



STAFF HANDBOOK

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Principal:
Mr. Brad Madden

Assistant Principal:
Mr. Scott Wilkinson

The purpose of this booklet is to provide you with information about our College as part of the induction process. Our main goal is to work with you to ensure you have a happy and successful time with us by helping everyone to be aware of the aims of the College and the procedures that are in place to ensure efficient operations.

East Loddon P-12 College is a very successful and well established P-12 College of approximately 250 students. It serves the towns of Dingee, Mitiamo, Raywood, Serpentine and surrounding areas. The location of the College provides a spacious and healthy environment with nearly all students travelling to school by bus.

The College has a range of modern facilities which are shared with the community. This has established the College as a central hub within the district. The surrounding community is reliant on rural industries and has contracted due to the effects of rural demographics and prolonged drought. The College is uniquely positioned to provide support to families who may be isolated from a range of service providers. The community is also very supportive of the College with parents regularly involved in the curriculum and daily operations. Financial and in kind support is received from a range of groups and organisations.

The College has an experienced staff of teachers and school support officers who have come to know the students and their families well. The P-12 nature of the College allows students to move through their education in a caring and supportive environment. The small class sizes and co-operative relationships between teachers and students have resulted in consistently high standards of learning and achievement at all levels.

The College offers a broad curriculum with a strong focus on literacy and numeracy. Many extra curricular activities enhance the program including career planning, student exchanges, cultural, sporting and social events as well as Information and Communications Technology as a learning tool. Special funding opportunities ensure that students are supported to engage in all aspects of the program.

The College faces the challenges of maintaining and enhancing the curriculum that is offered in order to meet the needs of the rural student. The importance of the concepts of learning and education for all young people are promoted at all year levels. We continue to strive to create a variety of educational opportunities and to maximise the many benefits available to students through a seamless P-12 education.

HISTORY OF THE EAST LODDON COLLEGE

East Loddon Consolidated School opened on the 6th February 1951, with an enrolment of 127 pupils to Grade 8. The Head Teacher was Mr. J. Henry and he had a staff of 4 assistants.

It was officially opened in 1954 when the attendance reached 201 pupils to Form 3. In 1973 the school was divided into the East Loddon High School and the primary section remained the East Loddon Consolidated School. In 1975 it was envisaged that the school would become a 13-year school with an unbroken span of education from Year Prep to H.S.C. This was thought to be suited to the particular needs of the area. The school has operated as a P-12 school since February 1977. In December 1987 an agreement was reached between the School Council and the Ministry of Education recognising the school as a single-unit P-12 school with the secondary Principal as the P-12 Administrator. The College, with its P-12 structure became the model for other emerging P-12 campuses across the State and the DEECD now formally recognizes and values P-12 units as distinctive educational settings.

In 2003 the College began a rebuilding and refurbishing project and functional modernised classrooms replaced many of the original buildings.

COLLEGE VALUES

The College community collaborated as part of the School Strategic Planning process in 2011 and determined the following purpose, motto and values which will guide the operations and behaviours of people involved in the College community.

Purpose

Helping prepare students for their future

Motto

“Strive to succeed”

Values

Respect – for self, for others and our environment

Respect is the foundation of all communities. All members of the community must have a positive regard for themselves and the contributions they can make. In order to ensure that everyone is free and comfortable to make their contributions, respect must be shown to all other members of, and visitors to, our community. Our respect also extends to the resources, equipment and facilities at our disposal. These are an integral part of the community and should be used appropriately in a way that preserves their function and their availability for all, including future, members of the community. This value is common to other communities and societies in which students will become members.

Responsibility – for actions, to learn, to contribute

All members of the community must answer to others for their actions. In this way, teachers, students, support staff, parents and other stakeholders are interdependent entities. We have different roles to play and abide by varying codes of conduct and must respectfully accept and manage the consequences of our actions. Learning is the core business of the College community and all members, staff and students, are part of the community based on their responsibility to learn and enhance their capacities academically, socially and physically. It is with these capacities, that we all have the responsibility to contribute to the success of the broader community and all of its members.

Resilience – optimism, confidence, persistence

Our ability to see positive outcomes in all situations and our willingness to commit our own abilities and skills over a sustained period give us the resilience we need to be successful learners and ultimately members of society. An optimistic view of our circumstances is vital to seeing how we can plan and move toward a desired future. The confidence that we have from the skills and knowledge we have acquired and applied successfully give us the ability to persist in situations where problems and obstacles may seem to be difficult to overcome.

Relationships – personal, interdependent, networks

The foundation of all communities is positive relationships which are mutually beneficial. Personal relationships between teachers, students, parents and support staff are fundamental to learning and the functioning of the College community. The roles played by each are interdependent and all are required to contribute to ensure that each student has the opportunity to make the most of all learning opportunities. To this end, our College community must look outward and form productive networks with other organisations to cultivate opportunities for students to pursue their individual goals.

School Strategic Plan

Our College has a strategic plan developed to guide its operations. *A copy of the College Strategic Plan is available at the College Office and is displayed in all rooms throughout the College.*

School Strategic Plan Goals**Student Learning****Goals**

Improve learning outcomes in all domains including literacy and numeracy.

Student Engagement and Wellbeing**Goals**

Improve student wellbeing and engagement with learning.

Student Pathways and Transitions

Improve transitions and pathways, particularly between sub-schools and for students moving into and out of the school.

School Strategic Plan Key Improvement Strategies**Student Learning**

Improve processes of support and extension to enhance learning for all students.

Develop whole school approaches to teaching and learning.

Expand the knowledge of teaching practice for all teachers through targeted professional development.

Student Engagement & Wellbeing

Develop teaching strategies and support programs that empower and motivate students.

Student Pathways and Transitions

Document and implement formal transition programs for K-P, 4-5, 8-9, 12 to exit destinations and for students enrolling during the year

ADMINISTRATIVE STRUCTURE:

For 2012 the College will operate with the following Administrative Structure:

A. Administration:

Principal – Mr Brad Madden
Assistant Principal - Mr Scott Wilkinson
Business Manager – Mrs Sue Cail

B. Leading Teachers:

1. LT - Sub-school Leader Years P-4 - Peter Vernon
2. LT - Sub-school Leader Years 5-8 – Steve Leed
3. LT – Sub-school Leader Years 9 –12 – Sarah Byrne
4. LT – Student Wellbeing & Support Leader – Rosie Coleman

C. Positions with responsibility:

1. Domain Leaders – English – Peter Vernon (P-12) , Maths – Rachel Swinnerton (P-4), Paul Scholtes (5-12), Science – Andy Cameron, Humanities – Shane Rudkins LOTE – Annette Burgstett, Health & Physical Education – John Clyne, Technology – Daryl Bunton, Arts – Pam Townsend.
2. Vocational Guidance Leader – MIPs, Careers, Work Experience, VET/VCAL – Sue Bradley
3. Information & Communications Technology Leader – Peter Judd
4. Sports Leader – John Clyne
5. Reports Leader – Jenny Cutting (VCE, Interim, Integration, Awards), Paul Scholtes (QuickVic)
6. SRC Leader – Gary Schultz
7. Form/class teachers – Rachel Swinnerton, Peter Vernon, Rosalie McCarthy, Eamon Smith, Sarah Windridge, Steve Leed, Anna Lindhe, Rebecca Johns, Rosie Coleman, Andy Cameron, Fiona Phelan, John Clyne, Shane Rudkins/Sarah Byrne.
8. Occupational Health & Safety Representative – Sue Cail

STUDENT CODE OF CONDUCT:

All individuals are to be valued and treated with respect

It is the policy of this school community to aim to achieve a code of behaviour consistent with:

- the development of self-discipline.
- the principles of fairness and honesty.
- the respect for the rights of others.

It is therefore the responsibility of all staff, students and parents to encourage and develop student behaviour which reflects the principles listed above.

Students have a right to work in a secure environment where they feel free to develop their talents, interests and ambitions without intimidation.

Teachers have a right to expect that they will be able to teach in an atmosphere of order and co-operation, have access to assistance and support and be able to apply appropriate disciplinary procedures.

Parents have a right to expect that their children will be educated in a secure environment in which expectations of care, courtesy and respect for the rights of others will be encouraged, to be informed and feel free to seek information in relation to their child's learning progress and behaviour in both positive and negative contexts.

Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment, and to respect the right of the school to impose the code of behaviour.

Principals and staff have an obligation to fairly, reasonably and consistently implement the Code of Conduct. In order to achieve a proper working atmosphere both Students and Teachers have responsibilities.

STUDENT RESPONSIBILITIES

- * to respect the rights of other students, to be able to learn and feel safe and secure in the school environment.
- * to make full use of their opportunities.
- * to care for their property, the property of other students, shared school property, and the environment generally.
- * to conduct themselves according to the requirements of the school's code of behaviour.
- * to fulfil all expectations and requirements of those individuals or groups (staff, other students, parents) who are in charge of their learning or other activities.
- * to support and contribute to school activities generally.
- * to obey class rules and to accept the consequences of their actions when not doing so.

TEACHER RESPONSIBILITIES

- * to provide a sound learning environment by creating
 - (i) a well-supervised and caring learning situation.
 - (ii) an effective and appropriate educational program.
- * to treat all students with respect and to be totally fair

in their interaction and dealings with students.

- * to inform parents and the school administration when appropriate, of students' educational progress and behaviour.
- * to provide support and counselling when appropriate to fellow teachers and students in the endeavour to ensure that a positive school environment is maintained.
- * to negotiate class rules with clear consequences.

In order to ensure a supportive and productive learning environment, students will:

- attend school regularly in correct College uniform, be punctual to class, with their diary, all required equipment and be prepared to learn
- behave in an appropriate way that respects the rights and safety of all members of the College community
- show respect for the property of the College, other students and staff
- immediately follow directions from teachers and other staff involved in school activities
- use information and communications technology appropriately and only bring digital cameras, mobile phones, MP3 players or electronic games to school with specific authorisation and use according to directions
- not use or possess chewing gum, tobacco, alcohol or illicit drugs

In instances when students choose not to follow the above code, teachers will use classroom and yard management strategies that include moves within class, extra homework, lunchtime detentions, yard duty and, in some cases using a “three strikes” approach, removal from the class / yard. Parents will be notified when a student is removed from the class / yard.

Students removed from the class / yard three times during a term will face an after school detention and an interview with parents will be convened. In line with DEECD policy, further removal from the class / yard during that term will result in suspension for consistently behaving in a manner that interferes with the educational opportunities of other students.

At the discretion of the College leaders, intentional acts of serious misbehaviour will also result in suspension if students:

- behave in such a way to constitute a danger to the health of any College staff member or student including acts of violence, theft, threatening and abusive language or gestures
- cause damage or destruction to College or personal property
- possess, use or deliberately assist others to use tobacco, alcohol or illicit drugs
- fail to comply with any reasonable and clearly communicated instruction of a staff member
- engage in harassment of another person including the misuse of technology items to harass another person.

Students who move to this stage of the code of conduct will be able to negotiate their return to the College subject to making commitments regarding their future behaviour. Expulsion is a final step that would only be considered when all restorative processes have been exhausted.

CURRICULUM PROFILE P-12.

