergency response procedures in this policy must be followed, together with the College's general first aid procedures, emergency response procedures and the student's Individual Anaphylaxis Management Plan.

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

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

Step	Action
1.	• Lay the person flat • Do not allow them to stand or walk • If breathing is difficult, allow them to sit • Be calm and reassuring • Do not leave them alone • Seek assistance from another staff member or reliable student to locate the student's adrenaline autoinjector or the school's general use autoinjector, and the student's Individual Anaphylaxis Management Plan, stored at Reception. If off-site, the teacher-in-charge of the off-site activity will have immediate access to items listed above • If the student's plan is not immediately available, or they appear to be experiencing a first-time reaction, follow steps 2 to 5
2.	Administer an EpiPen or EpiPen Jr (if the student is under 20kg) • Remove from plastic container • Form a fist around the EpiPen and pull off the blue safety release (cap) • Place orange end against the student's outer mid-thigh (with or without clothing) • Push down hard until a click is heard or felt and hold in place for 3 seconds • Remove EpiPen • Note the time the EpiPen is administered • Retain the used EpiPen to be handed to ambulance paramedics along with the time of administration
3.	Call an ambulance (000)
4.	If there is no improvement or severe symptoms progress (as described in the ASCIA Action Plan for Anaphylaxis), further adrenaline doses may be administered every five minutes, if other adrenaline autoinjectors are available.
5.	Contact the student's emergency contacts.

If a student appears to be having a severe allergic reaction, but has not been previously diagnosed with an allergy or being at risk of anaphylaxis, College staff should follow steps 2 – 5 as above. If in doubt, College staff will use a general use EpiPen as unnecessary. Use of the pen is not a risk and may be an important proactive measure. Refer to 'Frequently asked questions' on the Resources tab of the Department's Anaphylaxis Policy.

Communication Plan

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

The Principal is responsible for ensuring that all relevant staff, including casual relief staff, canteen staff and volunteers are aware of this policy and Port Melbourne Secondary College's procedures for anaphylaxis management. Staff will be updated every six months on their roles and responsibilities in relation to Anaphylaxis management, via staff meetings and refresher training/briefing.

Casual relief staff and volunteers who are responsible for the care and/or supervision of students who are identified as being at risk of anaphylaxis will also receive a verbal briefing on this policy, their role in responding to an anaphylactic reaction and where required, the identity of students at risk.

The Principal is also responsible for ensuring relevant staff are trained and briefed twice per calendar year in anaphylaxis management, consistent with the Department's Anaphylaxis Guidelines.

Staff training

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

- Teaching staff who conduct classes attended by students who are at risk of anaphylaxis

- Teaching staff who conduct specialist classes, admin staff, first aiders and any other member of school staff as required by the Principal based on a risk assessment.

Staff who are required to undertake training must have completed:

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

Port Melbourne Secondary College will use one of the following training courses:

- ASCIA Anaphylaxis e-training for Victorian Schools followed by a competency check by trained staff, including the Assistant Principal. To perform the competency check, staff must have completed the Course in Verifying the Correct Use of Adrenaline Injector Devices 22579VIC.

- A DET approved face to face program (22578VIC, or 22579VIC or 10710NAT).

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

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

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

A record of staff training sessions will be maintained by the Business Manager and stored in Reception, as well as in the EMP.

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

FURTHER INFORMATION AND RESOURCES

- Allergy & Anaphylaxis Australia
- ASCIA Guidelines: Schooling and childcare
- Royal Children's Hospital: Allergy and immunology
- Confidential Medical Information Form for Excursions
- Risk Assessment for Local and Day Excursions

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

- Anaphylaxis

The following College policies are also relevant to this policy:

- Administration of Medication Policy

- First Aid Policy

- Health Care Needs Policy

- Medication Administration Log

- Medication Authority Form

POLICY REVIEW AND APPROVAL

Policy last reviewed	January 2024
Approved by	Foundation Principal
Next scheduled review date	January 2025 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed annually

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

BULLYING PREVENTION POLICY

PURPOSE

Port Melbourne Secondary College is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

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

When responding to bullying behaviour, Port Melbourne Secondary College aims to:

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

Port Melbourne Secondary College acknowledges that all College staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

SCOPE

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

This policy applies to all College activities, including camps and excursions.

POLICY

<u>Definitions</u>

Bullying

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

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

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

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

Bullying has three main features:

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

Bullying can be:

1. *direct* physical bullying – e.g. hitting, tripping, and pushing or damaging property.
2. *direct* verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect* bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

4. *Cyberbullying* is direct or indirect bullying behaviours using digital technology, for example via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to College staff who will follow Port's Expectations Guide to address the behaviour.

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

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

Single-episode acts of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at the College and may have serious consequences for students engaging in this behaviour. Port Melbourne Secondary College will use its Expectations for Behaviour Guidelines to facilitate a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment. Harassment of any kind will not be tolerated at Port Melbourne Secondary College and may have serious consequences for students engaging in this behaviour. Port Melbourne Secondary College will use its Student Wellbeing and Engagement Policy to guide a response to students demonstrating harassing behaviour, unless the behaviour also constitutes bullying, in which case the behaviour will be managed in accordance with this Bullying Prevention Policy.

Bullying Prevention

Port Melbourne Secondary College has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Port Melbourne Secondary College is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effective way to prevent and address bullying. At our school:

- We have a positive College environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- The College's Expectations of Behaviour Guidelines are actively taught and consistently followed, so that students understand what constitutes appropriate behaviour with others.
- Port Melbourne Secondary College's values form the basis for our positive, supportive interactions with others, and are referenced and articulated often in assemblies, newsletters and other forms of communication.

- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are expected to incorporate classroom management strategies that discourage bullying and promote positive, supportive and collaborative behaviour.
- The College's Core program explicitly teaches social and emotional intelligence, as well as collaboration skills, to support students to build strong, trusting relationships
- The Peer Support Program encourages positive relationships between students in different year levels, empowering students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- Students are encouraged to look out for each other and to talk to teachers / older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence, R U OK? Day and other positive behaviour initiatives that are available.

Incident Response

Reporting concerns to Port Melbourne Secondary College

Bullying complaints will be taken seriously and responded to sensitively at our College.

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

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or families reporting concerning behaviour as soon as possible, so that the responses implemented by Port Melbourne Secondary College are timely and appropriate in the circumstances.

We encourage students to speak to the Heads of Students in the first instance. However, students are welcome to discuss their concerns with any trusted member of staff, both teaching and non-teaching. Parents or carers who develop concerns that their child is involved in or has witnessed bullying behaviour at Port Melbourne Secondary College should contact the Heads of Students in the first instance.

Investigations

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

1. record the details of the allegations on the students file;
2. inform the relevant Core teacher and discuss an action / support plan as required

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

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

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

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

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

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

Responses to bullying behaviours

When the Head of Students has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with teachers, families and other key individuals as relevant (such as the Assistant Principal).

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

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

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

- Offer counselling support to the target student or students, including referral to the Mental Health Practitioner or an external support
- Offer counselling support to the students engaging in bullying behaviour, including referral to the Mental Health Practitioner or an external support

- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the Mental Health Practitioner or an external support.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare a Safety Plan or Individual Management Plan restricting contact between target and students engaging in bullying behaviour.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including connection with a supportive peer or mentor group, or a restorative education program.
- Organise a time to meet with the involved students for follow up in the weeks after the resolution, to ensure individuals can discuss any changes to behaviour and the impact these changes are having.
- Continue to monitor the behaviour of the students involved for an appropriate time and intervene with follow up action if necessary.
- Implement year group targeted strategies to reinforce positive behaviours, for example via the Core social and emotional intelligence curriculum.
- Implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with the College's Student Wellbeing and Engagement policy, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

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

The Head of Students and/or Assistant Principal (Students) is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes

- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Included in transition and enrolment packs

FURTHER INFORMATION AND RESOURCES

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

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Complaints Policy
- Duty of Care Policy
- Expectations Guide (appendix 1)

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

- Bully Stoppers
- Kids Helpline
- Lifeline
- Bullying. No way!
- Office of the eSafety Commissioner
- Australian Student Wellbeing Framework

EVALUATION

This policy will be reviewed every 2-3 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.

Data will be collected through:
- discussion and consultation with students and parent/carers
- regular staff and student surveys
- assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented
- Student, Staff and Parent Attitudes to School Survey

Proposed amendments to this policy will be discussed with the student wellbeing team

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2024 - first draft
Consultation	August 2022 Consultation review March 2024
Approved by	Principal
Next scheduled review date	February 2026 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 2-3 years thereafter.

Appendix 1: Port Melbourne Secondary College: Expectations Guide

Introduction

The Expectations Guide has been drawn up to assist all members of the Port Melbourne Secondary College community to understand the standards of language and behaviour to which we are expected to hold ourselves. This includes daily practices relating to student engagement and the importance of nurturing strong, positive relationships in order to build a successful learning environment.

These guidelines are designed to establish a positive, supportive and orderly atmosphere within Port Melbourne Secondary College, where all members of our community are encouraged to be themselves and thrive. It is expected that all members of our community – students, staff and families – will follow the ethos of this document, to ensure that all in our college are respected and supported to be all they can be.

Values

At Port Melbourne Secondary College our values represent who we are, what we believe and how we experience life at the College. All members of our community – students, staff and families – are driven by our shared values, which underpin our actions, attitude, language and behaviour.

Our values are the foundation for our positive, supportive and inclusive culture, where relationships are warm and trusting, and learning is designed to grow the whole person. We believe that a great school creates great people and that in working together, we share success and support everyone to rise.

Our four school values are:

Character
- We treat others as we would wish to be treated and are respectful, honest and positive in our
- approach.
- We act with integrity, knowing that who we are and what we stand for is reflected in our language and actions.

Relationships
- We believe that positive, trusting relationships are at the heart of successful learning and growth.
- We embrace relationships with our community, fostering learning across a range of networks and contexts.
- We value friendships, teamwork and collaboration, and seek ways to use our individual strengths to support and develop others.

Endeavour
- We believe in ourselves and our potential.
- We are resilient, hard-working and determined.
- We understand that success comes from purposeful effort, trial and error, and the willingness to be open to learning.

Excellence
- We have high expectations of ourselves and others, and support each other to excel.
- We are proud to aim high, knowing that the higher we reach, the more we will achieve.
- We recognise and celebrate success in all its forms

College Expectations

Students are expected to:

1. Engage with their peers and teachers positively and with respect at all times;
2. Arrive at school and to their classes on time, in appropriate uniform;
3. Attend classes regularly, with all required equipment;
4. Approach learning with a positive attitude;
5. Take responsibility for their own learning, by asking for help when needed, participating fully in activities and completing tasks to best of their ability;
6. Support self and others to learn by following instructions and working cooperatively; and
7. Show respect and consideration towards others, and behave in a manner that reflects well on themselves, their families and the college community.

Students can expect their teachers to:
1. Engage with their colleagues and students positively and with respect at all times;
2. Arrive to classes on time and prepared for teaching;
3. Prepare lessons appropriate for their subject area and for their students' individual abilities;
4. Approach learning and teaching with a positive attitude;
5. Take responsibility for their students' learning by offering help when required, ensuring students' needs are catered for through work designed to challenge and extend all students;
6. Recognise and celebrate student success;
7. Support learning by creating a positive, safe and ordered learning environment; and
8. Show respect and consideration towards others, and model positive attitudes and behaviour at all times.

Positive Student Management

Port Melbourne Secondary College adopts a positive and restorative approach towards behaviour management. Inappropriate behaviour is seen in light of its impact on those affected by the behaviour, and is managed with a focus on repairing any harm caused and restoring any relationships that may have been damaged.

At all times, students are supported in a positive and respectful manner to address inappropriate behaviour, and consequences of actions are clearly explained and discussed; it is important that students fully understand the impact of their behaviour on others to ensure it is not repeated. Wherever possible, consequences will meaningfully respond to the misdemeanour or action being addressed, so that students repair the harm or damage that has been caused. Students will always be given the opportunity to explain their actions, apologise, and correct any mistakes they may make. They will also be supported to reflect on how they might behave in a similar circumstance in the future.

When discussing inappropriate behaviour or actions, language will be framed in a positive manner. All parties will be heard and decisions around consequences made only when the behaviour or situation has been discussed and clarified with all involved. The focus of conversation will be on finding ways to restore any harm caused with the expectation that all involved engage honestly at all times.

Port Melbourne Secondary College staff and students are provided with a Expectations Guide upon enrolment or employment at the College. The purpose of the Expectations Guide is to make clear expected behaviour and outline the possible consequences of inappropriate behaviour. It also provides students, staff and the school community with guidelines to ensure the rights and needs of all people in the community are respected.

Included in the Expectations Guide are samples of consequences that may apply when students behave in a way that is unsafe, inappropriate, or offensive. The Expectations Guide indicates the level or seriousness of offences and the likely college responses to incidents, although individuals and individual circumstances will be taken into account when behaviour is addressed. The Expectations Guide is a guiding document only, and not every consequence will be applied at every level. Where questions arise about the seriousness of behaviour, staff are encouraged to seek advice from members of the Leadership team.

At Port, we emphasise that mistakes are part of learning, and students will always be given a chance to apologise for, and rectify, any mistakes made. The college values honesty, respect for others and inclusivity, and there is an expectation that these qualities are at the forefront of conversations when things go wrong.

Tiered approach

At Port, behaviour is categorised into tiers to assist students and staff in understanding the severity of incidents and to provide guidance as to how situations might be managed. There are three tiers of behaviour outlined in the Guide, and these reflect the increasing severity of behaviour/language. Level Three offences are regarded as extreme and will be referred to and dealt with by members of the principal team immediately.

To ensure the safety and wellbeing of all students, staff, and visitors, the College adopts a clear and firm approach towards racism, verbal or physical aggression, bullying, and harassment. Students who demonstrate aggressive or threatening behaviour will be suspended from school in accordance with Department guidelines and their parents contacted to ensure the safety of all involved. At all times, the wellbeing of students and staff will drive behaviour management processes.

All school expectations and consequences apply while students are at the school, engaged in school activities, and whilst on the way to and from school. Behaviours or actions undertaken outside school, but which impact on those within the school community, may also be addressed within the College.

False reporting of offences will be treated severely, as such actions undermine the College's values and approach to engagement and behaviour management processes. When addressing inappropriate behaviour, the cooperation of all members of the College's community is assumed.

Tier one

The classroom teacher or the attending teacher will manage the immediate situation and problems until resolution, involving the year level coordinator if required. If contact with the family is needed the attending teacher makes contact with the family and consults with the year level coordinator as appropriate.

Please note that teacher restorative sessions are times when students may be kept behind to address any issues or concerns and this time will be used in a restorative manner (ie to make up work missed due to repeated lateness, or to repair a harm done). Tier one incidents resulting in parent contact will be documented.

Tier two

The classroom teacher or the attending teacher will manage the immediate situation with involvement from the year level coordinator and Assistant Principal as required. Contact with the family is required and will be made by the attending teacher or year level coordinator. Tier two incidents will be documented.

Tier three

Tier three incidents are usually rare and are considered very serious. The classroom teacher or the attending teacher will seek immediate support from a member of the principal team, who will manage the incident from the point of notification. Immediate contact with the family is required and will be made by a member of the principal team. Tier three incidents will be documented.

Examples of a tiered approach

Tier one behaviour includes but is not limited to:

- Lateness to school/class
- Lack of equipment
- Uniform infringement
- General misbehaviour in class, such as not following instructions or low level disruption
- Swearing/inappropriate language
- Mobile phone use in class without permission
- Littering/spitting

In the first instance students will be reminded of the College's expectations and will be expected to adjust their behaviour as appropriate. Students may be required to attend a restorative session to amend/repair the situation.

Tier two behaviour includes but is not limited to:

- Defiance / refusal to cooperate / persistent behaviour that is disrespectful or interferes with learning
- Truancy
- Regular failure to complete homework/classwork
- Acts that diminish the college's reputation
- Plagiarism
- Possession of dangerous items
- Minor theft or damage to another's property
- Endangering the health and safety of others
- Filming and sharing of videos/photographs and other material with permission

Students will be reminded of the College's expectations and will be expected to adjust behaviour as appropriate. Students will be required to attend a restorative session to repair the situation and families will be contacted. Consequences are likely to include school service, withdrawal from events/activities/class and other reparation as appropriate. A record of the behaviour will be kept in the student's file.

Tier three behaviour includes but is not limited to:

- Violent or aggressive behaviour
- Illegal behaviour
- Vandalism
- Major theft
- Distribution/acquisition of illegal substances

Students will be reminded of the College's expectations and will be expected to immediately cease the inappropriate behaviour. Families will be contacted and the student will immediately be removed from class/college activities until the issue is resolved. Appropriate services – such as the Police – will be involved if required. Consequences are likely to include suspension from school, followed by school service, withdrawal from future events/activities/class and other reparation as appropriate. A record of the behaviour will be kept in the student's file.

Restorative or after class sessions

Restorative sessions are opportunities for students and teachers to work together to discuss behaviour and ensure that there is clear understanding about what constitutes appropriate behaviour and why particular expectations are in place. This time is also set aside to discuss what might be appropriate ways to repair any harm done and restore any damage to a relationship as a consequence of inappropriate behaviour.

Wherever possible, the intention is for students to receive the consequences of their behaviour at class teacher level, and for the class teacher to carry through with clear and logical consequences for behaviour in class, in buildings or in the yard.

When students are instructed to attend a restorative session, the way this time is used will depend on the reason for the session being issued. For example, late students will be expected to use this time to make up the work missed in class. Students who have caused damage to school, or to another person's property, may be asked to use this time to repair any damage caused and will be supervised by an appropriate member of staff. Teachers have access to students for up to 15 minutes at the end of the school day and at other times, provided the students' recesses are not reduced by more than 50%. Because the Expectations Guide follows a preventative and restorative model, very few incidents are likely to be referred to the Assistant Principal in the first instance. All staff will keep records of all incidents reported to them.

When organising restorative sessions, the classroom teacher should:

- Clearly lay out to both the student and parent the purpose of the session. The purpose and the activity agreed upon should both be meaningfully connected to the inappropriate behaviour.
- Ensure that no student is detained after school for a session beyond 15 minutes duration without 24 hours notice to the parent/carer.

School service

School service is a logical consequence designed to help the student and the college when things go wrong. It is used to help students repair any damage they may have caused and better understand their responsibilities as citizens of the school community. School service occurs after school hours, when students repair immediate damage they have caused. Then they can work on other school enhancement projects which will give them the opportunity to demonstrate their care and respect for their environment. Students involved in incidents involving damage to property or facilities, the environment and development of school pride and a sense of community may be asked to undertake school service. Parental consent 24 hours prior to school service must be obtained. Generally, students will be asked to do activities after school between 3 pm and 4 pm under supervision of an appropriate staff member. For serious offences more specific services will be negotiated with the student, parents and the Assistant Principal.

CHILD SAFETY CODE OF CONDUCT
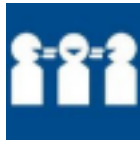
PURPOSE

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

All Port Melbourne Secondary College (Port) staff, volunteers, contractors, service providers, school council members and any other adult involved in child-connected work must follow the Child Safety Code of Conduct.

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

Acceptable behaviours

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

- upholding our college commitment to child safety at all times and adhering to our Child Safety Policy
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LQBTIQ+) students
- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns to Child Safety Champion, Patricia Sklavakis, or directly to the principal.
- understanding and complying with all reporting and disclosure obligations (including

mandatory reporting) in line with our child safety responding and reporting policy and procedures and the PROTECT Four Critical Actions.

- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

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

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

Breaches to the Child Safety Code of Conduct

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

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

All breaches and suspected breaches of Port's Child Safety Code of Conduct must be reported to the principal.

If the breach or suspected breach relates to the principal, contact Rachel George, Senior Education

Improvement Leader with the Department of Education.

APPROVAL AND REVIEW

Created date	July 2022
Consultation	Leadership team, School Council – August 2022 Staff and families – September 2022
Endorsed by	School Council
Endorsed on	12, August 2022
Next review date	July 2024 or sooner as required

CHILD SAFETY POLICY

Purpose

Port Melbourne Secondary College's Child Safety Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

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

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

Scope

This policy:

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

Definitions

The following terms in this policy have specific definitions:

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

Statement of commitment to child safety

Port Melbourne Secondary College (Port) is a child safe organisation which welcomes all children, young people and their families.

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

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

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

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

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.
Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

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

Roles and responsibilities

School leadership team

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

Principals and assistant principals will:

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

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

School staff and volunteers

All staff and volunteers will:

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

School council

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

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety, using the Child Safe Standards School Council Training slide presentation
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe. At Port, school council employment duties are delegated to the principal who is bound by this policy.

Specific staff child safety responsibilities

Port has nominated the Assistant Principal (Students) as a child safety champion to support the principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the child safety champion are outlined at Guidance for child safety champions.

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

- The Assistant Principal (AP) is responsible for monitoring the school's compliance with the Child Safety Policy. Anyone in our school community should approach the Assistant Principal if they have any concerns about the school's compliance with the Child Safety Policy.
- The principal is responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

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

Our OHS committee monitors the Child Safety Risk Register.

Child Safety Code of Conduct

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

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

The Child Safety Code of Conduct also includes processes to report inappropriate behaviour.

Managing risks to child safety and wellbeing

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

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

Establishing a culturally safe environment

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

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

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

Student empowerment

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

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through our Core program and whole school approach to Respectful Relationships, our Expectations Guide and our school values.

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

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

Family engagement

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

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

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

We do this through:

- School council discussions and feedback processes
- Making our child safety policies and procedures will be available for students and parents at Reception and on our website
- Xuno updates to inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school

Diversity and equity

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

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

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

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

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

Suitable staff and volunteers

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

Staff recruitment

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

- Recruitment in Schools
- Suitability for Employment Checks
- School Council Employment
- Contractor OHS Management.

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

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

Staff induction

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

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

Ongoing supervision and management of staff

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

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done through ongoing professional learning and management / review of staff learning and development plans.

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

Suitability of volunteers

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

Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

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

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the Protecting Children – Mandatory Reporting and Other Legal Obligations online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm

- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

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

School council training and education

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

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

Complaints and reporting processes

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

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

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

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

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

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

Communications

Port is committed to communicating our child safety strategies to the school community through:

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

Privacy and information sharing

Port collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: Schools' Privacy Policy.

Records management

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

Review of child safety practices

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

We will:

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

Related policies and procedures

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

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures

- Child Safety Code of Conduct
- Complaints Policy
- ICT User Agreement
- Expectations Guide
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

Related Department of Education and Training policies

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

Other related documents

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

Policy status and review

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

Approval

Created date	July 2022
Consultation	School council – July 2022 Staff and families – September 2022
Endorsed by	Anne Stout, Principal
Endorsed on	August 12, 2022
Next review date	July 2024 or sooner as required

CHILD SAFETY RESPONDING AND REPORTING OBLIGATIONS (INCLUDING MANDATORY REPORTING) POLICY AND PROCEDURES

PURPOSE

The purpose of this policy is to outline the procedures Port Melbourne Secondary College (Port) has in place to respond to complaints or concerns relating to child abuse and to ensure that all staff and members of our school community understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities. The specific procedures that are applicable at our college are contained at Appendix A.

SCOPE

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

DEFINITIONS

Child abuse

Child abuse includes:

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

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

Grooming

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

School staff member

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

POLICY

Port Melbourne Secondary College understands the important role our college plays in protecting children from abuse including:

- Physical abuse
- Sexual abuse (including sexual exploitation)
- Family violence
- Emotional abuse
- Neglect (including medical neglect)
- Grooming

All children and young people have the right to protection in their best interests. We have a range of policies and measures in place to prevent child abuse from occurring at our school or during school activities.