Senior School

	<u>English</u>	<u>Maths</u>	<u>Science</u>	<u>Humanities</u>	<u>Arts</u>	<u>Health and Physical Education</u>	<u>LOTE</u>	<u>Technology</u>
Yr. 12	English	Further Maths; Maths Methods; Spec. Maths	Chemistry Physics Biology Psychology	Accounting; History – Australian Business Management	Art; Studio Art	P.E.; Health & Human Development Sport & Rec		Vet IT Wood Food Technology
Yr. 11	English VCAL	General Maths; Maths Methods	Chemistry Physics Biology Psychology	Legal Stud;	Art;	P.E.; Health & Human Development Sport & Rec	German	Design & Tech; Information Technology Food Tech Vet Engines
Yr. 10	English	Maths	Science	History Geography Economics Civics & Citizenship	Art Textiles Electronic	Sport Phys Ed Advance	German	InfoTech. Wood Food Graph Metal Food Wood

These subjects form an Elective block with Year 9 students

Note: Year 10 students have some access to V.C.E. Units 1 & 2 Year 11 students have some access to V.C.E. Units 3 & 4. Subjects offered at Yrs 11 & 12 are determined by student interest and available staff. VCAL and VET studies are available for students in Years 11 & 12 and to Year 10 students by special negotiation.

Yr. 9 Level 6	English	Maths	Science	History Geography Economics Civics & Citizenship	Art Textiles Electronic	Sport Phys Ed Advance	German	InfoTech. Wood Food Graph Metal Food Wood
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Middle School

	<u>English</u>	<u>Maths</u>	<u>Science</u>	<u>Humanities</u>	<u>LOTE</u>	<u>Health & P.E.</u>	<u>Arts</u>	<u>Technology</u>
Yr. 7/8. Level 5	English	Maths	Science	Humanities	German	Phys Ed Health Sport	Art Visual Communication & Design	Food Wood D&T Elect IT Textiles
Yrs. 5-6 Level 4	Listening; Speaking; Reading ; Writing.	Number; Space; Chance & Data; Measurement; Working Mathematically	Science knowledge and understanding Science at work	History; Geography; Economics	Listening; Speaking; Reading; Writing	Health of Individuals & Populations; Movement & Physical Activity	Vis.Arts; Music; Drama; Media; Dance.	Information; Materials; Systems Food Textiles D & T

Junior School

	<u>English</u>	<u>Maths</u>	<u>Science</u>	<u>Arts</u>	<u>LOTE</u>	<u>Health/PE</u>	<u>SOSE</u>	<u>Technology</u>
Yr. 3-4 Level 3	Listening; Speaking; Reading; Writing.	Number; Space; Chance & Data; Measurement; Working Mathematically	Science knowledge and understanding Science at work	Perform Arts; Visual Arts	Listening; Speaking; Reading; Writing	Health of Individuals & Populations; Movement & Physical Activity	Humanities	Information; Materials;
Yr. P-2 Level 1 & 2	Listening; Speaking; Reading; Writing.	Number; Space; Measurement & Data; Working Mathematically	Science	Perform Arts; Visual Arts	Listening; Speaking; Reading; Writing	Health of Individuals & Populations; Movement & Physical Activity	Humanities	Information; Materials;

Students will experience a balance of subjects each semester in a range of domains in addition to the core studies in literacy and numeracy.

CURRICULUM SUPPORT AND ENRICHMENT

Cultural and Artistic

- * Instrumental Music/School based Performance
- * Arts Council Performances
- * Keyboard Instruction

Sporting and Leisure

- Interhouse sports: Swimming, Athletics, Cross Country Run
- * Four House System: Laird (Green), Long (Red), Shaw (Blue), Evans (Yellow).

* Northern Zone & State Finals: For all qualifiers in all sports listed in the Interschool sports

* Various clinics as available eg Cricket, Football, Aussie sports

Educational Enhancement

- * Advance
- * Year 10 Driver Education
- * Educational Support Small Groups
- * Reading Recovery
- * Loddon Shire Essay Competition
- * Fundraising Support - School Fete

Transition Program

* Preschool to School

Leadership and Decision Making

- * Student Representative Council
- * Classroom Monitors
 - Sub- school Captains
 - School Captains

Careers and Work Experience

- * Careers Counselling
- * Course Selection Interviews
- * Guest Speakers

Religious Activities and Services

* Prep - Year 6 Religious Education

Social Service

- * Fundraising for Legacy, SIDS,
- * Royal Children's Hospital,* CAA,

- * Year 11 & 12 Art/Graphics/Technology Exhibition
- * School Dramatic Performance
- * VRAP

* Interschool sports - Affiliated with Bendigo DSCSC: Swimming, Athletics, Cross Country Run, Soccer, Netball, Softball, Football, Cricket, Tennis, Hockey, Basketball, Baseball, Volleyball, Golf, Badminton, Table tennis

* Lunchtime Activities/Competitions: Basketball, Netball, Volleyball, Weight Training, Athletics Coaching, Team Training Sessions

- * Bendigo Art Gallery Enrichment Activity
- * UNSW Academic Competitions

- * East Loddon Shire Art Prize
- * German Trail

* Pembroke curriculum and social exchanges

* Year 6 to Year 7 * Year 4 to 5 *MIPs planning

- * House Captains & Vice Captains
- * Caltex Youth Award
- * Bus Captains/ Junior captains

- * Year 10 & 11 Work Experience
- * Careers Expo
- * MIPS/ Advocacy

* Religious Seminars

- * Kids Leukaemia Foundation,
- * World Vision

Camps and Excursions

- * Prep – P-4 excursion
- * Yr 1 - P-4 excursion
- * Year 3 & 4 - P-4 excursion
- * Year 7 / 8 - Peer Support Camp
- * Year 5 - 10 - Option of major camp
- * Excursions as applicable to class programs
- * Yr 2 P-4 excursion
- * Year 5 & 6 - Urban or Rural Camp
- * Year 9/10 - Advance/ Outdoor Ed camp
- * Year 11 - Melbourne Work Experience
- * Year 10 - Bendigo Work Experience

Pastoral Care and Counselling

- * Prep - Year 12 Class Teachers
- * Sub-school Leaders
- * Principal and Vice Principal
- * Family Life Program
- * Home Group Teachers
- * Wellbeing & Support Leader – Rosie Coleman
- * Counsellor – Alan Paterson
- * Chaplain – Sue Allen
- * School Nurse – Denise Leed
- * Bush Nurse – Viv Fazulla

CURRICULUM:

The College follows the guidelines presented in the Victorian Essential Learning Standards (VELS) for the design of course content and assessment across the Prep to Year 10 levels. Year 11 & 12 courses are based on the VCE requirements or the VCAL requirements. Both VCE and VCAL have prescribed assessment strategies which need to be taken into account. The College aims to provide a balanced and sequential program for students at all year levels and to ensure that student's individual needs are catered for. The intent is to ensure that students have the opportunity and prerequisites to apply for their chosen post-school pathway upon completion of their compulsory education.

There is a strong emphasis on Literacy and Numeracy as success in these subjects forms a sound basis for success in other areas. All students from Prep to Year 12 are involved in daily independent reading at the start of the day. Students are expected to read material that is of interest and at an appropriate level to extend their reading skills. Teachers will support and monitor this so that students are gaining maximal benefit from this time each day.

Class sizes are generally smaller than most schools allowing for individual attention. In many cases individual programs are created to cater for the special needs of students. All classes work with modern equipment and teaching aides which are constantly being updated. The library is well equipped and provides a pleasant working environment.

Staff are encouraged to develop their skills and knowledge by participating in professional development programs.

Parents are encouraged to come into classrooms as helpers and the college views school/home partnerships as extremely important.

COLLEGE FINANCIAL INFORMATION

DEECD. issues a Student Resource Package (SRP) to the College to cover all areas of experience ranging from educational classroom supplies to maintenance and operational costs and salary awards. From the budget provided the Resources Committee of College Council determines and distributes proportional funds to particular areas. Other funds raised locally from parent contributions, interest or investments, Canteen proceeds, School Council fundraising efforts are available to finance special projects e.g. Computers, Reading Schemes etc. The school administers Educational Maintenance Allowances (EMA) on behalf of parents to meet the cost of textbooks, stationery and class sets. Subject levies are charged and parents are requested to supplement the SRP money allocated to each faculty for the operation of programs in that area. Salaries of staff are paid directly by DEECD into employees' accounts. Salary statements are available on line. Any irregularity should be reported to the Principal. Staff are entitled to remote allowance as East Loddon is classified as a Remote A School.

Business Manager

The Business Manager, Mrs Sue Cail, is located in the General Office and is available to discuss financial matters. At the end of each month, Program Budget statements are issued to Domain Leaders by the Business Manager.

College Levies

As the College's Curriculum grant from DEECD is usually insufficient to cover the costs of all school materials and equipment it will be necessary to ask parents to pay subject levies. Domain Leaders are asked to prepare Program Budgets for their areas of responsibility. The Program Budgets outline the requisites for classes which are levied to parents. Teachers may apply for funds each year to enhance the curriculum that is delivered under the Curriculum Innovations process. This is jointly funded by Parents Association and the College.

Education Maintenance Allowance

An allowance of \$450 per annum for secondary students (to 16 years) and \$225 per annum for primary students is available for parents who hold either a:

- Centrelink Pensioner Concession Card, Veteran Affairs card or qualify as a foster parent
- Health Care Card

The amount is split evenly between the parent and the school and paid in two instalments over the year. The parents' share is to be used to help with educational costs not met by the school such as uniform or excursions. The school's share is to be used on items such as textbooks, stationery, camps, elective and/or technology programs. It may also be used to pay for voluntary fees if parents provide appropriate authorisation.

Application forms for EMA are available from the College. Claims must be renewed each half-year and allowances are paid half yearly to the school by the Victorian Government.

Conveyance Allowance

Conveyance Allowance can be claimed P-12 (if students have to travel 4.8km or more to their bus stop to attend their nearest State school. The allowance for each family varies with the distance travelled and ranges from \$418 to \$1046 per year. Forms are available from the office.

The closing dates for these two allowances will be printed in the weekly College Newsletter. No late applications can be accepted as they are processed centrally for all families throughout the state.

Youth Allowance

A Youth Allowance provides income support to young people over the age of 16, including students, those looking for work and those with living with long term illness.

Income and Asset Tests apply to both parents where appropriate and to independent students and other young people over the age of 18 years. Young people under 16 years old who do not have Year 12 or equivalent are required to be in full-time education or training, unless they are specifically exempted from this requirement.

The Youth Allowance creates real incentives to complete schooling or participation in training of other educational opportunities prior to looking for work.

COMMITTEES/GROUPS/MEETINGS:

School Council Structure

Meetings are held on the second Wednesday of the month.

The Council has one Sub Committee:

Curriculum which consists of the school leadership team and all domain leaders as well as parent members from School Council.

SCHOOL COUNCIL MEMBERSHIP:

Principal Brad Madden

3 DEECD members – Rachel Swinnerton, Scott Wilkinson, Sarah Byrne

6 elected parents (non DEECD) Wendy Twigg, Richard Hicks, Rod Baker, Adrian Hocking, Sue Thomas, Dale Lewis (Chairperson)

Parents Club Representative - Co-opted members – Jo Guthrie

Minute Secretary – Sue Cail.

Parents' Association

- The Parents' Association has a business meeting at least once per term and also supports parent forums and other activities throughout the year. All parents are encouraged to participate. Parents Club executive: President – Jo Guthrie, Secretary – Mel Primrose, Treasurer – Kaye Leech, Canteen Manager – Amanda Fiedler Uniform - Kim Piergrosse.

Parents staff the College canteen on a voluntary basis. Parents who are unable to help at the canteen may make a donation of \$30.00 which is used to pay the expenses of the parent who takes their place on the roster however, parents are encouraged to volunteer their services if possible. The more who are able to work the fewer the days of rostered duty. A paid staff member is employed three days per fortnight to ease the pressure on parents to volunteer. Sue Pickles is currently filling this role.