The staff at Port Melbourne Secondary College are required by law to comply with various child safety reporting obligations. For detailed information about each obligation, please refer to Identifying and Responding to All Forms of Abuse in Victorian Schools.

Information for students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.

- If a student does not know who to approach at Port they should start with their Core teacher, the Instructional Leader: Students or Heads of Students.

Identifying child abuse

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

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

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

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

In responding to a child safety incident, disclosure, allegation or suspicion, Port Melbourne Secondary College will follow:

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

School staff and volunteer responsibilities

1. Immediate action

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

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

NOTE for staff and volunteers:

- if you are uncertain if an incident, disclosure, allegation or suspicion gives rise to a concern about child abuse you must always err on the side of caution and report the concern to the Assistant Principal - Students.
- If Patricia Sklavakis is unavailable, the Assistant Principal - Learning & Teaching will take on this role.
- If the concerns relate to the conduct of Patricia Sklavakis or Chris Payne, notify the principal who must then take on responsibility for ensuring our school follows these procedures.

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

2. Reporting to authorities and referring to services

As soon as immediate health and safety concerns are addressed, and relevant school staff have been informed, the Assistant Principal - Students **must** report all incidents, suspicions and disclosures of child abuse as soon as possible.

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

The Assistant Principal - Students must ensure:

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

NOTE: In circumstances where staff members are legally required to report child abuse to DFFH Child Protection or Victoria Police and they are unable to confirm that the information has been reported by another person at the school or the designated member of school staff does not agree that a report needs

to be made, the staff member who has formed the reasonable belief must still contact DFFH Child Protection and Victoria Police to make the report.

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

3. Contacting parents or carers

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

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

For further guidance, refer to PROTECT Contacting parents and carers

4. Ongoing protection and support

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

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

5. Recordkeeping

The Assistant Principal - Students and/or Heads of Students will ensure that:

- detailed notes of the incident, disclosure, allegation or suspicion are taken including, where possible, by the staff member or volunteer who reported the incident, disclosure, or suspicion to them
- detailed notes are taken of any immediate or ongoing action taken by the school to respond to the incident, disclosure, allegation or suspicion

- all notes and other records relating to the incident, disclosure, allegation or suspicion, including the schools immediate and ongoing actions, are stored securely on the Administration Drive.

For school visitors and school community members

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

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

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

Additional requirements for all staff

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

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

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

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Discussed at staff briefings/meetings as required
- Annual staff and School Council training
- Included in staff handbook/manual

- Discussed at student forums/through Xuno and other school communication tools

RELATED POLICIES AND FURTHER INFORMATION

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

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

The following school policies are also relevant to this policy:

- Statement of Commitment to Child Safety located in the School's Child Safety Policy

- Child Safety Code of Conduct

- Statement of Values and School Philosophy

- Student Wellbeing and Engagement Policy

- Volunteer Policy

- Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2024
Consultation	Consultation with Council in 2023, consultation review with new Council in 2024
Approved by	Principal
Next scheduled review date	March 2026 – reviewed every 2 years, in line with the review cycle or following a relevant child safety incident

APPENDIX A

LEGAL OBLIGATIONS RELATING TO REPORTING CHILD ABUSE

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

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

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

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

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

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

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

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

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

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

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually. We also encourage all other staff to undertake this module, even where they are not mandatory reporters.

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

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

Reporting student wellbeing concerns to Child FIRST/Orange Door

At Port Melbourne Secondary College we also encourage staff to make a referral to Child FIRST/Orange Door when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST/Orange Door see the Policy and Advisory Library: Protecting Children – Reporting and Other Legal Obligations.

Reportable Conduct

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

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

- sexual offences against, with or in the presence of, a child

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

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

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

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

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

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

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

Failure to disclose offence

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

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

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

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

- a child states that they have been sexually abused

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

"Reasonable excuse" is defined by law and includes:

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

Failure to protect offence

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

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

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

Further information

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

Important information for staff

When managing a disclosure relating to child abuse you should:

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

When managing a disclosure you should AVOID:

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making any promises you will keep the information the student provided confidential

- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).

COMPLAINTS POLICY

PURPOSE

The purpose of this policy is to:

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

SCOPE

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

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

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

POLICY

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

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

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

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

Complaints and concerns process for students

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

Students with a concern or complaint can raise them with a trusted adult at school, for example, with your Core teacher, Heads of Students or wellbeing staff. This person will take the concern or complaint seriously and will explain what steps can be taken to try to resolve the issue and explain what support is available.

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

Further information and resources to support students is available at:

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

Complaints and concerns process for parents, carers and community members
Preparation for raising a concern or complaint

Port Melbourne Secondary College encourages parents, carers or members of the community who may wish to submit a complaint to:

- carefully consider the issues they would like to discuss

- remember that they may not have all the facts relating to the issues they may want to raise
- think about how the matter could be resolved
- be informed by checking the policies and guidelines set by the Department and Port Melbourne Secondary College

Support person

Families are welcome to have a support person to assist at any time in raising a complaint with our College. Families are asked to advise the College if they wish to have a support person to represent them, and provide their name, contact details, and their relationship to the student/family. To ensure families are able to engage positively and fully with the College, PMSC can arrange for translation services to be made available to families where needed or requested.

Raising a concern

Port Melbourne Secondary College is always happy to discuss with parents/carers and community members any concerns that they may have. Concerns in the first instance should be directed to the relevant Head of Students or Assistant Principal - Students. Where possible, school staff will work with families to ensure that concerns are appropriately addressed.

Making a complaint

Where a complaint is made, Port Melbourne Secondary College will seek to understand the nature of the complaint and convene a meeting in order to resolve the issue together. The College will undertake the following process in addressing complaints or concerns:

1. Upon receipt of a complaint, the issue will be discussed directly with the complainant, usually by the Head of Students or Assistant Principal. The College's Expectations Guidelines and an expected process for follow up will be discussed at this stage.
2. Where possible, all parties involved will individually discuss the issue raised with the person handling the complaint so that all parties can be heard and a clear, consistent version of events can be ascertained. Areas of disagreement/contention will be noted.
3. The College will attempt to identify a path forward using the College's Expectation Guidelines / other relevant policies as a guide. This will be communicated with all involved.
4. Where all parties agree or where needed, a meeting will be held with all involved to discuss the way forward and to agree to actions that need to be taken, how and when these will occur and who will be responsible. Minutes of this meeting will be taken by the Port Melbourne Secondary College staff member who is managing the complaint (usually Head of Students or Assistant Principal) and shared with all parties after the meeting.
5. Where required, a follow up meeting or phone call will be arranged to ensure that the complainant's concern has been adequately addressed successfully.

The College understands that it is important to manage complaints in a timely manner so that these do not escalate. Where concerns cannot be resolved in this way, parents or community members may wish to make a

formal complaint to the Principal, who will work with all parties to seek a fair and reasonable resolution to the issue.

If you would like to make a formal complaint, in most cases, depending on the nature of the complaint raised, our College will first seek to understand the issues and will then convene a resolution meeting with the aim of resolving the complaint together. The following process will apply:

1. **Complaint received:** Please either email, telephone or arrange a meeting with the Principal to outline your complaint so that they can fully understand what the issues are. The Principal will aim to discuss the complaint in a way that is convenient for all parties, usually in person or over the phone in the first instance.

2. **Information gathering:** Depending on the issues raised in the complaint, the Principal, Assistant Principal or nominee may need to gather further information to properly understand the situation. This process may also involve speaking to others to obtain details about the situation or the concerns raised and the complainant will be notified of how this will occur.

3. **Response:** Where possible, a resolution meeting will be arranged with the Principal to discuss the complaint with the objective of reaching a resolution satisfactory to all parties. Minutes of this meeting will be taken and shared with all parties. At PMSC, conducting face to face meetings is always the preferred approach to resolving issues; however, in some circumstances, the Principal may determine that a face to face resolution meeting would not appropriate. In this situation, a meeting may be conducted via phone. If this is also not deemed appropriate, a response to the complaint will be provided in writing.

4. **Timelines:** Port Melbourne Secondary College will acknowledge receipt of your complaint as soon as possible (usually within two school days) and will seek to resolve complaints in a timely manner. Depending on the complexity of the complaint, the College may need some time to gather enough information to fully understand the circumstances of the complaint. In this case, the College will communicate the expected timeframe for this to occur so that the complainant understands the College's resolution process. Port Melbourne Secondary College will endeavour to complete any necessary information gathering and hold a resolution meeting where appropriate within 10 working days of the complaint being raised. In situations where further time is required, the College will consult with the complainant and discuss any interim solutions to the dispute that might need to be put in place.

Please note that vexatious, querulous, frivolous or malicious complaints may need a customised strategy which does not adhere to this policy.

Resolution

Where appropriate, Port Melbourne Secondary College may seek to resolve a complaint by:

- an apology or expression of regret
- a change or adjustment of a decision
- a change of policy, procedure or practice

- offering the opportunity for student counselling or other support
- other actions consistent with school values that are intended to support the student, parent and school relationship, engagement, and participation in the school community.

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

Escalation

If you are not satisfied that your complaint has been resolved by the school, or if your complaint is about the Principal and you do not want to raise it directly with them, then the complaint should be referred to the South Eastern Victoria Region (SEVR) on 1300 338 738 or by email sevr@education.vic.gov.au. Port Melbourne Secondary College may also refer a complaint to the SEVR if we believe that we have done all we can to address the complaint.

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

Record keeping and other requirements

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

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

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

COMMUNICATION

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

- Available publicly on school website
- Included in staff induction processes
- Included in our staff handbook/manual
- Discussed at student forums/through XUNO and other communication tools

FURTHER INFORMATION AND RESOURCES

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

- [Complaints - Parents](#)

The Department's parents' website:

- [Raise a complaint or concern about your school](#)

- [Report racism or religious discrimination in schools](#)

The following school policies are also relevant to this policy:

- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	March 2024
Consultation	Semester 2 2023 and intp 2024
Approved by	Foundation Principal
Next scheduled review date	February 2026 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 2 years thereafter.

DIGITAL LEARNING POLICY
(Internet, social media and digital devices)

PURPOSE

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

(a) our commitment to providing students with the opportunity to benefit from digital technologies to support and enhance learning and development at school, including our 1-to-1 personal device program and online curriculum.

(b) expected student behaviour when using digital technologies including the internet, social media, and digital devices (including computers, laptops, tablets)

(c) the College's commitment to promoting safe, responsible and discerning use of digital technologies, and educating students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and digital technologies

(d) The College's policies and procedures for responding to inappropriate student behaviour on digital technologies and the internet

(e) the various Department policies on digital learning, including social media, that our College follows and implements

SCOPE

This policy applies to all students and staff at Port Melbourne Secondary College.

Staff at Port Melbourne Secondary College follow the College's Acceptable Use Agreement, and their use of technology is also governed by the following Department policies:

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

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

- Port Melbourne Secondary College's Child Safety Code of Conduct

- [The Victorian Teaching Profession Code of Conduct](#) (teaching staff)
- [Code of Conduct for Victorian Sector Employees](#) (staff)
- [Code of Conduct for Directors of Victorian Public Entities](#) (school councillors)

DEFINITIONS

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

POLICY

Vision for digital learning at Port Melbourne Secondary College

The use of digital technologies is a mandated component of the Victorian Curriculum F-10.

Safe and appropriate use of digital technologies, including the internet, apps, computers and tablets, can provide students with rich opportunities to support learning and development in a range of ways.

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

Port Melbourne Secondary College believes that the use of digital technologies at school fosters the development of valuable skills and knowledge and prepares students to thrive in our globalised and interconnected world. The College's vision is to empower students to use digital technologies safely and appropriately to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.

Personal Devices at Port Melbourne Secondary College

At Port Melbourne Secondary College, we are proud of our online, guaranteed curriculum, designed to ensure all students can learn at their own pace, and in a 24/7 environment. Our online curriculum is visible to families and teachers, so that planning and learning can be open, shared and collaborative. Lessons are delivered with the use of laptops/notebook computers. Port Melbourne Secondary College operates a Bring Your Own Device (BYOD) program, which means students must bring their own purchased or leased device with them each day. Devices must be brought to the College fully charged, to be used during class time for different learning activities. Student devices must meet the College minimum software specifications.

Students are required to have their own device that must:

- be brought to school in a protective case
- have the minimum storage capacity and operating systems (OS) capabilities outlined in the College's 'Technology Requirements' document

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

Port Melbourne Secondary College is committed to supporting all students to success. Families who require assistance to purchase or lease a device of the minimum required standard should contact the College's Business Manager.

Safe and appropriate use of digital technologies

Digital technologies, if not used appropriately, may present risks to users' safety or wellbeing. At Port Melbourne Secondary College, we are committed to educating all students to use digital technologies in ways that are positive and productive, and that respect the dignity of ourselves and others. Port Melbourne Secondary College actively educates students to use digital technologies in a safe and healthy manner and aims to equip students with the skills and knowledge to navigate the digital world successfully.

At Port Melbourne Secondary College, we:

- use online sites and digital tools that support and enhance students' learning, and focus our use of digital technologies on being learning-centred
- use digital technologies in the classroom for specific purpose with targeted educational or developmental aims
- supervise and support students using digital technologies for their schoolwork
- effectively and responsively address any issues or incidents that have the potential to impact on the wellbeing of our students
- have programs in place to educate our students to be safe, responsible and discerning users of digital technologies, including curriculum delivered through the Core and Respectful Relationships programs
- educate our students about digital issues such as privacy, intellectual property and copyright, and the importance of maintaining their own privacy and security online
- actively educate and remind students of our *Student Wellbeing and Engagement* policy that outlines our school's values and expected student behaviour, including online behaviours
- have an Acceptable Use Agreement outlining the expectations of students when using digital technologies for their schoolwork
- use clear protocols and procedures to protect students working in online spaces, which includes reviewing the safety and appropriateness of online tools and communities and removing offensive content at the earliest opportunity

- educate our students on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and other digital technologies
- provide a filtered internet service at school to block access to inappropriate content
- refer suspected illegal online acts to the relevant law enforcement authority for investigation
- support parents and carers to understand the safe and responsible use of digital technologies and the strategies that can be implemented at home through regular updates in our newsletter, on Compass, and via parent information sessions.

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

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

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

Social media use

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

Where the College has established specific school-based social media platforms, these will be managed by a supervising teacher/designated member of staff. Permission will be sought to publish student work or images on these forums. Families are welcome to contact the College's Communications Manager if they have any questions, concerns or feedback about students participating in this forum.

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

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

Student behavioural expectations

When using digital technologies, students are expected to behave in a way that is consistent with Port Melbourne Secondary College's *Statement of Values and Philosophy, Student Wellbeing and Engagement* policy,

and *Bullying Prevention* policy. Port Melbourne Secondary College addresses all forms of inappropriate behaviour in accordance with its Expectations for Behaviour Guidelines, and expects that students conduct themselves appropriately in all forums. Port Melbourne Secondary College recognises that it is behaviour – not technology in and of itself – that should be the focus of discussion, reparation and/or consequences when issues arise.

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

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

- Behavioural consequences as outlined in the school's *Student Wellbeing and Engagement* and *Bullying Prevention* policies.
- Temporary or situational removal of network access privileges / email privileges / internet access privileges, if appropriate

Supervision of student in emergency operating environments

In the event of any mandatory period of remote or flexible learning the College will follow the operations guidance issued by the Department.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Included in our staff handbook/manual
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Discussed at student forums/through communication tools

POLICY REVIEW AND APPROVAL

Policy last reviewed	January 2024
Approved by	Principal
Next scheduled review date	July 2025 – to ensure ongoing relevance and continuous improvement, this policy will be reviewed 1-2 years

APPENDIX A: ACCEPTABLE USE AGREEMENT

PURPOSE

Port Melbourne Secondary College (Port) embraces the use of digital technology and promotes Information and Communication Technology as a necessary aspect of 21st Century, global life. The purpose of this agreement is to ensure that the values of the college are upheld and supported, and that learning in a safe and respectful environment occurs at all times. By signing this agreement, the user acknowledges and agrees to follow the expectations outlined. Behaviour breaching the agreement will warrant review of a student's use of ICT at school in line with our Expectations Guidelines. This policy should be read in conjunction with the college's Mobile Phone Policy.

We believe:

- The teaching of cybersafe and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school
- Students spend increasing amounts of time online, learning and collaborating. To be safe online and to gain the greatest benefit from the opportunities provided through an online environment, students need to do the right thing by themselves and others, particularly when no one is watching
- Safe and responsible behaviour is explicitly taught at our school and families are asked to reinforce this behaviour at home
- Some online activities are illegal. Where illegal activity occurs, it will be reported to police.

Parents/carers are asked to:

- read and understand what the school will do to support the safe and responsible use of digital technology
- read through the agreement and discuss it with their child to ensure they understand each dot point
- consider how they might support safe and responsible behaviour online at home
- read the college's Mobile Phone Policy.

Students are asked to:

- read through the agreement with their parents/carers and their teacher to ensure they fully

understand what they are agreeing to
- read and ensure they understand the college's Mobile Phone Policy
- sign, and thereby agree to abide by, this Student Agreement, below.

SCHOOL SUPPORT FOR THE SAFE AND RESPONSIBLE USE OF DIGITAL TECHNOLOGIES

Port uses the internet and digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources but acknowledge they must be used responsibly. This includes the use of artificial intelligence (AI) when used under teacher instruction or direction.

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

At Port we:

- have policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet
- provide a filtered internet service
- provide supervision and direction in online activities and when using digital technologies for learning
- support students in developing digital literacy skills
- have a cybersafety program at the school which is reinforced across the school
- use mobile technologies for educational purposes (eg. podcasts or photos from excursions etc.)
- provide support to parents and carers through information evenings and other communication channels
- prohibit the use of Virtual Private Networks (VPNs) on our school network due connectivity and privacy concerns
- work with students to outline and reinforce expected behaviour with devices.

STUDENT AGREEMENT

Students must read, sign and return this agreement no later than week one, term one of the school year.

When I use digital technology I agree to:

- be a safe, responsible and ethical user whenever and wherever I use it
- support others by being respectful in how I communicate with them and never write or

participate in inappropriate behaviour or online bullying (this includes
- forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour)
- talk to a member of staff if I feel uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviour
- seek to understand the terms and conditions of websites and online communities and be aware that content I upload or post is my digital footprint
- protect my privacy rights and those of other students and teachers by not seeking to acquire or giving out personal details, including full names, telephone numbers, addresses or images
- use the internet for educational purposes and use the equipment properly
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)
- think critically about other users' intellectual property and how I use content posted on the internet
- not interfere with network security, the data of another user or attempt to log into any services with a username or password other than my own
- not reveal my password to anyone except the system administrator or a teacher if required.

When I use any of my devices at school I agree to:

- adhere to all instructions given by my teachers, which may include to not use devices at particular times. This includes only using AI if and when expressly permitted to do so and with appropriate acknowledgement of its use.
- not use social media platforms during class time, and turn notifications off from these platforms
- keep all devices on silent during class times
- not use a VPN (virtual private network)
- only take photos and record sound or video when it is part of an activity in an approved lesson
- seek permission from individuals involved before taking photos, recording
- sound or videoing them (including teachers)
- seek appropriate (written) permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
- be respectful in the photos I take or video I capture and never use these as a tool for bullying
- not film or record, or be party to the filming or recording, of any behaviour or activity that breaches acceptable behaviour in the college's Expectations Guidelines.

This Acceptable Use Agreement also applies during school excursions, camps and extracurricular activities. I acknowledge and agree to follow these rules. I understand that my access to the internet and mobile technology at school will be renegotiated if I do not act responsibly. The Acceptable Use Agreement is to be read in conjunction with the college's Mobile Phone Policy.

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

Student Name: _____

Student Signature: _____

Parent/Carer: _____

Signature: _____

Date: _____

If you have any concerns about this agreement please contact the college.

For further Support with online issues students can call Kids Helpline on 1800 55 1800.
Parents/carers can call Parentline 132289 or visit https://www.esafety.gov.au/

Please detach the Student Agreement and return signed to the school, and keep the Family Information section for your use.

FIRST AID POLICY

PURPOSE

To ensure the school community understands the College's approach to first aid for students.

SCOPE

First aid for anaphylaxis and asthma are provided for in our school's:

- *Anaphylaxis Policy*
- *Asthma Policy*

POLICY

From time-to-time Port Melbourne Secondary College staff might need to administer first aid to students at the College or during school activities. Parents/carers should be aware that the goal of first aid is not to diagnose or treat a condition.

Staffing

The principal will ensure that Port Melbourne Secondary College (PMSC) has sufficient staff with the appropriate levels of first aid training to meet the first aid needs of the school community. The College's trained first aid officers are listed in our First Aid register and in our Emergency Management Plan (EMP). Both documents include the expiry dates of the training and will be reviewed on an annual basis.

First aid kits

Port Melbourne Secondary College will maintain:

- A major first aid kit which will be stored in the sick bay (ground floor, behind Reception).

- One portable first aid kit which may be used for excursions and camps as well as 2 x first aid bum bags specifically for yard duty.

- The portable first aid kit and bumbags will be stored:

    o   In the main staff workspace (second floor)

The Business Manager will be responsible for maintaining all first aid kits.

Management of an unwell student or staff member

Students who are unwell should not attend school.

If a student becomes unwell during the school day, they may be directed to the First Aid room in the main office and monitored by staff. Depending on the nature of their symptoms, staff may contact parents/carers or an emergency contact person to ask them to collect the student.

It is important that any staff member or student who becomes unwell while at school with flu-like symptoms gets tested and returns home. Schools can undertake the following steps while a student awaits collection by a parent or carer:

- Staff and students experiencing compatible symptoms with coronavirus (COVID-19), such as fever, cough or sore throat, should be isolated in an appropriate space with suitable supervision and students should be collected by a parent or carer as soon as possible. Urgent medical attention should be sought where indicated. It is not suitable for an unwell student to travel home unsupervised.

- Where staff or students are experiencing compatible symptoms with coronavirus (COVID-19), the important actions to follow include hand hygiene, physical distance and putting on a surgical face mask (both staff and student where appropriate). See the Department's guidance for the use of Personal Protective Equipment in education.

- In the context of schools supporting students with complex health needs, if the care of an unwell child or young person is to be prolonged (for example, because it will take some hours for a parent to collect a child) and maintaining distance is not practical when providing supervision or direct care, the staff member should wear surgical face mask, gloves, gown and eye protection. See the Department's guidance for the use of Personal Protective Equipment in education.

- Follow cleaning guidance according to the situation of the case. If a student spreads droplet (for example by sneezing, coughing or vomiting), clean surfaces immediately with disinfectant wipes while wearing gloves.

- Please also refer to the DET Operations Guide in relation to the latest COVID advice. Further Information can also be sourced at the following link: Health and Safety Advice for Schools in the context of Coronavirus (COVID-19)

Care for ill students

Students who are unwell should not attend on that day.

If a student becomes unwell during the school day they may be directed to the sick bay/reception area and monitored by staff. Depending on the nature of their symptoms, staff may contact parents/carers or an emergency contact person to ask them to collect the student.

The First Aid Room includes a space where ill students can rest comfortably and in privacy while being monitored by staff.

First aid management

If there is a situation or incident which occurs at the College or during a College-based activity which requires first aid to be administered to a student:

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.

- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero "000" for emergency medical services at any time.

- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.

- If first aid is administered for a minor injury or condition, PMSC will notify parents/carers by phone in the first instance and by email or XUNO if there is no response by phone.

- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practicable.

- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.