Staff Meetings

Staff are involved in regular meetings according to discrete areas of management, for example, P-12 Meetings, Leadership Meetings, Sub-school Meetings, Domain Meetings, Meetings with parents for parent/teacher interviews and course selection discussions etc. Regular meetings are scheduled for Monday and Wednesday afternoons from 3:40pm until 4:40 pm. .

Staff Briefings are conducted three mornings (Monday, Wednesday, Friday) before school from 8:45 am in the staff tea room. These meetings allow administration personnel to keep staff informed of relevant and current DEECD and Regional initiatives. There is also opportunity provided for the updating of staff on daily issues or occurrences by any staff organising College activities.

MAC (Management Advisory Committee)

The MAC exists to allow staff to have input into management decisions on matters that effect staff working conditions such as the allocation of administrative & planning time, parent/teacher nights, use of Curriculum days, staffing formula requirements etc. The Committee consists of the Principal and two nominees (Assistant Principal and the OH&S representative), a representative from each sub-school, an ESC representative and an AEU representative who are all elected annually. Staff can raise their concerns for MAC consideration by noting their issues on an agenda that appears in the staffroom. The minutes of MAC meetings are distributed in the staff bulletin.

Student Meetings

Students serve on committees and working parties in response to special needs and events.

The Student Representative Council (S.R.C.)

The SRC consists of students from Years 4 - 12. At the beginning of each year, two representatives from Years 4 - 11 and four representatives from Year 12 are elected by their peers. Students attend regular meetings to discuss issues, suggest changes in the school, organise fundraisers for charities and promote school activities.

COLLEGE ACCOUNTABILITY:

East Loddon P - 12 College acknowledges its responsibility for accountability, and will measure, demonstrate and report on its performance and activities. The focus will be on student achievement and on meeting School Strategic Plan goals and targets with a view to College improvement. The following areas will be the basis of reports:

Student Performance

The reporting policy of this College aims to provide a clear indication of students progression in the 16 domains of the Victorian Essential Learning Standards. A range of assessment tools will be used to help formulate the information contained or conveyed through the reports. Teachers are required to level students according to the Victorian Essential Learning Standards (VELS) or VCE, VET or VCAL guidelines published by the Victorian Curriculum and Assessment Authority (VCAA). The reports must identify student strengths and weaknesses and will include strategies for improvement. They will also give an indication of the level of students' effort and behaviour as well as levels achieved in a selection of the interdisciplinary skills and physical, social and personal learning domains (Communication, Interpersonal Development, Thinking, Personal Learning).

Detailed written reports are issued in Terms 2 & 4 with the opportunity for follow-up student, teacher and parental discussions. These reports contain information on educational content and students' achievement. Reports include the assessments on a graduated scale in relation to student's progress and achievement on VELS domains. Copies of the reports are maintained in individual student files to provide a cumulative record of each student's progress.

Interim reports are provided to parents at the end of Term 1 & 3, on request or initiated by teachers when a student's progress is of concern.

Further opportunities to share relevant student information is provided through the forum of parent / teacher interviews. Provision is made for Parent / Teacher / Student interviews in Terms 1 & 3. A written Interim Report, which is mailed home to parents, precedes these.

In the P-4 classes, written reports are supplemented with Student Journals which contain student work samples from each of the Domains. Parents are invited to request information about their students at any time and, in instances where their request is outside the normal reporting schedule, the various relevant teachers may prepare an interim report.

In Years 3,5,7 & 9 students undertake the National Assessment of Literacy and Numeracy (NAPLAN) battery of tests and the reports issued to parents and teachers enhance the overall process of communicating students' progress.

A variety of assessment tools are utilised in determining student performances comparable to VELS progression points. Such assessment procedures may include assignments, projects,

tests, exams, oral compositions, presentations, work samples and teacher observations of work habits.

The prime objective of assessment and reporting is to provide feedback to students about their work, indicate to parents the progress their child is making in accordance with the VELS levels and to assist teachers in reviewing their own teaching effectiveness, and the appropriateness of curriculum content provision.

ASSESSMENT OF STUDENTS

Evaluation is an essential part of teaching. Evaluation involves not only measurement by means of tests, but also informal and intuitive judgements.

FUNCTIONS OF EVALUATION

- * To provide a basis for discussions about the learner.
- * To provide the teacher with understanding of students' prior knowledge
- * To help the teacher judge the effectiveness of his/her teaching.
- * To provide information for administrative discussions.
- * To provide information for the learner.
- * To provide information for parents.

KINDS OF EVALUATION

- | | |
|------------------------------------|--------------------------|
| * Teacher designed tests. | * Diagnostic tests. |
| * Screen tests/standardised tests. | * Informal instruments. |
| * NAPLAN tests | * Rubrics of performance |
| * Profiles and checklists. | |

STUDENT JOURNALS

Each student in Junior School has a Journal. Through the use of this book parents and teachers have the opportunity to communicate with each other. Year 5 – 8 students are currently developing digital portfolios. These are used to assist teachers to make parents more aware of the learning programs provided and to keep comprehensive records of student progress. The journal will contain samples of work, outlines of units of work, teacher assessments, student self-assessments, certificates of achievement and comments to parents. It is aimed that each child will take their books home for parent's perusal and comment on a 10-week basis i.e. at least once per term.

Students in Middle and Senior School purchase, through the booklist, a diary which is used as a communication tool between parents and teachers. This is seen once a week by staff and signed and it expected that parents will sign the diary weekly.

NAPLAN

The NAPLAN State-wide Testing assesses students of Year 3, 5, 7 & 9 in English (Reading, Writing & Spelling) and Mathematics (Measurement, Number, Space and Chance and Data). Reports are issued to the parents via the VCAA. The reports indicate each student's achievement in English and Maths and they provide a written description for each assessment made. They identify the skills that are generally expected to be accomplished at the particular level of achievement. Parents are invited to discuss their child's results with staff. The reports should be viewed in the wider context of all assessment and reporting within the College.

REVIEW OF TEACHERS

All staff are allocated to Performance & Development teams who meet approximately three times each term to monitor the development of each team member. A member of the school leadership will facilitate each team which is responsible for professional development, teacher feedback and the development of goals, targets and strategies for improving student learning. Each staff member is provided with a booklet that contains the required documentation including VIT registration records.

The Victorian Government Schools Agreement 2008 applies to teachers and principal staff in Victorian Government schools. The Agreement covers a period of 3 years.

The new career structure for teachers and the principal class provides for:

- a single classification level for principals with ten remuneration ranges, each with five salary points
- a single classification level for assistant principals with 6 remuneration ranges, each with 5 salary points
- the consolidation of LT2 & 3 classification into a single Leading Teacher classification with 4 salary points
- an incremental scale of 11 years salary progression for experienced/beginning teacher classification

Incremental progression is not automatic and is linked to defined standards of performance. Generally to progress from one salary point to the next the staff member will need to undertake a successful review.

Principal

The role of the Principal is to lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community through the strategic deployment of resources provided by the Department and the school community. A key component of this role is to increase the knowledge base of teachers within their school about student learning and quality teacher practice.

At the same time, the principal, as executive officer of the school council, must ensure that adequate and appropriate advice is provided to the council on educational and other matters; that the decisions of the council are implemented; and that adequate support and resources are provided for the conduct of council meetings.

Principals have a clear set of accountabilities, which distinguish their work from other members of the principal and teacher class and the education community and are set out in detail in the contract of employment. The principal is accountable for the overall leadership, management and development of the school within statewide guidelines and Government policies. The core accountabilities of all principals are to:

- Ensure the delivery of a comprehensive, high quality education program to all students.
- Be executive officer of the school council.
- Implement decisions of the school council.
- Establish and manage financial systems in accordance with the Department and school council requirements.
- Represent the Department in the school and the local community.
- Contribute to system wide activities, including policy and strategic planning and development.

- Effectively manage and integrate the resources available to the school.
- Appropriately involve staff, students and the community in the development, implementation and review of school policies, programs and operations.
- Report to the Department, school community, parents and students on the achievements of the school and of individual students as appropriate.
- Comply with regulatory and legislative requirements and Department policies and procedures.

Assistant principals have a primary responsibility for the management of significant areas or functions within the school to ensure the effective development, provision and evaluation of the school's education program. In exercising the responsibility, assistant principals will have the authority to make all significant decisions relating to the program, budget and staff relating to their area of designated responsibility within the framework of the school's strategic plan, policies and budget.

Assistant principals will contribute to the overall management of the school through involvement in policy formulation and decision making.

The management of significant school program or functional areas in schools involve assistant principals in the analysis of the needs of students and the translation of state educational policy and frameworks into appropriate education programs to meet the needs of all students.

The assistant principal reports directly to the principal. Typically assistant principals will be responsible for the effective use of the teaching staff and program budget of a defined area of the school's operation and for the oversight and leadership of the educational programs provided utilising these resources.

Position responsibilities

Typically, assistant principals perform one or more of the following functions:

- supervision and co-ordination of the work of senior curriculum or level co-ordinators;
- allocation of budgets, positions of responsibility and other resources within the area of responsibility;
- supervision of the delivery of teaching programs;
- management of programs to improve the knowledge and experience of teaching staff;
- responsibility for general discipline matters beyond the management of classroom teachers and year level co-ordinators;
- contribute to the overall management of the school;
- the selection/assigning of staff to positions of responsibility;
- determining the final form of any curriculum proposals which go to school council;
- the appraisal of the work of subject co-ordinators;
- responsibility for decisions relating to employment of short-term replacement teachers;
- development and management of the school code of conduct;
- selection of year level co-ordinators;
- appraisal of the work of year level co-ordinators.

Leading teachers will be outstanding classroom teachers and undertake leadership and management roles commensurate with their salary range.

The objective of leading teachers is to improve the skill, knowledge and performance of the teaching workforce in a school or group of schools and to improve the curriculum program of a school.

Leading teachers are responsible for demonstrating and modelling an outstanding level of teaching.

Leading teachers will be expected to make a significant contribution to policy development relating to teaching and learning in the school. They also manage major curriculum or student activities across the school with a high degree of independence.

A leading teacher has a direct impact and influence on the achievement of the school goals. These teachers provide professional support to teaching staff.

Leading teachers are usually responsible for the implementation of one or more priorities contained in the school strategic plan. Typically, leading teachers are responsible for coordinating a large number of staff to achieve improvements in teaching and learning. Their focus is on the introduction of changes in methods and approaches to teaching and learning. However, they will also be responsible for the management and leadership of a significant area or function within the school to ensure the effective development, provision and evaluation of the school's education program.

Position responsibilities

In recognition of the importance of leadership and management combined with exemplary teaching practice for improved student learning outcomes, the key roles of the leading teachers may include but are not limited to:

- leading and managing the implementation of whole school improvement initiatives related to the school strategic plan and school priorities
- leading and managing the implementation of whole-school improvement strategies related to curriculum planning and delivery
- leading and managing the provision of professional development and developing individual and team development plans for teaching staff within the priorities of the school
- leading and managing staff performance and development (review of staff)
- teaching demonstration lessons
- leading and managing the development of the school's assessment and reporting policies and practices
- leading and managing the implementation of the school operations and policies related to student wellbeing and discipline
- leading the development of curriculum in a major learning area and participating in curriculum development in other areas
- responsibility for general discipline matters beyond the management of classroom teachers
- contributing to the overall leadership and management of the school
- contributing to the final form of any curriculum proposals for school council consideration
- developing and managing the school code of conduct.