- Whenever first aid treatment has been administered to a student PMSC will:
  - record the incident on CASES21

  - notify parent/carer by phone/email as appropriate

  - *if first aid was administered in a medical emergency, follow the Department's [Reporting and Managing School Incidents Policy](), including reporting the incident to the Department's Incident Support and Operations Centre on 1800 126 126."*

In accordance with guidance from the Department of Education and Training, analgesics, including paracetamol and aspirin, will not be stored at the College or provided as a standard first aid treatment. This is because they can mask signs of serious illness or injury.

COMMUNICATION

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

- Available publicly on the College's website
- Included in staff induction processes and staff training
- Included in staff online handbook
- Discussed at staff briefings/meetings as required
- Reminders in the College newsletter at the beginning of each year, or as needed

FURTHER INFORMATION AND RESOURCES

The following school policies are also relevant to this policy:

- Administration of Medication Policy
- Anaphylaxis Policy
- Asthma Policy
- Health Care Needs Policy
- Medication Administration Log
- Medication Authority Form

The following links are relevant in relation to the latest COVID advice:

- *DET Operations Guide*
- *Health and Safety Advice for Schools in the context of Coronavirus (COVID-19)*

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2021
Approved by	Foundation Principal
Next scheduled review date	July 2024 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3-4 years thereafter.

HEALTH CARE NEEDS POLICY

PURPOSE

To ensure that Port Melbourne Secondary College provides appropriate support to students with health care needs.

OBJECTIVE

To explain to Port Melbourne Secondary College parents, carers, staff and students the processes and procedures in place to support students with health care needs at school.

SCOPE

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who have been diagnosed with a health care need that may require support, monitoring or medication at school.

POLICY

This policy should be read with Port Melbourne Secondary College *First Aid*, *Administration of Medication*, *Anaphylaxis* and *Asthma* policies.

Student health support planning

In order to provide appropriate support to students at Port Melbourne Secondary College who may need medical care or assistance, a Student Health Support Plan will be prepared by the Assistant Principal in consultation with the student, their parents, carers and treating medical practitioners.

Student Health Support plans help our school to assist students with:

- routine health care support needs, such as supervision or provision of medication
- personal care support needs, such as assistance with personal hygiene, continence care, eating and drinking, transfers and positioning, and use of health-related equipment
- emergency care needs, such as predictable emergency first aid associated with asthma, seizure or diabetes management.

Template health planning forms are available here:
https://www2.education.vic.gov.au/pal/health-care-needs/resources

Students with complex medical care needs, for example, tracheostomy care, seizure management or tube feeding, must have a Student Health Support Plan which provides for appropriate staff to undertake specific training to meet the student's particular needs.

At enrolment or when a health care need is identified, families should provide accurate information about the student's condition or health care needs, ideally documented by the student's treating medical/health care practitioner on a Medical Advice Form (or relevant equivalent).

Port Melbourne Secondary College may invite parents and carers to attend a Student Support Group meeting to discuss the contents of a student's Health Support Plan and assistance that the student may need at school or during school activities.

Where necessary, Port Melbourne Secondary College may also request consent from parents and carers to consult with a student's medical practitioners, to assist in preparing the plan and ensure that appropriate staff understand the student's needs. Consultation with the student's medical practitioner will not occur without parent/carer consent unless required or authorised by law.

Student Health Support Plans will be reviewed:

- when updated information is received from the student's medical practitioner
- when the school, student or parents and carers have concerns with the support being provided to the student
- if there are changes to the support being provided to the student, or
- on an annual basis.

Management of confidential medical information

Confidential medical information provided to Port Melbourne Secondary College to support a student will be:

- recorded on the student's file
- shared with all relevant staff so that they are able to properly support students diagnosed with medical conditions and respond appropriately if necessary.

COMMUNICATION

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

- Included in staff induction processes and staff training
- Discussed at staff briefings/meetings as required
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

The Department's Policy and Advisory Library (PAL):
- Health Care Needs
- Health Support Planning Forms
- Complex Medical Care Supports
- Child and Family Violence Information Sharing Schemes
- Privacy and Information Sharing

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2021
Approved by	Principal
Next scheduled review date	July 2024 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3-4 years thereafter.

ADMINISTRATION OF MEDICATION POLICY

PURPOSE

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

SCOPE

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

- the provision of medication for anaphylaxis which is provided for in our school's Anaphylaxis Policy

- the provision of medication for asthma which is provided for in our school's Asthma Policy

- specialised procedures which may be required for complex medical care needs.

POLICY

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

Authority to administer

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

- Parents/carers will need to arrange for the student's treating medical/health practitioner to provide written advice to the school which details:

  o   the name of the medication required

  o   the dosage amounts

  o   the time the medication is to be taken

  o   how the medication is to be taken

  o   the dates the medication is required, or whether it is an ongoing medication

  o   how the medication should be stored.

- In most cases, parents/carers should arrange for written advice to be provided in a Medication Authority Form (for a template form see link below) which a student's treating medical/health practitioner should complete.

- If advice cannot be provided by a student's medical/health practitioner, the Principal (or their nominee) may agree that written authority can be provided by, or the Medication Authority Form can be completed by a student's parents/carers.

- The Principal may need to consult with parents/carers to clarify written advice and consider student's individual preferences regarding medication administration; this may also be provided for in a student's Student Health Support Plan.

Parents/carers can contact the College's Reception staff for a Medication Authority Form.

Note: Template for a Medication Authority form is available here – https://www.education.vic.gov.au/PAL/medication-authority-form.docx

Administering medication

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

- the student's name

- the dosage required

- the time the medication needs to be administered.

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

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

1. Medication is administered to the student in accordance with the Medication Authority Form so that:

    - the student receives their correct medication

    - in the proper dose

    - via the correct method (for example, inhaled or orally)

    - at the correct time of day.

2. A log is kept of medicine administered to a student. Where possible, two staff members will supervise the administration of medication (*Note: Template for a Medication Administration log form is available here* – https://www.education.vic.gov.au/PAL/medicationadministration-log.docx

3. The teacher in charge of a student at the time their medication is required:

- is informed that the student needs to receive their medication

- if necessary, release the student from class to obtain their medication.

Self-administration

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

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

Storing medication

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

- securely to minimise risk to others

- in a place only accessible by staff who are responsible for administering the medication

- away from a classroom (unless quick access is required)

- away from first aid kits

- according to packet instructions, particularly in relation to temperature.

For most students, Port will store student medication in the reception area. The Principal may decide, in consultation with parents/carers and/or on the advice of a student's treating medical/health practitioner:

- that the student's medication should be stored securely in the student's classroom if quick access might be required

- to allow the student to carry their own medication with them, preferably in the original packaging if:

    the medication does not have special storage requirements, such as refrigeration or doing so does not create potentially unsafe access to the medication by other students.

Warning

Port will not:

- in accordance with Department of Education and Training policy, store or administer analgesics such as aspirin and paracetamol as a standard first aid strategy as they can mask signs and symptoms of serious illness or injury

- allow a student to take their first dose of a new medication at school in case of an allergic reaction. This should be done under the supervision of the student's parents, carers or health practitioner

- allow use of medication by anyone other than the prescribed student except in a life-threatening emergency, for example if a student is having an asthma attack and their own puffer is not readily available.

Medication error

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

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

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

COMMUNICATION

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

- Included in staff induction processes

- Included in transition and enrolment packs

- Included as annual reference in school newsletter

- Included in our staff handbook/manual

- Discussed at staff briefings/meetings as required

- Discussed at student forums/through Xuno and other communication channels

FURTHER INFORMATION AND RESOURCES

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

- [Administration of Medication Policy](#)
- [First Aid for Students and Staff Policy](#)

The following school policies are also relevant to this policy:

- Asthma Policy

- Anaphylaxis Policy

- First Aid Policy

- Health Care Needs Policy

- Medication Authority Form
- Medication Administration Log

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2021
Approved by	Foundation Principal
Next scheduled review date	November 2024 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3-4 years thereafter.

STUDENT WELLBEING & ENGAGEMENT POLICY

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

(a) our commitment to providing a safe and supportive learning environment for students
(b) expectations for positive student behaviour
(c) support available to students and families
(d) our college's policies and procedures for responding to inappropriate student behaviour.

Port Melbourne Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our college acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support Port Melbourne Secondary College to create and maintain a safe, supportive and inclusive school environment consistent with our college's values.

SCOPE

This policy applies to all college activities, including camps and excursions.

CONTENTS

1. College profile
2. College values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

1. School profile

Port Melbourne Secondary College is a new 7-12 school, located in the heart of Melbourne. Established in 2022 and situated in the new Fishermans Bend precinct, the school is in its early stages of development, opening with its first Year 7 cohort in 2022. Housed in a state-of-the-art building with exceptional facilities, the College has a focus on design thinking for innovation, with purpose-built STEM, Arts and Technology spaces equipped to support this approach of education.

The four College values - Character, Relationships, Endeavour, and Excellence – form the foundation for our community's actions, language, attitude and behaviour, and College staff and students are guided by these values.

Most students that attend our school live locally and tend to walk or ride their bike to school. Port Melbourne Secondary College has developed close ties to the local community and enjoys support from our local shops and community services. We welcome students and families from a range of diverse backgrounds and we are proud of our inclusive, supportive community.

Port Melbourne Secondary College's vision is to develop a community of students who leave our College as confident learners, critical thinkers and compassionate leaders.

2. School values, philosophy and vision

At Port Melbourne Secondary College our values represent who we are, what we believe and how we experience life at the College. All members of our community – students, staff and families – are driven by our shared values, which underpin our actions, attitude, language and behaviour.

Our values are the foundation for our positive, supportive and inclusive culture, where relationships are warm and trusting, and learning is designed to grow the whole person. We believe that a great school creates great people and that in working together, we share success and support everyone to rise.

Our vision, mission, objective and values are fostered by our approach to learning and teaching content and delivery. At Port Melbourne Secondary College, we offer a High Ability Learning Extension (HALE) program, challenging our students to deepen their knowledge and understanding of curriculum content, and apply their skills to high level complex problems.

Our focus on design thinking for innovation can be seen in all areas of our curriculum; within our Core program, all students are taught the explicit skills and capabilities needed to resolve future problems, and these problems are then embedded within the teaching of all subject areas. In this way, critical thinking, collaborative and innovation for solutions is part of the deeper learning of all students at PMSC.

A copy of our statement of values can be found on our website.

3. Engagement strategies

Port Melbourne Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the whole of school, targeted and individual engagement strategies used by the College is included below:

Universal:

- Setting high and consistent expectations of all staff, students and parents and carers
- Developing of positive, strong and supportive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity.
- Welcoming all parents/carers, and listening to and seeking their feedback as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Delivering a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Using a consistent instructional model to ensure an explicit, common and shared model of instruction so that evidenced-based, high yield teaching practices are incorporated into all lessons
- Adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- Incorporating our school's Statement of Values into our curriculum and promoting these to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planning transition programs to support students moving into different stages of their schooling
- Setting positive behaviour expectations and recognising student achievement in a range of ways, such as in school assemblies and communication to parents
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- Providing students with the opportunity to contribute to and provide feedback on decisions or concerns through the Student Representative Council and other forums including year group meetings, focus groups and Peer Support Groups.
- Creating opportunities for cross—age connections amongst students through the college House system, school plays, athletics, music programs and peer support programs

- Encouraging students to self-refer to their Core teacher, Head of Students, Assistant Principal, Principal or other trusted staff member if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- Engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
  - o   Respectful Relationships
  - o   Safe Schools

Targeted:

- Providing each year group with a Head of Students, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- Providing all students from Year 10 and above with assistance to develop a Career Action Plan, with targeted goals and support to plan for their future
- Developing or organising programs, incursions and excursions developed to address issue specific behaviour or concerns
- Connecting all Koorie students with a Koorie Engagement Support Officer and providing opportunities for them to share and celebrate their cultural heritage with others, such as through NAIDOC Week and Reconciliation week
- Providing students in Out of Home Care with a Learning Mentor, and ensuring they have an Individual Learning Plan and associated, necessary supports to enhance learning
- Engaging in wellbeing and health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Using a trauma-informed approach to working with students who have experienced trauma

- Providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#).

- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning.

Individual:

In addition to whole school and targeted strategies, Port Melbourne Secondary College implements a range of strategies that support and promote individual engagement, on a case by case basis. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances

- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as local youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Support Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Port Melbourne Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The wellbeing team led by the Assistant Principal (Students) plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Port Melbourne Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers or family members

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at the college are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and all students and families will be provided with the College's Expectations of Behaviour Guidelines upon enrolment. Student bullying behaviour will be responded to consistently with Port Melbourne Secondary College's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Port Melbourne Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school takes a restorative approach to behaviour management and always considers and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Measures that address inappropriate behaviour may be used as part of a staged response in combination with other engagement and support strategies, to ensure that factors that may have contributed to the student's

behaviour are identified and addressed. Behavioural consequences at our school will be applied fairly and consistently, and students will always be provided with an opportunity to be heard.

Behavioural consequences that may be applied include:

- warning a student that their behaviour is inappropriate and reminding them of the appropriate behaviour
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- temporary withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- https://www2.education.vic.gov.au/pal/suspensions/policy
- https://www2.education.vic.gov.au/pal/expulsions/policy
- https://www2.education.vic.gov.au/pal/restraint-seclusion/policy

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Port Melbourne Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our college and will not be used in any circumstance.

7. Engaging with families

Port Melbourne Secondary College values the input of parents and carers, and strives to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our college community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to college policies and procedures, available on our school website or via Xuno
- maintaining an open, respectful line of communication between parents and staff, supported by our communication channels such as Xuno

- providing parent volunteer opportunities so that families can actively contribute to college activities
- involving families with homework and other curriculum-related activities
- listening to, and seeking feedback from, families on elements of our college programs and activities
- coordinating resources and services from the community for families
- including families in Student Support Groups, and in the development of individual plans for students.

8. Evaluation

Port Melbourne Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data and student feedback forums
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Port Melbourne Secondary College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Shared with families via Xuno

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES

The following school policies are also relevant to this policy:

- Statement of School Values and School Philosophy
- Bullying Prevention Policy
- Expectations of Behaviour Guidelines
- Child Safe Policy
- Complaints Policy
- Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2023
Consultation	Throughout 2023
Approved by	Principal
Next scheduled review date	December 2024

VISITORS POLICY

PURPOSE

To provide a safe and secure learning and teaching environment for students and staff by establishing processes to monitor and manage visitors to Port Melbourne Secondary College (Port).

SCOPE

This policy outlines our school's arrangements for visitors who attend the college and its grounds when the college administration is open between the hours of 8.30am to 4.30pm, including parents, contractors, community members and partner organisations. Outside of these times, our reception is not staffed, and this policy does not apply.

DEFINITIONS

Child-related work: As defined by the *Worker Screening Act 2020* (Vic), child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.

POLICY

Port Melbourne Secondary College strives to create a positive, open and inclusive school community, and encourages parents and carers to be actively involved in their child's development and education. We also strive to foster strong partnerships with local community services, schools and other organisations.

Port Melbourne Secondary College is not a public place. The principal has the authority to permit or deny entry to the College and its grounds and encourages all visitors to familiarise themselves with the College's *Statement of Values and School Philosophy, Child Safe Policy, and Child Safe Code of Conduct*.

From time to time, different members of the public may visit our school. Visitors may include, but are not limited to:

- Parents

- Volunteers – see our school's Volunteers Policy for more information
- Prospective parents, students and employees

- Invited speakers, sessional instructors and others addressing learning and development

- Public officials (e.g. Members of Parliament, local councillors)

- Persons conducting business e.g.: uniform suppliers, booksellers, official school photographers, commercial salespeople

- Tradespeople

- Children's services agencies
- Department of Families, Fairness and Housing staff

- Victoria Police

- Persons authorised to enter school premises (e.g. WorkSafe inspectors, health officers etc)

- Other Department of Education and Training staff (including allied health staff) or contractors • NDIS therapists or other allied health or health practitioners

Sign in procedure

All visitors to Port Melbourne Secondary College are required to report to Reception upon arrival.

Visitors must

- Record their name, signature, date and time of visit and purpose of visit in Xuno

- Sign in using the Victorian Government Services App (QR code) as part of our COVIDsafe plan

- Provide proof of identification to reception staff upon request

- Produce evidence of their valid Working with Children Clearance where required by this policy (see below)

- Follow instruction from College staff and abide by all relevant College policies relating to appropriate conduct on school grounds including Child Safety Code of Conduct, Statement of Values and School Philosophy as well as Department policies such as the Sexual Harassment Policy and Workplace Bullying Policy

- Return to reception upon departure and sign out, unless otherwise directed by a College staff member

Port Melbourne Secondary College will ensure that the College's Child Safety Code of Conduct is available to visitors when they sign in.

Working with Children Clearance

For Working with Children (WWC) check and other suitability check requirements relating to parents/carers and other volunteers working with students please see our Volunteers Policy.

All visitors who are engaged in **child-related work** must have a valid WWC check and will be inducted into the college's child safety processes and procedures.

In some circumstances, visitors to Port Melbourne Secondary College who are **not** engaged in child related work will also be required to produce a valid WWC clearance depending on the particular circumstances of their visit. For example, Port Melbourne Secondary College will require a valid WWC check for:

- **visitors who will be working regularly with children** during the time they are visiting, even though direct contact with children is not a central part of their normal duties

- **Visitors who may reasonably be expected to come into contact with students** during their visit (ie if volunteering at the college to assist with preparation for a college event, even if students are not directly involved in that same preparation)

- **visitors (e.g. contractors)**, who will regularly be performing unsupervised work at the school during school hours or any other time where children are present. Further background checks, including references, may also be requested at the discretion of the principal.

Visitors who will be working in areas away from students (e.g. a visiting auditor who will be located in reception with administration staff) or who will be supervised and accompanied by a staff member during their visit (e.g. a Member of Parliament, a journalist, a prospective parent on a school tour) will not be required to have a WWC check. Visitors will be provided with child safety induction to ensure they are aware of, and comply with, the college's requirements in relation to child safety standards.

Sworn Victoria Police officers or sworn Australian Federal Police officers are exempt from requiring a WWC check but may be asked to verify that they are sworn officers by providing proof of identification.

Invited speakers and presenters

On occasion, Port Melbourne Secondary College may invite external speakers or providers to deliver incursions, presentations, workshops and special programs for our students. Consistent with Department of Education and Training requirements, Port Melbourne Secondary College will:

- ensure that the content of presentations and programs by external providers contributes to the educational development of our students and is consistent with curriculum objectives

- ensure that any proposed visit, programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular and is consistent with the values of public education, Department policies and the *Education and Training Reform Act 2006* (Vic). In particular, programs delivered by visitors are to be delivered in a manner that supports and

promotes the principles and practice of Australian democracy including a commitment to: elected government

- o the rule of law
- o equal rights for all before the law
- o freedom of religion, speech and association
- o the values of openness and tolerance
- o respect the range of views held by students and their families.

Parent visitors

We understand that there may occasionally be a reason why a parent or carer may want to speak to or see their child at school, during school hours.

If there is a particular pressing or unavoidable issue that cannot wait until the end of the school day, we ask that parents or carers call the College Reception to make the request to speak to or see their child during school hours.

We also ask that parents avoid arranging to visit their children at the College wherever possible, as this can cause inappropriate disruptions to the school day.

All parents or carers who visit the college during school hours, other than for the purposes of pick ups and drop offs or for specific college events (eg parent teacher interviews, concerts, assemblies etc), are required to sign in as a visitor at Reception.

Parents or carers who are prohibited from entering the school under a court order or direction of the principal are not permitted to visit the College. PMSC maintains a record of parents/carers who are not permitted onsite, and information about restricted access is shared with key personnel within the College. In rare situations where there is a high level of risk, or a perceived high level of risk, the principal may involve other agencies – such as Victoria Police – to support removing a restricted visitor from college grounds.

Other visitors

All business operators, tradespeople and other visitors attending the school to conduct work must report to Reception upon arrival for instruction and must follow the sign in procedure outlined above.

PANDEMIC

During a pandemic, such as the COVID-19 pandemic, government schools are required to comply with the Department's School Operations Guide applicable to that specific pandemic.

The Department updates the School Operations Guide as required during a pandemic based on advice from the Department of Health. The School Operations Guide covers procedures for management of visitors and volunteers on school sites.

The current School Operations Guide includes a COVIDSafe Plan for Schools that ensures schools remain safe environments. The link to the current Operations Guide is available on the Department's intranet.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes

RELATED POLICIES AND RESOURCES

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

- Child Safe Standards
- Visitors in Schools
- Contractor OHS Management
- Sexual Harassment Policy
- Workplace Bullying Policy
- DET Operations Guide

The following school policies are also relevant to this policy:

- Child Safe Code of Conduct

- Child Safety Policy

- Child Safety Reporting and Responding Policy

- Child Safe Risk Assessment

- Student Wellbeing and Engagement Policy

- Volunteers Policy

- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy to be reviewed	March 2024
Consultation	School council
Approved by	Principal
Next scheduled review date	March 2026 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3-4 years thereafter.

VOLUNTEERS POLICY

PURPOSE

To outline the processes that Port Melbourne Secondary College (Port) will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

SCOPE

This policy applies to the recruitment, screening, supervision and management of all people who volunteer at Port.

DEFINITIONS

Child-related work: work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional contact with children that is incidental to the work.

Closely related family member: parent, carer, parent/carer's spouse or domestic partner, stepparent, parent/carer's mother or father in-law, grandparent, uncle or aunt, brother or sister, including step or half siblings.

Volunteer worker: A volunteer school worker is a person who voluntarily engages in school work or approved community work without payment or reward.

School work: School work means:

- Carrying out the functions of a school council
- Any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
- Any activity carried out for the welfare of the school at the request of the principal or school council
- Providing assistance in the work of any school or kindergarten
- Attending meetings in relation to government schools convened by any organisation which receives government financial support

This is a broad definition and means that volunteers who participate in school community activities, such as fundraising and assisting with excursions, are legally protected (i.e. indemnified) from action by others in the event of an injury or accident whilst they are performing volunteer school work in good faith.

POLICY

Port Melbourne Secondary College is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. Port Melbourne Secondary College values its engagement with our local community and appreciates the significant contribution volunteers make in enhancing the work undertaken and opportunities available to students at Port.

The procedures set out below are designed to ensure that Port Melbourne Secondary College's volunteers are suitable to work with children and are well-placed to make a positive contribution to the Port community.

Becoming a volunteer

Members of our school community who would like to volunteer are encouraged to:

- Contact Port Reception to express an interest in volunteering and to identify availability / areas of interest
- Sign up for Family Association events when volunteers are called for
- Complete volunteer registration form provided annually via Compass and enrolment packs
- If expressing an interest in volunteering within the classroom, contact the principal directly to discuss opportunities and any legal requirements

Suitability checks including Working with Children Clearances

Working with students

Port Melbourne Secondary College values the many volunteers that assist across a range of areas within the College. To ensure that we are meeting our legal obligations under the Child Safe Standards, Port Melbourne Secondary College is required to undertake suitability checks, which in most cases will involve asking for evidence of a Working With Children (WWC) Clearance and may also involve undertaking reference, proof of identity and work history involving children checks. Volunteers will be inducted into the college's child safety processes and procedures.

Considering our legal obligations, and our commitment to ensuring that Port Melbourne Secondary College is a child safe environment, we will require volunteers to obtain a WWC Clearance and produce their valid card to Business Manager for verification in the following circumstances:

- **Volunteers who are <u>not</u> parent/family members** of any student at the College if they are engaged in child-related work regardless of whether they are being supervised.

- **Parent/family volunteers** who are assisting with any classroom or College activities involving direct contact with children in circumstances where the volunteer's child is **not** participating, or does not ordinarily participate in, the activity.