The classroom teacher classification comprises three categories - *graduate*, *accomplished* and *expert*. The primary focus of the classroom teacher is on the planning, preparation and teaching of programs to achieve specific student outcomes. The classroom teacher engages in critical reflection in order to improve knowledge and skills to better engage students and improve their learning.

As the classroom teacher gains experience his or her contribution to the school program beyond the classroom increases.

The responsibilities expected of teachers at all classification levels are to:

- Engage in ongoing professional learning to improve their practice
- Draw on resources and frameworks provided by the system to inform their work and classroom practice
- Work collaboratively with professional colleagues to improve teaching and learning within the school
- Use multiple sources of feedback on their classroom practice to inform their professional learning goals.

All classroom teachers may be required to undertake other duties in addition to their rostered teaching duties provided the responsibility is appropriate to the salary range, qualifications, training and experience of the teacher.

Expert teachers play a significant role in assisting the school to improve student performance and educational outcomes determined by the school strategic plan and statewide priorities and contributing to the development and implementation of school policies and priorities. A critical component of this work will focus on increasing the knowledge base of staff within their school about student learning and high quality instruction to assist their school to define quality teacher practice.

- have the content knowledge and pedagogical practice to meet the diverse needs of all students
- model exemplary classroom practice and mentoring/coaching other teachers in the school to engage in critical reflection of their practice and to support staff to expand their capacity
- provide expert advice about the content, processes and strategies that will shape individual and school professional learning
- supervise and train one or more student teachers
- assist staff to use student data to inform teaching approaches that enable targets related to improving student learning outcomes to be achieved.

An expert teacher can be required to undertake the following responsibilities provided the responsibilities are appropriate to this category of classroom teacher.

Core responsibilities include:

- analysing pedagogical practices and developing processes to assist teachers to critically reflect on their teaching and learning practices
- participating in planning, implementation and review of integrated curriculum programs
- planning and implementing a range of teaching programs or courses of study

- demonstrating a significant role in supporting the achievement of improved education outcomes determined by government policy and the school strategic plan in the context of statewide priorities
- modelling excellent teaching practice and mentoring other teachers in the school, and providing advice and direction on teaching and learning strategies
- monitoring, evaluating and reporting student progress in key learning areas
- planning and implementing strategies to achieve targets related to student learning outcomes
- maintaining records of class attendance and records of student progress
- maintaining a high standard of student management consistent with the school strategic plan
- committing to ongoing professional learning that is reflected in teaching practice

Additional responsibilities may include but are not limited to:

- managing and supervising a team of teachers in the planning, implementation and review of teaching and learning programs according to the school strategic plan's goals and priorities
- leading the development of curriculum policies and programs
- managing the supervision of student teachers
- co-ordinating the development and implementation of curriculum in small schools
- managing a year level or learning area
- managing a specialist function, such as sport, careers, student wellbeing, excursions or camps
- developing and managing the school transition program as it relates to Pre-School to Year Prep and/or Year 6 to Year 7 transition and facilitating the associated orientation programs.
- assisting the principal, assistant principal and leading teachers with the performance of specific functions appropriate to the classification and role.

The primary focus of the **accomplished teacher** is on the planning, preparation and teaching of programs to achieve specific student outcomes. These teachers teach a range of students/classes and are accountable for the effective delivery of their programs. *Accomplished teachers* are skilled teachers who operate under general direction within clear guidelines following established work practices and documented priorities and may have responsibility for the supervision and training of one or more student teachers.

At this level, *accomplished teachers* participate in the development of school policies and programs and assist in the implementation of school priorities.

An *accomplished teacher* may be required to undertake additional responsibilities provided the responsibility is appropriate to this category of classroom teacher.

Core responsibilities include:

- participating in planning, implementation and review of integrated curriculum programs
- planning and implementing a range of teaching programs or courses of study
- monitoring, evaluating and reporting student progress in key learning areas
- planning and implementing strategies to achieve targets related to student learning outcomes
- maintaining records of class attendance and records of student progress
- maintaining a high standard of student management consistent with the school's strategic plan
- committing to ongoing professional learning that is reflected in teaching practice.

Additional responsibilities may include but are not limited to:

- managing a year level or learning area in small schools
- supervising student teachers
- assisting with an aspect of daily school management as required
- assisting year level co-ordinators, curriculum co-ordinators, student management co-ordinators, principal and assistant principal with the performance of specific functions
- assisting with a specialist function such as sport, careers, student wellbeing, excursions or camps co-ordination
- supervising a range of student activities including support and wellbeing programs
- developing a school transition program as it relates to Pre-School to Year Prep and/or Year 6 to Year 7 transition and facilitating the associated orientation programs.
- managing the organisation and co-ordination of camps and excursions

The primary focus of the **graduate teacher** is on further developing skills and competencies to become an effective classroom practitioner with structured support and guidance from teachers at higher levels.

The focus of a graduate teacher is on classroom management, subject content and teaching practice. Graduate teachers are new entrants to the teaching profession who in their initial teaching years receive structured support and guidance from teachers at higher levels.

Under guidance, graduate teachers will plan and teach student groups in one or more subjects. Graduate teachers are expected to participate in induction programs and other professional learning activities that are designed to ensure the integration of curriculum, assessment and pedagogy across the school.

Teachers at this level are responsible for teaching their own classes and may also assist and participate in policy development, project teams and the organisation of co-curricula activities.

A graduate teacher may be required to undertake additional responsibilities provided the responsibility is appropriate to this category of classroom teacher.

Core responsibilities include:

- planning and implementing a range of teaching programs or courses of study
- teaching an area of the curriculum or a general curriculum to a year level
- monitoring, evaluating and reporting student progress in key learning areas
- implementing strategies to achieve targets related to student learning outcomes
- maintaining records of class attendance and recording student progress
- implementing effective student management consistent with the school's strategic plan
- working with a mentor to participate in professional development planning, implementation and reflection and developing a professional portfolio.

Additional responsibilities may include but are not limited to:

- supervising a range of student activities including support and wellbeing programs
- contributing to a range of co-curricular programs

SPECIAL PAYMENTS

A special payment may be paid to a teacher who takes on additional responsibilities. In some cases, a time allowance will be given but, if this is not possible with the curriculum balance on offer, a special payment may be made. Each role of additional responsibility will be allocated a points value in which compensation of \$500 or 1 lesson per week will be provided. The minimum amount of special payment is \$500. The special payment may be paid fortnightly or as a lump sum.

WORK LOAD

The Agreement provides that teacher work be determined at the school level within the statewide parameters and within the consultation framework to avoid an unreasonable or excessive workload. Consideration is given to face to face teaching, preparation and correction, planning and assessment, class size, meetings, equitable distribution of other duties, classification, qualifications and experience of the teacher.

The College has adopted the following face-to-face teaching arrangements:

Primary - up to 20.83 hours face to face teaching or 25 out of 30 fifty-minute periods.

Secondary - up to 18.33 hours face to face teaching or 22 out of 30 fifty-minute periods allowing for 1 period per fortnight for an extra to cover staff absence.

CLASS SIZES

The principal will consult with staff regarding the class sizes and every attempt will be made to ensure that:

P-6 classes - minimum class sizes possible are organised on the basis of an average class size of 21. For Years 3 - 6 the minimum class size possible in the context of available facilities and staff is the aim.

Year 7 -12 - consideration is given to physical facilities, various teaching arrangements and structural options when planning to keep classes to the minimum size possible and generally organised on the basis of groups up to 25 students.

Practical classes - a working environment that is safe and without risks to health is to be maintained. Class sizes will be determined having regard to the nature of the activities, the nature of the equipment used, the maturity and competence of the students and the capabilities of the teacher to provide expert supervision.

Step Up Week

For a week at the end of Term 4, students are given the opportunity to work in their classes as they will run in the following year. This enables allotments to be resolved early in the year and for issues with the timetable, student transition and subject selection to be resolved before the start of the school year. During this week, teachers have the opportunity to select from a range of activities that could include:

- Introducing students to the outline of the course to be followed in the coming year
- Establishing rapport and building relationships with students
- Providing orientation to students in the routines and class management practices to be used
- Performing diagnostic testing
- Teaching and learning tasks that will provide the opportunity for teachers to learn more about the individuality of students
- Conducting learning style preference activities
- Completing a unit of work including homework and the opportunity for parent feedback

COLLEGE PERFORMANCE

Will be demonstrated and reported through:

- The weekly family newsletter.
- Principal reports to College Council and Parents Club meetings.
- The Annual Awards Assembly and Principals' report.
- College Council Annual report.
- Media releases.
- Annual Report.
- Triennial Review.

GENERAL STAFF INFORMATION

ABSENCES - Staff

As soon as staff are aware that they are to be absent, they are to notify the school Administration. Prior warning of absences enables emergency staff to be contacted. The Blue absence sheet which is available on the staff tea room noticeboard should be completed as soon as an impending absence is known.

For unplanned absences Scott Wilkinson (0400 531764) should be contacted before 7.30 a.m.

If this is not possible notify Office staff - ASAP. Please leave appropriate activities for your classes that need to be covered. ESC staff are to notify Scott Wilkinson of their absence. Where possible, replacement staff will be employed provided funds are available within the College budget. Alternatively, extra duties or classes will be assigned to staff on duty.

EXTRAS:

1. When staff are absent they are to leave or send work for classes. Work with clear explanations and any necessary resources should be left on the absent teacher's desk. Teachers taking extras please return forms with any comments to the desk of the absent teacher.

Extras for the day are placed on the Staff Notice Board - both in the workroom and tearoom.

2. Extras in practical classes - Teachers who are rostered for extras in these classes are to follow these instructions -

COMPUTERS:

Follow instructions as left

HOME ECONOMICS, TEXTILES, METALWORK, WOODWORK: Teachers who are not trained in these subjects are not to allow students to do any practical work – Suitable work for an untrained teacher should be left. If no work available, private study or an alternative task will be arranged by the supervising teacher.

GRAPHICS AND ART: Practical classes may take place provided that the class teacher has left instructions.

SCIENCE: For non Science trained teachers, no practical work - private study or an alternative task will be arranged by the supervising teacher.

PHYSICAL EDUCATION: Activities such as gymnastics, tumbling, trampolining, are not to take place. Ball games etc. are acceptable provided that the normal precautions are taken - e.g. where protective equipment is worn then students should not participate unless they wear that equipment.

Where no instructions are left by the class teacher or the 'extras' teacher is unsure or unhappy about his/her responsibility then private study or a suitable alternative activity for students will be satisfactory.

ABSENCES: Students

Regular attendance is important as it helps school progress, social adjustment and the development of reliability.

Student absenteeism forms part of the Annual College Audit. Students are required to provide a written note from their parents explaining any absence. Class teachers and Sub-school Leaders must retain these notes.

Where students have prolonged periods of absence or frequent absenteeism class teachers and Sub-school Leaders need to follow up with parents to guard against truancy and to ensure that work is provided for home tuition. If it is known that a student will be absent for an extended period, parents are asked to discuss the matter with the College Administration. Where appropriate, work will be provided for the period absent. Parental supervision of this work is advised. Students have a responsibility to catch up on work missed due to absences.

Regular attendance is a requirement of V.C.E. students. In cases of severe illness and hardship students can apply to the Principal for special consideration.

Contact will be made with families when students are absent without explanation. Support will be provided where necessary to ensure parents and guardians are able to ensure that students have access to a sequential educational program.