- **Parent/family volunteers** who assist with excursions (including swimming), camps and similar events, regardless of whether their own child is participating or not
- **Parent/family volunteers** who regularly assist in school activities, regardless of whether their own child is participating or not
- **Parent/community School Council members** sitting on School Council with student School Council members, regardless of whether their own child is a student member or not

In addition, depending on the nature of the volunteer work, our school may ask the volunteer to provide other suitability checks at its discretion (for example, references, work history involving children and/or qualifications). Proof of identity may also be required in some circumstances.

Non child-related work

On some occasions, parents and other members of the school community may volunteer to do work that is not child-related. For example, volunteering on the weekend for working bees, Family Association events and activities, school council, participating in sub-committees of school council, and other fundraising groups that meet in the evenings, during which children will not be, or would not reasonably be expected to be, present.

Volunteers for this type of work are not required to have WWC Clearances or other suitability checks as they are not engaged in child-related work and children are not generally present during these activities. However, Port Melbourne Secondary College reserves the right to undertake suitability checks, including requiring proof of identity and WWC Clearance, at its discretion if considered necessary for any particular activities or circumstances.

School council members and volunteers on any sub-committee of the School Council will be asked to provide evidence of a valid WWC Clearance. Whilst we acknowledge that these volunteers will not be engaging in child-related work as part of their role, even when there is a student sitting on the School Council, we believe that it is important that our volunteers who are involved in making important decisions about the College which will have an impact on students do have a valid WWC Clearance.

Management and supervision

Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety Policy, our Child Safety Code of Conduct and our Statement of Values. Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's policies relating to Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying.

The principal has the discretion to make a decision about the ongoing suitability of a volunteer worker and may determine at any time whether or not a person is suitable to volunteer at Port Melbourne Secondary College.

Port Melbourne Secondary College will provide any appropriate induction and/or training for all volunteer workers. Volunteers will be provided with child safety induction to ensure they are aware of, and comply with, the college's requirements in relation to child safety standards. The principal (or their nominee) will determine what induction and/or training is necessary depending on what type of work the volunteer will be engaged in and will ensure a record is kept of the induction undertaken.

All volunteers will be provided induction in relation to Port Melbourne Secondary College's child safety practices, including reporting obligations and procedures. Port has a Child Safety Responding and Reporting Obligations Policy and Procedures which all staff and volunteers should be aware of.

The principal (or their nominee) will determine what supervision of volunteers, if any, is required for the type of work being performed.

Privacy and information-sharing

Volunteers must ensure that any student information they become aware of because of their volunteer work is managed sensitively and in accordance with the Schools' Privacy Policy and the Department's policy on Privacy and Information Sharing.

Under these policies, student information can and should be shared with relevant school staff to:

- support the student's education, wellbeing and health;
- reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors;
- make reasonable adjustments to accommodate the student's disability; or
- provide a safe and secure workplace.

Volunteers must immediately report any child safety concerns that they become aware of to a member of staff to ensure appropriate action. There are some circumstances where volunteers may also be obliged to disclose information to authorities outside of the school such as to Victoria Police. For further information on child safety responding and reporting obligations refer to: Child Safety Responding and Reporting Obligations Policy and Procedures.

Records management

While it is unlikely volunteers will be responsible for any school records during their volunteer work, any school records that volunteers are responsible for must be provided to Patricia Sklavakis to ensure they are managed in accordance with the Department's policy: Records Management – Schools.

Compensation

Personal injury

Volunteer workers are covered by the Department of Education and Training's Workers' Compensation Policy if they suffer personal injury whilst engaging in school work.

Property damage

If a volunteer worker suffers damage to their property whilst carrying out school work, (as defined above) the Minister (or delegate) may authorise such compensation as they consider reasonable in the circumstances. Claims of this nature should be directed to the principal who will direct them to the Department's Legal Division.

Public liability insurance

The Department of Education and Training's public liability insurance policy applies when a volunteer worker engaged in school work is legally liable for:

- a claim for bodily injury to a third party
- damage to or the destruction of a third party's property.

Pandemic

- During a pandemic, such as the COVID-19 pandemic, government schools are required to comply with the Department's School Operations Guide applicable to that specific pandemic.
- The Department updates the School Operations Guide as required during a pandemic based on advice from the Department of Health. The School Operations Guide covers procedures for management of visitors and volunteers on school sites.
- The current School Operations Guide includes a COVIDSafe Plan for Schools that ensures schools remain safe environments. The link to the current Operations Guide is available on the Department's intranet.

COMMUNICATION

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

- Included in staff induction processes
- Included in communication to families via Xuno
- Included as annual reference in school newsletter

RELATED POLICIES AND RESOURCES

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

- Equal Opportunity and Anti-Discrimination

- [Child Safe Standards](#)
- [Sexual Harassment](#)
- [Volunteers in Schools](#)
- [Volunteer OHS Management](#)
- [Working with Children and Other Suitability Checks for School Volunteers and Visitors](#)
- [Workplace Bullying](#)
- [DET Operations Guide](#)

- [PROTECT: Four Critical Actions for Schools – Responding to incidents, disclosures and suspicions of child abuse](#)

- [PROTECT: Identify child abuse](#)

The following school policies are also relevant to this policy:

- Child Safe Code of Conduct
- Child Safety Policy

- Child Safety Reporting and Responding Policy
- Child Safe Risk Assessment
- Student Wellbeing and Engagement Policy
- Statement of Values and School Philosophy
- Visitors Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	Reviewed February 2024
Consultation	Throughout 2024
Approved by	Foundation Principal
Next scheduled review date	December 2025 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3-4 years thereafter or as requirements change

Dear Year 7 families,

Welcome to Port Melbourne Secondary College. We are delighted that you have joined our community. As we look ahead to the next chapter in your child's education, we would like to advise you of Port's voluntary financial contributions for 2024.

Parent contributions allow us to go above and beyond the standard curriculum, to provide each student at Port with a first class education. Our enhanced curriculum focuses on developing skills that will equip your child to thrive at school and prepare them to succeed in life and work.

Your contribution will fund enhanced programs that will grow and nurture your child's:

- Leadership – via our Everyday Leaders program
- Design thinking and innovation skills – via our dedicated design thinking learning framework and unique Ignite Week program
- Cutting edge digital and technological skills – via our SMaRT curriculum
- Social and relational skills – via our Core program
- Connection with skilled, industry expertise – via our Expert in Residence Program and Core Keynote series

Your contribution will also help to fund additional academic and wellbeing support programs should your child require them.

A full list of the ways your child will benefit from your contribution is included in this letter.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary; however, the ongoing support of our families ensures that our school can offer the best possible education and support for our students.

To make your contribution please call reception on 9113 3500 or email the Business Manager at jessica.lai@education.vic.gov.au. For further information on the Department's Parent Payments Policy please see the one-page overview attached at the end of this correspondence.

Thank you for your support. We look forward to an exciting year ahead!

Yours sincerely,

Anne Stout

Foundation Principal

Gordon McKenzie

School Council President

Curriculum contributions – *Items and activities that students use or participate in to access the Victorian Curriculum*	Amount ($)
Year 7 curriculum consumables – *Shared academic resources, class sets of stationery, materials, and equipment*	58
Personal ID card – *Used to access printers, borrow books from the library, and other services*	21
Library resources & online subscriptions – *E-Platform, Access It, magazine & newspaper subscriptions, online student request ordering*	84
ICT support – *Employment of a specialised technician to provide student support services, and help with device setup and maintenance*	47
Whole school events – *Athletics carnival, swimming carnival, assemblies, guest speakers, end of year celebrations*	100
Sports and community – *Venue hire for sporting and community events*	32
Electives – 2 subjects per semester as chosen by student	
Mini masterpieces – *Semester 1*	84
Mini masterpieces – *Semester 2*	84
Still moving – *Semester 1*	84
Still moving – *Semester 2*	84
Who wants to be a millionaire – *Semester 1*	84
Who wants to be a millionaire – *Semester 2*	84
Music jam sesh – *Semester 1*	84
Music jam sesh – *Semester 2*	84
Port podcasting – *Semester 1*	84
Port podcasting – *Semester 2*	84
Hospitality heroes – *Semester 1*	84
Hospitality heroes – *Semester 2*	84

	Amount ($)
Enhanced curriculum programs – all students participate	
SMaRT – *Systems, manufacturing, robotics, and technology*	168
Ignite Week – *Specialised design thinking event in semester two with activities, mentors, and guest speakers*	63
Core – *Specialised emotional intelligence curriculum, including guest speakers and targeted programs, such as Cyber Safety Project, Courage to Care and Elephant Ed*	84
Other curriculum contributions – for non – curriculum items and activities	**Amount ($)**
Student wellbeing – *Mental health practitioner to support student wellbeing and counselling program*	84
Student leadership and house-based activities – *Coordination, banners, trophies, events, student leaders' program*	42
Student and families communication tool – *Access to variety of services on the Xuno platform*	42
School Sport Victoria – *Affiliation fee*	6
Communications – *External services for school website maintenance, software applications, social media, 'annual rePORT', and other publications*	32
Locker maintenance – *Maintenance to ensure that all lockers are in good repair and secure*	21
First aid supplies – *Equipment for our sick bay, EpiPens, asthma puffers, sunscreen, ice & heat packs etc.*	21
Hygiene measures – *Sanitizers, surface cleaners, antibacterial wipes, face masks, pest management etc.*	16
Voluntary contributions of your choosing	**Amount ($)**
Port Innovation Initiative – *Funds raised will enable the college to purchase new, specialised equipment to support the delivery of our innovation and technology curriculum* Other amount, please specify:	200 400 600 ____

Port Library *– Funds raised will enable the college to purchase new books, AV equipment and learning resources to enhance our curriculum and extra – curricular programs.* *This is a tax-deductible contribution* Other amount, please specify:	200 400 600 ____
Extra-curricular items and activities – *Port Melbourne Secondary College offers a range of items and activities that enhance or broaden the educational experience of students and are above and beyond what the school provides in order to deliver the curriculum. These are provided on a user-pays basis.*	**Amount ($)**
Aikido	1095
Basketball Academy - *Returning athletes** - *New athletes* *Returning athletes will already have a uniform kit, this cost has not been included in the fee total	 1545 1640
Back 2 Bikes *– Bicycle maintenance program* *The bicycle maintenance program will be subsidised in 2024, regular program cost is $250 per student	140*
Instrumental music - *Individual lessons* - *Group lessons* **Lessons are scheduled across the school year*	 1,512 736
Year 7 school camp *– Lord Somers camp*	TBA
Additional sports, incursions, and excursions will be offered throughout the year and fees charged at the time of the event	TBA

Payment methods

Payment methods are via Xuno, BPay or via card at Reception. For a confidential discussion about accessing these services, or if you would like to discuss alternative payment arrangements, please contact our Business Manager, Jessica Lai, at Jessica.Lai@education.vic.gov.au

Financial support for families

Port understands that some families may experience financial difficulty and offers a range of support options, including:

- CSEF (Camps, Sports, and Excursion Fund): Provided by the Department of Education and Training, funding has been allocated to support eligible families with the cost of camps, sporting activities and excursions. Concession card holding families are eligible to apply, all applications will be processed by the school.
- State Schools' Relief: A not-for-profit organisation that improves the lives of disadvantaged Victorian students and families. The program covers costs for uniforms, shoes, books and more. Concession card holders are eligible to apply, and applications are managed and processed by the school.
- DET Student Scholarships: The Department of Education and Training manages over 25 student scholarship programs that are awarded for a range of reasons. For more information please visit: education.vic.gov.au/parents/learning/pages/student-scholarships.aspx
- Western Chances Scholarships: For more information, please visit westernchances.org.au
- Emerald Hill Mission: Emerald Hill Mission exists to assist and care for members of our community who are homeless, elderly, and disadvantaged. For more information please visit: https://www.emeraldhillmission.org.au/

Refunds

Parent requests for refunds are at the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred, the Department's Parent Payment Policy and guidance, Financial Help for Families Policy, and any other relevant information.