ACCESS - GROUNDS & BUILDINGS:

Students have access to most but not all areas at our College. Students are required to move around the school, inside and out, in such a manner as they ensure they do not do harm to themselves, others or the environment.

(a) Inside

- Students are not to enter storerooms, staffrooms or classrooms without the permission of a teacher. Students given permission to be inside should be under teacher supervision at all times.
- During lunchtimes the classrooms are out of bounds except when an exemption is announced due to extreme weather conditions or a teacher provides a written note in the diary of students taking responsibility for their presence in a specific area.
- Access to the Library at lunchtimes is via the Tiger Turf entrance.
- Access to the Office is through the front office door.

(b) Outside

- Students have access to most areas around the College except those areas shown on the map at the end of this booklet. ([Appendix 6: Map of Restricted Areas](#))
- Only P-4 students are to use the playground equipment near the P-4 building.
- P-4 students may use the Central Lawn for games. Year 5 and above may use it for eating lunch and sitting but may be asked to play elsewhere.
- All ovals are out of bounds before school although students have access to the tennis courts and the area adjacent to the Art Room.

Leaving the School grounds or moving in restricted areas

Students arriving late or dismissing early are required to report to the office. Their parents/guardians are required to sign the record book kept there. This record of presence is required for auditing purposes.

Students are not permitted to leave the school grounds without the permission of the Assistant Principal or Principal. This includes movement in the restricted areas of the channel banks, the fenced area of the reservoir, or east of the school oval. They are not permitted to climb trees, on to school roofs, fences, or under buildings. They are not to be in classrooms without teacher permission. Any balls etc. going over fences or onto school roofs are to be notified to the Teacher on Yard Duty who will organise their retrieval.

Corridors

Students have access to the Corridors most of the time. Students are to walk at all times, not play games and move quietly about the corridors.

Year 12 Room

Year 12 students have access to a room as a quiet study or work room. They have access to this room during recess, lunchtime and private study periods. They are responsible for maintaining the room in good condition and continued access to the room depends on their acceptance of this responsibility.

ACCIDENTS/ILLNESS

Sick children should not be sent to school. If students become ill at school, a parent or nominee will be contacted and asked to collect the student, as the school does not have the personnel to provide constant care and nursing for sick children.

Students who become ill or injured are to report to the office to Mrs Cail. If deemed necessary the Bush Nurse will be contacted for consultation.

Parents are asked to complete a Medical Information Sheet ([Appendix 7](#)) to outline any medical considerations for each of their children and to detail any medication that has been prescribed. Parents are urged to ensure that this information is updated whenever changes in a child's health status occur.

In the event of a serious accident or illness an ambulance will be called and parents notified via the information supplied on the Medical Information Sheet. It is essential that the College records have a telephone number (including emergency contact person) as well as an address to contact in the event of an emergency. As the cost of an ambulance must be borne by parents, it is advisable to subscribe to the Ambulance Service.

Please consult [Appendix 8: Infectious Diseases](#) to determine the time a student must be excluded from school for various illnesses. It is in the interest of your child that adequate time is allowed for complete recovery.

ASTHMA and ANAPHYLAXIS POLICY:

Every student with either of these conditions needs to have a written Asthma or Anaphylaxis Management Plan filled out by their parents in consultation with their family doctor or paediatrician. The Asthma or Anaphylaxis Management Plan ([Appendix 9: Asthma First Aid Plan](#)) outlines the usual medical treatment, procedures to take in the case of an acute attack, and the name, address and telephone number of the student's doctor and emergency contact. The Management Plan needs to be up-dated every twelve months or whenever the student's asthma medications change significantly. Parents need to note that if there is no

signed form provided by parents for their child's asthma management, the standard asthma first aid treatment will be administered in the event of an asthma attack or breathing difficulty. The College also reserves the right to call an ambulance for any child they consider requires specialist treatment. Parents should ensure that their children have ambulance cover if they do not have a Health Care card.

ASSEMBLIES:

P-4 Assemblies are held at 2:30 pm each Friday. Relevant staff are required to attend. The purpose of these assemblies is to facilitate communication, reward and celebrate achievements, reinforce rules and promote leadership. P-12, 5-8, 9-12 and Form/Class Assemblies are held on a rotating basis each Friday afternoon from 3pm to 3.20pm.

A P-12 Assembly will be held as part of the rotating schedule of assemblies, currently on a Friday afternoon. The involvement of teachers and staff requires the following actions:

- All staff are required to attend P-12 and sub-school assemblies
- Move quickly from Period 6 commitments to the designated assembly location, usually the Gym but sometimes in other areas
- Alert the person conducting the assembly when you have announcements or presentations to make
- When making announcements or presentations, move to the front of the assembly and ensure you can be seen / heard by all those present
- Stand or sit among students and monitor appropriate behaviour, intervening as inconspicuously as possible when required
- Leave with students and monitor appropriate movement of students, especially at clustering points like Gym exits and entries to corridors or classrooms

ATTENDANCE RECORDS:

It is of vital importance that attendance rolls are kept as an accurate record of students' attendance. Rolls should be marked first thing each morning and adjustments made during the day to cater for late arrivals or early departures. It is the responsibility of the class teacher to mark the rolls at the start of the day and have them available for collection by 9:30 am when data is entered into the CASES 21 system as per accountability requirements.

AWARDS:

A Presentation Assembly is held during the last week of the school year. Awards are presented to students for:

Achievement Awards Prep - 12	Shirley Bayliss Memorial Science Award.
Effort Awards Prep - Yr 11	Annual Minerals Education Award - Yr 10.
Twigg Scholarship - Boy, Girl Yr 6	Junior Science Award
Senior Art Award - Secondary student	Junior & Senior German Award.
Shire Scholarships - Yrs 7,8,9,10.	English Award
Calivil Pipe Band Scholarship - Yr 8	Jack Vinnicombe Citizenship Award
Technology Studies Serpentine CWA Award.	Dux of the College
College Sports Award	Level 5 Science Encouragement Award
SRC Award	P-4 Sub-school All Rounder
Caltex All-Rounder Award	Yr 5-8 Sub-school All Rounder
Rotary Club of Bendigo South - Bill Ashman Scholarship - Year 10	
Latrobe University Infinity Award – Yr12	

Achievement and effort awards

At the end of each Semester, awards are made to students at each year level for their outstanding achievements and endeavours. Staff are required to nominate students for the subjects according to the criteria listed below. Certificates are prepared and distributed with

mid year reports. At the end of the year, a Presentation Assembly is conducted, usually on the third last day of school. At this Assembly, two students from each class P-11 receive Effort Awards and two students from each class Prep-12 receive Achievement Awards. In addition, scholarships and Awards donated by various interest groups / individuals are presented. The Dux of the College is recognised with a special award and the exiting V.C.E. students are appropriately farewelled.

Effort and Achievement Award Criteria

In selecting effort award winners for each of your subjects, please use the following criteria.

Effort Award

For the vast majority of the semester, effort award winners in your subject have

- Submitted tasks on time
- Followed class rules
- Contributed to the good order of the class
- Given themselves every opportunity to succeed.

In selecting effort & achievement award winners for each of your subjects, please use the following criteria.

Effort & Achievement Award

Achievement Award winners must be eligible to receive an effort Award for your subject and

- Have achieved above the expected VELS level for this class or
- For VCE classes, have achieved at a level above what is expected (as described by the relevant VCE study design).

It is extremely important that we follow these guidelines when distributing awards to students. Parents and students need a reason why or why not an award has been given. It is not unusual for the College to be questioned as to why a particular student has or has not been given an award so please make measured decisions, on the distribution of these awards.

Q and A

Can a student who gets an achievement award in maths also get an effort award in maths? **No**

If a student is not eligible for an effort award because they have been disruptive in class, yet they have a VELS level above their expected level, can they be given an achievement award? **No**

I have a student who tries really hard and has achieved far more progress than any other student in the class, does she get an achievement award?

Only if she is achieving above her expected VELS level. ie. at the end of year 7, she should be 4.5, if she is over this then she is eligible.

Merit Certificates and Awards

From time to time, special awards are presented to deserving students at the Sub-school Assemblies. These awards recognise classroom effort and achievement and are designed to encourage students to improve their learning outcomes. The awards may also recognise sporting achievements or participation.

BELL TIMES for Monday to Thursday.**BELL TIMES for Friday.**

Form Assembly & Reading Time	8:55 am	Form Assembly	8:55 am
Period 1	9.12 am	Period 1	9.00 am
Period 2	10.00 am	Period 2	9.50 am
Morning Recess	10.48 - 11.08 a.m.	Morning Recess	10.40 - 11.00 a.m.
Period 3	11.08 am	Period 3	11.00 am
Period 4	11.56 am	Period 4	11.50 am
Lunch	12.44 - 1.44 p.m.	Lunch	12.40 - 1.30 p.m.
Period 5	1.44 pm	Period 5	1.30pm
Period 6	2.32 pm	Period 6	2.15 pm
Afternoon Recess (P-4)	2.22 - 2.32 p.m.	Afternoon Recess (P-4)	2.10 - 2.20 p.m.
End of Day	3.20 p.m.	Assembly	3.00 pm
		End of Day	3.20 pm

Each bell at the end of recess and lunch breaks and the start of the day is preceded by a musical interlude which alerts students to begin to prepare for classes.

BOOK CLUBS:

Once a month, Book Club order forms are given to the students in Prep - Yr 8. This is a service to students, not a school fund raising activity. Book Club provides an opportunity for students to purchase cheap, good quality books, suitable for their interests and reading abilities. Money and orders are to be placed with Mrs Drury in the Library by the due date and orders are distributed upon arrival.

BOOKLISTS:

Towards the second half of each year teachers are required to make decisions about the texts and materials necessary to run their classes for the following year.

College Council negotiates a contract with a suitable supplier giving consideration to the cost of the items and the efficiency and reliability of the service. The contracted company takes responsibility for the printing of booklists. College Council also approves the setting of various fees and levies. The subject levies set for each subject are determined by the College Council Resource Committee after due consideration of the recommendations made by staff.

Just prior to the commencement of the new school year, parents have the opportunity to collect their orders and are encouraged to have articles named and covered where appropriate in readiness for the first day of school.

The booklists prepared for each year level outline new books and materials as well as those, which, if in good order, may be, carried over for the following year. Subject levies and voluntary fees, along with other optional items are also listed. Staff are asked to make every endeavour to include only essential items on the booklists.

Parents are required to return their booklists to the College early in December .A Distribution Day is determined for late January. Upon collection of their children's books and materials, parents are asked to check that all items ordered are included in their package and to make arrangements for payment. Orders may also be home delivered. To arrange for this to occur the relevant section on the Booklist should be completed.

Parents who choose to purchase their student's requisites through other avenues are strongly encouraged to ensure that the exact items as listed are purchased.

BREAKFAST PROGRAM:

During 1999 a free Breakfast Program was launched with the generous support of Sanitarium. This has now evolved and is supported by other sponsors and charitable organisations. Snack bars are made available to supplement the dietary needs of the students. It has become a practice to offer slices of toast and vegemite to the students on two mornings of each week. The bread is donated by Eaglehawk Hot Bake and is prepared by the School Nurse and Chaplain.

BULLETINS:

A weekly bulletin is published for Staff every Friday and contains administrative notices, details of coming events (meetings, excursions, time table changes, expected staff absences etc.) Staff may have notices published in the weekly bulletin by writing out the notice and emailing it to Jenny Cutting by 9.00 am on Fridays.

The College purchases daily copies of The Age and Herald Sun along with other periodicals. These papers are kept in the Library for staff and student use. Personal copies of these publications can be arranged via a collective order placed by Sue Cail early in each school year.

BULLYING – NO BLAME BULLYING and NAMING IT

Components of No Blame Bullying and Naming It have been adapted to devise a whole school strategy. Staff and students have been familiarised with the process. Bullying may look like hitting, kicking, touching in an unwanted way, name calling and teasing. It can also be more subtle in the form of spreading rumours, making up stories about someone, leaving them out of activities, laughing at people, using negative body language or putting people down in the eyes of someone else etc. The feelings that are generated when someone is bullied include being sad, lonely, depressed, feeling that they are unworthy, feeling powerless, anxious or stressed. The response to bullying varies but may include fighting and arguing, withdrawing, getting sick, avoiding school, lack of concentration, loss of confidence. Responsibility is shared because there is no punishment. We can all play a role in ensuring it doesn't happen to us or to anyone else. We all have the responsibility to do what we can to eliminate bullying. Students who engage in violence or assault of any kind will be immediately dealt with by the Principal, Assistant Principal or Subschool Leaders.

The first step in the course of action is to Name It. This involves stating what is happening and how it makes you feel and indicating that you have had enough of unfair treatment. If the undesirable action continues, students should name it to a teacher who will take action. Teachers should only get involved when students have made an attempt to name the behaviour to the perpetrator themselves. This requirement helps students to grow from the bullying experience instead of being squashed by it. Students are encouraged to name on behalf of someone who is intimidated or provide support for them to take action themselves. If this is named to a teacher, it is not dobbing; it is helping someone out of a negative situation.

When something is named to you, even if you think it is a minor joke, you are expected to stop. If you don't mind something, don't name it. If someone names it, it matters. It is a personal judgement.

Regular reminders will be given to students about the processes to use. Form and class teachers will ensure that the steps are being followed and will monitor issues as they arise.

Follow up will occur when behaviours have been named and the perpetrator continues regardless. Home Group teachers, Student Wellbeing and Support Leader, Sub-school Leaders, Assistant Principal and Principal will deal with bullying that is not resolved through

a process of restitution. The bully is required to nominate how they will make restitution for their behaviour. This may or may not be in the presence of the victim. There must be a genuine attempt for the perpetrator to take responsibility for their actions.

Repeats of behaviour at this level will involve meetings with parents of perpetrator and perhaps victim. Students who have issues of conflict resolution or anger management will receive counselling in conjunction with parents and teachers as requested and required.

BUSES AND RESPONSIBILITY:

Over 96% of pupils travel to school by bus from a distance of up to 42km.

Bus Captains and Vice Captains are appointed to each bus. The captains are generally selected from the senior students and preferably those who travel furthest. Their responsibilities include marking an attendance roll in the morning and placing this in the Office before school. They are also required to monitor behaviour and report any breaches to the Bus Coordinator. They are not to engage in disciplining students. Junior Captains are appointed to each bus to check off students as they board the bus each evening. They collect the adjusted bus rolls from the Office and may leave class five minutes before dismissal time to ensure that they are in readiness for the remainder of travellers to board.

(a) Bus Duty: A roster of staff is prepared for each term. Allocated staff are to supervise the departure of buses and adhere to the following -

- See that all bus rolls are marked before the bus departs.
- See that bus captains have notices on the days issued.
- Ensure that all travellers are seated wearing seatbelts when fitted and settled before the bus departs
- Oversee the safety of all travellers and people in the bus area
- Notify the driver of Bus 1 when it is safe to depart.

(b) Bus Alterations: Pupils can only change buses if a note from their parents has been received at the office. The administrator will then adjust the bus roll and issue a bus pass which the student hands to the bus driver when boarding the bus.

(c) Excursions: Day excursions should be arranged between 9.00 a.m. and 3.15 p.m.

* Any staff who wish to leave school before the buses must have a clearance from the Administration, i.e. staff are expected to remain on duty.

BUS ASSEMBLIES:

At various times Bus Assemblies will be held to select bus captains and to inform students of relevant issues for safe bus travel.

DISPLAN - SCHOOL BUSES:

IN THE EVENT OF A HAZARDOUS SITUATION (BUSHFIRE ETC) OCCURRING BEFORE BUSES LEAVE SCHOOL-

1. EITHER - (a) Appropriate authority contacts College, or
(b) College contacts appropriate authority (e.g. C.F.A., S.E.C., Shire Officer) re safety of bus routes.

2. Buses will be held until a clearance is given from the authority concerned. Proceed when route is secured or alternative route arranged and parents notified.

3. Bus Assemblies and late bus procedure to be put into operation if necessary.

IN THE EVENT OF A HAZARDOUS SITUATION OCCURRING WHILE BUSES ARE IN TRANSIT:

- Every attempt will be made to stop the bus(es) through telephone links.
- If successful, the bus driver to find a suitable refuge from possible harm, whilst waiting.
- Driver to refrain from driving through a hazard area until the route is declared safe, or
- Confers with authority concerned as to a safe alternative route.

SAFE AREAS WHICH MAY BE USED IF PRACTICABLE-

CALIVIL	CALIVIL FOOTBALL RESERVE
BEARS LAGOON/SERPENTINE SOUTH	SERPENTINE FOOTBALL RESERVE
KAMAROOKA	DINGEE PUBLIC HALL
MITIAMO	DIVERT TO CALIVIL FOOTBALL RESERVE
YARRABERB	RAYWOOD RECREATION RESERVE

CAMPS AND EXCURSIONS:

Arranging Excursions

When arranging any camp or excursion refer to the *Checklist For Organising School Activities* (see [Appendix 10](#))

There are new guidelines that must be followed in any outdoor education, camps and excursions which include notification of activities to DEECD. This has come about due to safety requirements in part as a response to the 2009 bushfires. All necessary paperwork for organising camps and excursions are available from the Business Manager. This will need to be filled out in conjunction with Sue Cail. The appropriate documentation for school activities is an area in which we will become more attentive to details. Some Drought Relief funding may be available to assist with camps and excursions. This is yet to be confirmed but will be allocated as soon as possible so all teachers planning major excursions or camps will be aware of the funding available.

Camps and excursions are an integral part of school life. A wide variety of activities are planned and students are encouraged to participate, however students need to be able to display responsible behaviour at school in order to be considered for inclusion on camps and excursions. The benefits to students are great; however, responsible and careful behaviour is necessary.

All normal school rules apply with uniform requirements determined by the organiser of the activity and the approval of the principal. All teacher instructions must be obeyed and any misbehaviour of any kind will not be tolerated.

On day excursions breaking rules will result in the following:

- a) restricted movement for the rest of the excursion
- b) further action on return to the school which may include review of further attendance on excursions or parent interview and suspension.

On extended excursions students and parents will sign a form which indicates they understand the rules and will abide by teacher action at all times.

Breaking the rules will result in:

- a) isolation/exclusion from activities
- b) parent contact
- c) in extreme cases the student will be sent home at the parent's expense.

The College has a Camps Policy and parents are alerted to the possibility of camps at the particular year levels at the beginning of the year. This allows parents the opportunity to budget for the proposed camps.

The Camps Policy suggests the following activities for specific year levels:

Prep – P-4 excursion	Year 1 - P-4 excursion
Year 2 - P-4 excursion	Year 3/4 – Bike Ed / two day camp
Year 5/6 – Ballarat / Canberra trip	Year 7/8 - Peer Support Program
Year 9 - 11 Option of major camp	Year 10/11 - Work Experience
Year 9/10 VYDP/Outdoor Ed expedition	

Excursions, as applicable to class programs, will be conducted periodically throughout the year.

Prior to any confirmed arrangements

- Discuss and seek approval from Sub-school Leader and Principal or Assistant Principal, including providing details for DEECD notification
- Give details to MAC at least one clear week before the proposed event and prior to sending notes home
- Consult with Business Manager who will inform you of which forms that will need to be filled in for correct processing of payments and will assist you to determine whether any charges you will be making have a GST component

Mandatory information for notices home

- Date, time and place of departure
- Date, time and place of return
- Means of travel
- Details of money that needs to be paid prior to attending and a tear off slip to be returned to the office
- All places to be attended / visited
- Every piece of clothing / equipment / supplies that is needed to be worn / brought by students eg: full uniform, sports uniform, casual clothes, hats, sunscreen, notepad, sleeping bag, lunch, snacks, drinks, money etc
- Which staff / helpers will be involved in supervision and who is in charge
- Medical form if not covered by blanket excursion form
- All notices home must be signed / viewed by Principal or Assistant Principal prior to being sent

For consideration

- Instruction re procedures for medication, special dietary requirements, mobile phones, alternative collection arrangements etc, other issues relevant to the group attending
- Request for parent helpers to supervise / assist
- Procedures for alternative payment arrangements
- Emergency contact number for personal or school mobile phone
- Any other information that could be relevant to your activity

In addition:

- Activity should be noted on the A3 sheets above the pigeon holes
- Fill in the details on a What's On sheet for the staff tea room as early as possible notifying all staff who may have students involved
- Full school uniform shall be worn unless there is a good reason to wear other clothes. This must be communicated on the notice.

Procedure for Late Arrival from an Excursion:

1. Teacher on excursion to ring College with estimated time of arrival.

- (b) Bus supervisor to be notified.
- (c) Bus proprietors to be notified.

2. Supervisor then confers with Administration as to whether-

- (a) Children will be held in rooms - in the event of a short delay. Advise classes by P.A. system.
- (b) Bus assemblies will be held in bus rooms.

3. If bus assemblies are to be held the bus supervisor will -

- (a) Collect roll of children on the excursion and document this information ready for distribution to bus teacher.
- (b) Ensure bus rolls are ready for distribution to bus teachers.
- (c) Ensure each bus room has a supervising teacher (Some bus teachers may be on excursion bus).
- (d) Make a decision as to whether some or all buses can leave, depending upon-
 - (1) Whether some buses are complete.
 - (2) Whether travel arrangements can be made for some or all missing children.
 - (3) Buses are so late that it does not warrant holding the children at school.
 - (4) Bus proprietors to be notified of decision.
 - (5) Telephone Link Up of parents to be implemented, either for -
 - (a) all bus lines.
 - (b) some bus lines
 - (c) individual parents.
 - (6) Advise teachers and students that due to the late arrival of a bus(es), a bus assembly will be held.
 - (7) Bus rolls are to be called and collated against the children on the excursion. These results to be relayed to the office to confirm any decision made as to which, if any, buses depart. If necessary re-notify bus proprietor. Teachers are to arrange suitable activities for the students in the rooms.
 - (8) Buses depart, if possible.

LOCAL EXCURSIONS

After gaining permission from the principal.

Inform:

- * Leader of Camps and excursions
- * Assistant Principal.
- * Parents / Students.
- * Other staff if required. Re dates, number of students, staff required etc

Documentation required:

- * Notification to DEECD Form EM:1 (three weeks prior to excursion)
- * Costing/Information sheet returned to Business Manager
- * Parent permission Forms returned to Office

Parent/Guardian permission form and **Accident form must** be signed and returned to the College before a student can attend the excursion. Permission forms need to be signed for each and every excursion other than interschool sports events which will have one form for participation in multiple events. The forms must outline the activities in which the students will be engaged to ensure that the parents sign to give 'knowledge of consent'.

Accident forms are collected on enrolment and maintained in the Office. These forms accompany the excursion and copies remain in the Office at all times.