477 Graham Street Port Melbourne VIC 3207
Email port.melbourne.sc@education.vic.gov.au

PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW

FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the standard curriculum requirements in Victorian Curriculum F-10, VCE and VCAL.

- Schools may invite parents to make a financial contribution to support the school.

PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

Curriculum Contributions	Other Contributions	Extra-Curricular Items and Activities
Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.	Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.	Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).

FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.

- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.

SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

Dear Year 8 families,

As we look ahead to the next chapter in your child's education, we would like to advise you of Port's voluntary financial contributions for 2024.

Parent contributions allow us to go above and beyond the standard curriculum, to provide each student at Port with a first class education. Our enhanced curriculum focuses on developing skills that will equip your child to thrive at school and prepare them to succeed in life and work.

Your contribution will fund enhanced programs that will grow and nurture your child's:

- Leadership – via our Everyday Leaders program
- Design thinking and innovation skills – via our dedicated design thinking learning framework and unique Evolve program
- Cutting edge digital and technological skills – via our SMaRT curriculum
- Social and relational skills – via our Core program, including our industry led HEX curriculum
- Connection with skilled, industry expertise – via our Expert in Residence Program and Core Keynote series

Your contribution will also help to fund additional academic and wellbeing support programs should your child require them.

A full list of the ways your child will benefit from your contribution is included in this letter.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary; however, the ongoing support of our families ensures that our school can offer the best possible education and support for our students.

To make your contribution please call reception on 9113 3500 or email the Business Manager at jessica.lai@education.vic.gov.au. For further information on the Department's Parent Payments Policy please see the one-page overview attached at the end of this correspondence.

Thank you for your support. We look forward to an exciting year ahead!

Anne Stout

Foundation Principal

Gordon McKenzie

School Council President

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Curriculum contributions – *Items and activities that students use or participate in to access the Victorian Curriculum*	Amount ($)
Year 8 curriculum consumables – *Shared academic resources, class sets of stationery, materials, and equipment*	50
Personal ID card – *Used to access printers, borrow books from the library, and other services*	21
Library resources & online subscriptions – *E-Platform, Access It, magazine & newspaper subscriptions, online student request ordering*	70
ICT support – *Employment of a specialised technician to provide student support services, and help with device setup and maintenance*	35
Whole school events – *Athletics carnival, swimming carnival, assemblies, guest speakers, end of year celebrations*	90
Sports and community – *Venue hire for sporting and community events*	32
Electives – 2 subjects per semester as chosen by student	
Big art – *Semester 1*	84
Big art – *Semester 2*	84
Welcome to the space race! – *Semester 1*	84
Welcome to the space race! – *Semester 2*	84
Digging up the dead – *Semester 1*	84
Digging up the dead – *Semester 2*	84
Adventures with moving images – *Semester 1*	84
Adventures with moving images – *Semester 2*	84
Music maestros – *Semester 1*	84
Music maestros – *Semester 2*	84

Port bakery – *Semester 1*	84
Port bakery – *Semester 2*	84
Lights, camera… action! – *Semester 1*	84
Lights, camera… action! – *Semester 2*	84
Enhanced curriculum programs – all students participate	
SMaRT – Systems, *manufacturing, robotics, and technology*	147
Evolve – *Specialised design thinking event in semester two with activities, mentors, and guest speakers*	120
Core – *Specialised emotional intelligence curriculum, including guest speakers and targeted programs, Cyber Safety Project, and HEX*	125
Other curriculum contributions – for non – curriculum items and activities	**Amount ($)**
Student wellbeing – *Mental health practitioner to support student wellbeing and counselling program*	84
Student leadership and house-based activities – *Coordination, banners, trophies, events, student leaders' program*	42
Student and families communication tool – *Access to variety of services on the Xuno platform*	42
School Sport Victoria – *Affiliation fee*	6
Communications – *External services for school website maintenance, software applications, social media, 'annual rePORT ', and other publications*	32
Locker maintenance – *Maintenance to ensure that all lockers are in good repair and secure*	6
First aid supplies – *Equipment for our sick bay, EpiPens, asthma puffers, sunscreen, ice & heat packs etc.*	21
Hygiene measures – *Sanitizers, surface cleaners, antibacterial wipes, face masks, pest management etc.*	16

Voluntary contributions of your choosing	Amount ($)
Port Innovation Initiative – *Funds raised will enable the college to purchase new, specialised equipment to support the delivery of our innovation and technology curriculum* Other amount, please specify:	200 400 600 ____
Port Library – *Funds raised will enable the college to purchase new books, AV equipment and learning resources to enhance our curriculum and extra – curricular programs.* *This is a tax-deductible contribution* Other amount, please specify:	200 400 600 ____
Extra-curricular items and activities – *Port Melbourne Secondary College offers a range of items and activities that enhance or broaden the educational experience of students and are above and beyond what the school provides in order to deliver the curriculum. These are provided on a user-pays basis.*	Amount ($)
Aikido	1095
Basketball Academy - *Returning athletes** - *New athletes* *Returning athletes will already have a uniform kit, this cost has not been included in the fee total*	 1545 1640
Back 2 Bikes – *Bicycle maintenance program* *The bicycle maintenance program will be subsidised in 2024, regular program cost is $250 per student*	140*
Instrumental music - *Individual lessons* - *Group lessons* *Lessons are scheduled across the school year*	 1,512 736
Year 8 school camp	TBA
Additional sports, incursions, and excursions will be offered throughout the year and fees charged at the time of the event	TBA

Payment methods

Payment methods are via Xuno, BPay or via card at Reception. For a confidential discussion about accessing these services, or if you would like to discuss alternative payment arrangements, please contact our Business Manager, Jessica Lai, at Jessica.Lai@education.vic.gov.au

Financial support for families

Port understands that some families may experience financial difficulty and offers a range of support options, including:

- CSEF (Camps, Sports, and Excursion Fund): Provided by the Department of Education and Training, funding has been allocated to support eligible families with the cost of camps, sporting activities and excursions. Concession card holding families are eligible to apply, all applications will be processed by the school.
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- DET Student Scholarships: The Department of Education and Training manages over 25 student scholarship programs that are awarded for a range of reasons. For more information please visit: education.vic.gov.au/parents/learning/pages/student-scholarships.aspx
- Western Chances Scholarships: For more information, please visit westernchances.org.au
- Emerald Hill Mission: Emerald Hill Mission exists to assist and care for members of our community who are homeless, elderly, and disadvantaged. For more information please visit: https://www.emeraldhillmission.org.au/

Refunds

Parent requests for refunds are at the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred, the Department's Parent Payment Policy and guidance, Financial Help for Families Policy, and any other relevant information.

PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW

FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the standard curriculum requirements in Victorian Curriculum F-10, VCE and VCAL.

- Schools may invite parents to make a financial contribution to support the school.

PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

Curriculum Contributions	Other Contributions	Extra-Curricular Items and Activities
Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.	Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.	Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).

FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.

- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.

SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

Dear Year 9 families,

As we look ahead to the next chapter in your child's education, we would like to advise you of Port's voluntary financial contributions for 2024.

Parent contributions allow us to go above and beyond the standard curriculum, to provide each student at Port with a first class education. Our enhanced curriculum focuses on developing skills that will equip your child to thrive at school and prepare them to succeed in life and work.

Your contribution will fund enhanced programs that will grow and nurture your child's:

- Leadership – via our Everyday Leaders program
- Entrepreneurship – via our dedicated entrepreneurship program, The Incubator
- Cutting edge digital and technological skills – via our SMaRT, Arts and Technology electives and design thinking learning framework
- Social, relational, and entrepreneurial team skills – via our Core program, including our industry led HEX curriculum
- Connection with skilled, industry expertise – via our Expert in Residence Program and industry partnerships

Your contribution will also help to fund additional academic and wellbeing support programs should your child require them.

A full list of the ways your child will benefit from your contribution is included in this letter.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary; however, the ongoing support of our families ensures that our school can offer the best possible education and support for our students.

To make your contribution please call reception on 9113 3500 or email the Business Manager at jessica.lai@education.vic.gov.au. For further information on the Department's Parent Payments Policy please see the one-page overview attached at the end of this correspondence.

Thank you for your support. We look forward to an exciting year ahead!

Anne Stout

Foundation Principal

Gordon McKenzie

School Council President

PORT MELBOURNE SECONDARY COLLEGE

Curriculum contributions – *Items and activities that students use or participate in to access the Victorian Curriculum*	Amount ($)
Year 9 curriculum consumables – *Shared academic resources, class sets of stationery, materials, and equipment*	50
Personal ID card – *Used to access printers, borrow books from the library, and other services*	21
Library resources & online subscriptions – *E-Platform, Access It, magazine & newspaper subscriptions, online student request ordering*	70
ICT support – *Employment of a specialised technician to provide student support services, and help with device setup and maintenance*	32
Whole school events – *Athletics carnival, swimming carnival, assemblies, guest speakers, end of year celebrations*	100
Sports and community – *Venue hire for sporting and community events*	32
Electives – 2 subjects per semester as chosen by student	
Gear up – *Semester 1*	84
Gear up – *Semester 2*	84
Brushstrokes and beyond – *Semester 1*	84
Brushstrokes and beyond – *Semester 2*	84
Welcome to the reel world – *Semester 1*	84
Welcome to the reel world – *Semester 2*	84
Food, glorious food – *Semester 1*	84
Food, glorious food – *Semester 2*	84
Organised wonders – *Semester 1*	84
Organised wonders – *Semester 2*	84
Live from Port – *Semester 1*	84
Live from Port – *Semester 2*	84

Clever contraptions – *Semester 1*	84
Clever contraptions – *Semester 2*	84
Behind the news – *Semester 1*	84
Behind the news – *Semester 2*	84
Enhanced curriculum programs – all students participate	
The Incubator – *Year long entrepreneurship program running one day per week*	350
Core – *Specialised emotional intelligence curriculum, including guest speakers and programs, Cyber Safety Project, and HEX*	125
Port Pathways- *Career education programs and career planning for senior years*	30
Other curriculum contributions – for non – curriculum items and activities	**Amount ($)**
Student wellbeing – *Mental health practitioner to support student wellbeing and counselling program*	84
Student leadership and house-based activities – *Coordination, banners, trophies, events, student leaders' program*	42
Student and families communication tool – *Access to variety of services on the Xuno platform*	42
School Sport Victoria – *Affiliation fee*	6
Communications – *External services for school website maintenance, software applications, social media, 'annual rePORT ', and other publications*	32
Locker maintenance – *Maintenance to ensure that all lockers are in good repair and secure*	6
First aid supplies – *Equipment for our sick bay, EpiPens, asthma puffers, sunscreen, ice & heat packs etc.*	21
Hygiene measures – *Sanitizers, surface cleaners, antibacterial wipes, face masks, pest management etc.*	16

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PORT MELBOURNE
SECONDARY COLLEGE

Voluntary contributions of your choosing	Amount ($)
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Port Library – *Funds raised will enable the college to purchase new books, AV equipment and learning resources to enhance our curriculum and extra – curricular programs.* *This is a tax-deductible contribution* Other amount, please specify: _____	200 400 600 _____

Extra-curricular items and activities – *Port Melbourne Secondary College offers a range of items and activities that enhance or broaden the educational experience of students and are above and beyond what the school provides in order to deliver the curriculum. These are provided on a user-pays basis.*	Amount ($)
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Basketball Academy - *Returning athletes** - *New athletes* **Returning athletes will already have a uniform kit, this cost has not been included in the fee total*	 1545 1640
Back 2 Bikes – *Bicycle maintenance program* **The bicycle maintenance program will be subsidised in 2024, regular program cost is $250 per student*	140*
Instrumental music - *Individual lessons* - *Group lessons* **Lessons are scheduled across the school year*	 1,512 736
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The Department of Education Parent Payments policy can be found at the following link
https://www2.education.vic.gov.au/pal/parent-payment/policy