A list of students and staff attending a camp or excursion must be left in the office before departure. Where practical, the College mobile phone should be taken on the camp or excursion. Alternatively a contact number should be left with the office.

NB If an accident occurs the Teacher in charge will contact the College and the information will be faxed to the doctor or hospitals as required.

All transport bookings must be made through the Assistant Principal.

OVERNIGHT EXCURSIONS

After permission has been gained from the Principal &/or College Council:

Inform

- * Leader of Camps and excursions
- * Assistant Principal.
- * Parents / Students.
- * Other staff re dates, number of students, staff required etc

Documentation required

- * Parent permission forms (returned to Office)
- * Medical information forms (to be taken on the excursion) NB. All forms must be signed and returned before a student can attend the excursion/camp. It is the responsibility of the organising staff member to ensure this takes place.
- * Costing/information sheets.
- * Workcover forms.
- * Regional Office Notification forms - returned to the Leader of Camps and Excursions.
- * Participants list

All transport bookings must be made by the Assistant Principal.

From time to time, school classes will have significant numbers of students absent due to such events as camps, excursions, sports days, bus breakdowns and other reasons. In these circumstances, the following protocols will operate for all classes.

- Teachers will take all timetabled classes unless specific decisions are made to combine. In these instances, where possible, this decision will be made prior to the day and communicated to parents and staff. Students should be involved in learning activities directly related to the classes they would normally be in even if the classes are joined for efficiency of supervision.
- Combinations of classes will be in VELs levels where possible and the supervising teacher will ensure that students have their appropriate work and direction.
- VCE classes will run as normal unless all students are absent.
- Practical classes will run as normal unless all students are absent.

CANTEEN:

Staff Canteen Duty:

Refer to Yard Duty supervision, morning and midday.

The following procedures apply to students' use of the canteen.

- (a) Students should not be at Canteen before beginning of recess or lunchtime.
- (b) P-4 lunch boxes should be collected at the start of lunch time.
- (c) 5-12 students with lunch orders only should be served first. These students should line up against Canteen wall extending outside covered area if necessary towards Office.
- (d) All students enter Canteen covered way near Office and exit near Multi Purpose Room.
- (e) After lunch orders have been dealt with general items may be sold.
- (f) No student is permitted behind the counter without teacher permission
- (g) Disruptive students will be removed from the canteen area.
- (h) Late orders are disruptive to the process and may meet with disappointment.
- (i) A yard duty teacher will supervise orderliness in the canteen during the lunchtime peak period.

Staff Lunch Orders:

Staff ordering lunch from the canteen must do so by writing their orders on the bags provided in the Staff Room. Payment must be made at the time of ordering using the bags and collection box provided. Change will be available upon collection of the order. All orders must be placed prior to 8.55 a.m. The Canteen menu varies from time to time and is available in the Office.

Student Lunch Orders:

The Canteen menu and item prices are published in the Parents' Newsletter at the beginning of each term. P-4 students order their lunches in class before 9.00 a.m. each day by placing their orders in the Blue Lunch Bags provided. The Blue Lunch Bags are sent to the front office before 9:30 am. Year 5-12 students order their lunches by writing their order on a lunch bag; inserting their money in the bag and placing it in the red lunch order tin in the office. All orders are to be made before school starts. At the beginning of Lunchtime a monitor from P-4 classes will collect the Blue Lunch Bag from the Canteen for the class teacher to distribute at the classroom. Year 5 - 12 students with pre-paid lunch orders have priority service to collect their lunch at the canteen servery.

COMPUTER ROOM ACCESS:

Staff wishing to use the Computer Rooms on a regular basis for class work should first check the Timetable to ensure Information Technology sessions are not scheduled. A booking can then be placed by using the online booking system for each room.

Staff wishing to use the Computer rooms on an irregular basis must first consult the Booking Sheet/Book before taking/sending students to the rooms.

Students who wish to use the computers, other than during class time, must have their diary signed by their subject teacher. The computers are available for the completion of schoolwork only not for the playing of games or for surfing the Net.

Students using computers are the responsibility of their class teacher and must be accountable for the appropriate use of all devices.

A printing and hardware levy is included on the booklist. Appropriate educational sites can be accessed free of charge by notifying the computer leader who will add them to the cache. Students found breaching the terms of the contract may find their access rights withdrawn.

Students in Years 6 -11 are involved in the College's 1:1 technology program and will have their own portable devices for use in all classes. Teachers should provide appropriate guidance and instruction on safe and appropriate educational use.

An ICT Levy is included on the booklist and an Internet contract has to be undertaken and signed off on enrolment.

CULTURAL ACTIVITIES:

It is expected that at least three touring groups will perform at the College for Prep to Year 10 students each year. The cost is approximately \$4 per student per performance. A levy of \$16.00 is included on the booklists to cover these performances. If other performances are included parents will be advised of the activity and cost so that they can make the decision as to whether their child should attend. Students in Year 11 & 12 have a 'pay-as-you -go system' and will be notified each time of costs involved.

DAMAGE TO SCHOOL PROPERTY BY PUPILS:

All damage by pupils must be reported to the Office. The Administration will decide whether such damage was accidental or avoidable. If the damage was avoidable the student/s responsible will be required to pay such costs as determined for repairs.

Minor building and furniture maintenance can be carried out by the Caretaker (Henry Lacey) if the damage is reported promptly. Malfunction of equipment should be reported to the Administration.

DETENTION/TIME OUT:

For misdemeanours of a more serious nature students may be placed on detention during lunchtimes. Detention is supervised by teachers, sub-school leaders or Principal / Assistant Principal. During this time students report to the detention room and sit quietly.

The College has a Time-out area. This area is designated for use by students who need to be withdrawn during class time. Students placed in Time-out should be issued with sufficient work to keep them busy for the entire period of time-out.

DIARIES:

Students from Year 5 upwards have been required to purchase a College diary. Students are to use their diaries to record homework requirements and due dates. They are also used to record dates of coming events and can be used to facilitate communication between home and school. Class teachers and Sub-school Leaders have a responsibility to monitor the use of the diaries and weekly checks will be conducted. The diaries assist the students to be well organised and encourage the development of sound work habits.

When a student has reason to be out of class during class time, the teacher in charge of the class should sign the diary stating the reason and recording the time the student left the classroom. If sent to another staff member, that staff member should sign the diary signifying that the destination was reached.

DRESS CODE / COLLEGE UNIFORM:

To create a sense of collective and individual pride in students and their identification with the school, the College has adopted a dress code that has been endorsed by the School Council after consultation with the Parents Club and the school community.

All students Prep to Year 11 are expected to wear full school uniform. For Year 12 students, the College uniform is optional. However, they are required to dress neatly in appropriate attire at all times. They have the option of purchasing a Year 12 VCE Jacket. The dress code applies in school hours and when students are engaged in school activities out of school hours. Please note, that shoes form part of the College Uniform.

- Ear studs or sleeper earrings may be worn unless required by a physical education or technology staff member to be removed or covered for safety reasons.
- Earrings that ‘dangle’ or hang from the ear may not be worn at any time.
- Rings, studs, bracelets or piercings on any other part of the visible body must not protrude from the body or in any way cause risk of injury to the wearer or any other person in the course of normal school activity. In line with requirements on earrings, small studs or sleepers only will be accepted by the College.
- Extreme hair colours (eg: green, pink or purple rinses) and/or extreme hairstyles (eg: spikes or Mohawks) are not permitted. Long hair should be tied back in accordance with Health and Safety regulations.
- Other than clear nail polish, lip gloss and foundation, cosmetics / make up should not be worn at school.
- Necklaces (including religious necklaces) may only be worn inside clothing. Necklaces must not be worn outside clothing and must not be visible.
- Studded bracelets / gloves of any description must not be worn.
- Watches may be worn, but may be required to be removed for sport or physical education lessons, or whilst the student is involved in technology classes. Watches that store information are not to be taken into examination rooms.
- Tattoos (including temporary transfers) are to remain covered at all times.
- Sunglasses may be worn during recess or lunch breaks, or may be worn on approved excursions but remain the responsibility of the student at all times.
- Jewellery that is continually worn in breach of this policy may be confiscated by staff.

Consequences

The consequences which apply to students who choose to break the Code of Dress are outlined below; care will be taken to ensure that a student's studies are not adversely affected.

1. Students out of uniform and without a dated note from parents are to be sent to Sub – School Leaders
2. The Sub-school Leader will issue the student with a *Dress Code* statement that:
 - * informs parents of the College uniform requirements
 - * seeks parent support to ensure that the Uniform policy is adhered to.
3. In the event of a student continuing to be out of uniform a parent conference with the School Administration will be arranged.

COLLEGE UNIFORM:**Boys Winter:**

Black shoes/boots – plain black leather runner can use black nugget on dark brown boots

College green and yellow polo shirt

Grey, black or plain white socks.

Bottle green windcheater with emblem or College polar fleece windcheater

Grey trousers, **no** Grey Track Pants, cargoes or jeans.

P-4 students – Bottle Green tracksuit pants.

Boys Summer:

As above with option of:

Grey shorts, no cargo pockets - Stubbies

P-4 students – Bottle Green tracksuit pants

Girls Summer:

Black or dark brown leather sandals

White socks.

Bottle green windcheater with emblem or College polar fleece windcheater

East Loddon check school material dresses (available from Parent's Assoc.)

Girls Winter Uniform:

as above with –

Bottle green tartan skirt – (available from Parents Assoc.)

Black tights

Grey trousers – tailored or Max Dax – available as above, no cargoes, no grey tracksuit pants

P-4students – Bottle Green tracksuit pants

East Loddon green and yellow polo shirt

Sports Uniform:

Black tracksuit pants /shorts /skirt

East Loddon sports polo shirt (Black and White)

Bottle green windcheater with emblem or College polar fleece windcheater

Runners, no black soles

Hats

It is the policy of the College that students must wear hats during Term 1 and Term 4 and are encouraged during Terms 2 & 3 when engaged in outside curriculum-based programs, eg. Sport, Swimming and Physical Education and outside excursions.

The purchase and maintenance of hats is the responsibility of students and their parents, they are able to be purchased through the office or on the uniform order forms. Students without hats are restricted to shade areas during recess, lunchtimes and outdoor activities. Students who lose their hats may be required to pay for a replacement hat.

Protective Clothing

Students should have a coverall or Art smock (eg. an old large shirt) for Art classes in Prep to Year 4. Students in Years 5 - 8 are requested to wear a work apron for all practical classes. Students taking classes in the workshop area must wear covered shoes. It is essential for children wearing sandals in summer to bring a change of footwear on the days they have these classes.

The following items can be purchased at the College:

The Parents' Association has determined to make items of uniform available from the College Parents should make contact with the Office to obtain information about prices and sizes available. Items available include:

College windcheater.

College green and yellow polo shirt

College bags or Back packs.

Bottle green windcheater with emblem or College polar fleece windcheater

East Loddon sports polo shirt, black and white

Bottle Green Beanies and summer hats

Second-hand clothing may be purchased through the Parents' Association.

Year 12 students have the option of wearing uniform or casual clothes on a daily basis and, on certain days, all students have the option of attending school out of uniform. Any students who are out of uniform for the above reasons need to observe the following guidelines:

- Shoes must be fixed to the foot by laces, straps or buckles. Thongs are not acceptable. Enclosed shoes must be worn in practical classes eg: science, technology, PE etc.
- T shirts, dresses or polo shirts with sleeves are to be worn. Singlets, muscle shirts and shirts that expose cleavage or the midriff are not acceptable.
- Shorts, skirts, dresses and pants must be at least mid thigh length and worn on the waist without revealing underwear.
- A school hat is compulsory during Term 1 and 4. Baseball caps are not to be worn.
- Inappropriate language, images or gestures are not acceptable on any item of clothing

EARLY YEARS LEARNING:

The major focus for the P-4 early years of learning is to lay a strong foundation of knowledge, skills, attitudes and values necessary for further learning. There is a particularly strong emphasis on students achieving high standards in literacy and numeracy. At the same

time students are encouraged to be confident, organised and excited about learning and life. They are encouraged to develop social skills as they learn to work with their peers to explore and pose questions about the world. They examine their feelings and ideas by using imagination and experimentation in creative ways. Thinking skills are introduced by encouraging curiosity and questioning and the explicit teaching of self-reflection. The classroom is a stimulating environment where the students feel challenged and supported. Every child starting school is assessed so that their teacher can tailor a program that best suits their individual needs. The progress of students is monitored carefully to ensure that they are able to accelerate in their learning. Students in Prep to Year four will be involved in daily literacy and numeracy programs. In addition, the Reading Recovery program will support children who, after one year of schooling, have not developed effective reading and writing skills. Learning activities integrate the Domains and help the students develop life skills including learning to interact with other children and adults.

ELECTRICITY:

The school is required to pay for the electricity and gas it uses from funds within the School Global Budget provided from DEECD. Every attempt to conserve electricity by switching off lights and air conditioners when they are not needed especially before lunch and at the end of the day will mean that funds are available for other purposes.

Occasional power outages occur from time to time and can be managed without interruptions. Very occasionally, the power may be out for prolonged periods of time. Skylights have been installed in staff toilets, including P-4, which will also assist in the reduction of power used overall. In the event of further prolonged power outages prior to any such arrangements being in place, the following steps will be taken:

- Disinfectant sprays will be made available for use by students and staff in toilets
- Buckets of water and battery powered lights, where necessary, will be made available in staff and student toilets
- Bottled water will be made available for drinking and use for hand washing when necessary
- A review of daily plans will occur periodically as estimated return times become available

EMERGENCY EVACUATION: Fire drills and Lockdown

The College has a Displan which takes into account very prescriptive procedures for many types of emergency. Drills are practised several times each year to ensure both staff and students are familiar with the procedures. Staff are requested to make themselves thoroughly familiar with their particular duties at the beginning of the year and to apply the procedures rigorously in the practise drills.

An emergency evacuation is sounded by a repeated siren and verbal warning.

Should you be on school premises when an emergency evacuation is sounded (repeated siren followed by an evacuation warning), you should proceed to the central lawn immediately and enact your specific duties (if any). Students are then relocated to the oval. Only emergency vehicles (fire, police, ambulance, bush nurse) may enter the school grounds once the warning siren has been initiated.

FIRE PRECAUTIONS:

1. In the event of a fire, the safety of students is paramount. No other considerations are to hinder or delay the safe evacuation of all members of the school.

2. In the event of a fire, the alarm will be given by the intermittent sounding of a siren and evacuation statement. If the alarm is sounded, the following actions are to occur -

(a) During class time -

1. Close all windows.
2. Move quickly, quietly and in an orderly manner to the assembly point for the room which you are in, closing the door behind you.
3. Move immediately to the central lawn.
4. Check that all your students are present and report to the Safety Officer.
5. Return to your group and await further instructions.

(b) During recess or lunchtime -

1. Move to the area laid down for you to supervise and check that all students for whom you are responsible are present.
2. Report to the Safety Officer, then return to your group and await further instructions.
3. It is the responsibility of every member of staff to familiarise themselves with
 - (a) Assembly points and the routes to them from the rooms in which they teach. These are shown on cards which are displayed in each room.
 - (b) The areas which they are to supervise if a fire occurs during recess or lunchtime and the group of students for whom they are responsible. These details are posted on the notice boards around the school and in the staff room.
 - (c) The location of fire fighting equipment.

1. Fire Drill/Emergency Drill -

At various times Fire Drills/Evacuation will be held. It is vital that these are carried out in a serious manner. Students must be kept under firm control, kept quiet and not permitted to regard Fire Drills as an unimportant activity. The safe evacuation of any school in an emergency is made much smoother and more efficient if Fire Drills have been correctly carried out.

It is stressed once again that safety is the prime requirement. Books, equipment and personal possessions can be replaced or repaired. Dead or badly burned people cannot.

2. Lock Down

The Principal, Assistant Principal or other designated staff member, within the responsibilities of the College's Emergency Management Plan will decide whether evacuation is required and whether it requires movement within the same building, to other buildings, outside or to a site well away from the college. Three areas of the college are designated for group assembling: Library, P-4 area, IT area. If necessary staff and students should move quickly and directly to the nearest centre.

In the case of the need for a Lock Down staff and student will be advised whether to –

- Remain indoors or move to one of the assembly areas
- Close doors and windows
- Turn off pilot lights, gas and electrical appliances if necessary

The Principal or representative is responsible for keeping emergency services and the Department's communications centre informed throughout the incident.

ENROLMENT:

Parents enrolling a child at Prep level are required to present an extract of birth notice to confirm the child's age as being 5 years on the 30th April of the starting year and fulfil their obligations with regard to the School Entry Immunisation Certificate. Under the Health Act all children are required to present an immunisation certificate when enrolling in primary school. The certificate states whether a child has been immunised against diphtheria, tetanus, polio, measles and mumps. Students transferring between schools must also present the immunisation certificate.

Any student who wishes to transfer to East Loddon P - 12 College from:

- a) any other school in the defined neighbourhood, or
- b) any school outside the neighbourhood

must obtain permission to enrol from the Principal. Once an application for enrolment has been completed the Office Manager will contact the previous school for a transfer.

Upon enrolment parents will be issued with an Enrolment Pack. This Pack will contain:

- Enrolment form
- Student Handbook
- Application to travel on the bus form
- Internet Contract
- Asthma Management Plan
- Permission form for Headlice Check
- Medical Form
- Privacy
- Media Consent Form

The Media Consent Form allows parents to nominate the occasions on which they are happy to have their children's images, names or work samples available for publication beyond the school environment. The College has endeavoured to anticipate all such occasions that personal details of a student may be needed for disclosure in the course of school activities. There will however be occasions that are not covered by the consent form and will require additional consent from parents.

Information required for an enrolment includes:

- Evidence of child's date of birth
- Names and addresses of child's parents and/or guardians
- Parents' telephone numbers (home, work, mobile) and emails address
- Name of emergency contacts and their details
- Doctor and dentist's names and telephone numbers
- Immunisation certificate
- Health and wellbeing information about the child (for example, does the child have asthma, diabetes, allergies, poor eyesight, particular custody arrangements)
- Information about the languages the child speaks and hears.

EXAMINATIONS:

Year 12 students are required to sit examinations as part of the VCE assessment. Year 10 & 11 students are given the opportunity to experience examination conditions as part of their assessment of units. Teachers ensure that the time allowed for an exam matches the content of the examination. Students will be given time to prepare for their exams and guidance in

exam procedures. They should make themselves ready for the assessment by spending time at home reviewing notes and ensuring that they have all the tools necessary for the exam.

EXAMINATION PROCEDURE:

The office will type and duplicate copies of exam papers. A date will be set by which papers are to be at the office for typing. Papers not at the office by that time become the responsibility of the subject teacher to prepare. A further date will be set for exam papers to be handed to the office for duplicating.

Where special materials are required for an exam, e.g. graph paper, ledger paper etc., these are to be organised by the subject teacher and given to the first supervising teacher of that exam. All exam papers are to be typed. Student's exam scripts may be returned to students at midyear but not at the end of the year. An examination Timetable with staff supervision will be posted in advance.

EXAMINATION SUPERVISION:

1. Papers to be collected from the office by the first supervising teacher along with foolscap etc. required.
2. Completed exam papers must be returned to the Office in bags provided. Teachers collect their papers from the office.
3. Supervising teachers are to ensure that students are correctly seated in the exam room so that no students doing the same exam are seated together.
4. No students are permitted to leave an examination room prior to the stated completion time of the exam.
5. Teachers are asked to be prompt in arriving to start an exam or in relieving another supervisor.
6. Any actual or suspected cases of malpractice by students during exams are to be reported to The Principal and Senior Sub-school Leader.
7. Students are not permitted to leave their seat or speak during an examination. They are not to write during the read over time of 10 minutes allowed at the start of the exam. Students are to write their names on their exam scripts during the time allotted for the examination and not after 'pens down' has been signalled to end the exam.

FIRST AID/ SICK BAY:

Supplies are provided in the Sick Bay. Further supplies are in the Science, Woodwork, and Home Economics Rooms. A list of children with specific health problems is maintained in the Sick Bay. The following staff have first aid qualifications – D.Leed, S. Cail, J.Clyne. Students requiring medical assistance or treatment must report to Mrs Cail in the first instance.

Students are not to be in the Sick Bay without notification to Mrs Cail. Students placed in the Sick Bay will be checked periodically. If deemed necessary parents will be called to collect their sick children. Any medication administered will be under the guidance of the Bush Nurse. Please note that Panadol and other medications will not be issued without the consent of the parents.

FOOTY TIPPING:

A volunteer will usually run the Footy pool on the A.F.L. Football. Weekly prizes and a season jackpot are paid. Skill does not count in success. If you cannot pick the winners, then try picking the losers, it should be easier.

FUNDRAISING

School Council will organise fundraising events from time to time to enable improvements to be made to the College facilities or programs. Teachers may also wish to seek support from a

variety of organisations to reduce the cost of involvement by students in College activities. Prior to doing so, the following steps must be undertaken:

- Seek advice from the Business Manager to accurately determine costs and school funds available along with the level of parent contribution being requested and the organisations who are known to be offering support to the College eg: Rotary Club of Point Gellibrand, East Loddon Lions etc
- If seeking funds beyond those organisations listed by the Business Manager, provide written advice to the Principal / Assistant Principal outlining the organisation being approached, the amount requested, the school event being funded and how/why the contact is being generated and receive written approval prior to initiating any contact
- Update any notices / newsletter articles to reflect the level of subsidy being provided to parents, including internal school funds

HARASSMENT:

It is the Policy of the College to aim to achieve a code of behaviour wherein all students and staff can be valued and respected. The [*Student Engagement Policy*](#) aims to eliminate all forms of harassment from our College and to support people who have been harassed or bullied. All members of the East Loddon P-12 College community have the right to work in a safe and caring environment free from all forms of bullying and harassment.

All staff are required to complete the on-line program provided by DEECD to ensure that they are familiar with the principles of the Workplace Discrimination & Sexual Harassment training, and the legislative requirements. Professional training will be brought to the attention of staff so that awareness and skills are constantly updated.

Harassment in any form is not acceptable. All staff are expected to model and practice appropriate behaviour. As educators, we have a responsibility to provide teaching and learning environments that are free from harassment, and that encourage individuals to develop attitudes and skills that discourage, challenge and report harassment in all forms.

Any incidents of harassment, whether from parents, students or colleagues, should be reported immediately to the Principal. The Principal will employ strategic processes to resolve the issue. Any unresolved issues may be referred, either by the Principal or involved parties, to the appropriate authorities. All claims of harassment will be treated confidentially, documented and promptly and constructively addressed. The rights and sensitivities of all individuals will be protected.

Harassment by students will attract consequences consistent with our **Student Code of Conduct**.

HEAD LICE POLICY:

Head lice are often associated with school children; however, head lice do not differentiate between schools, homes, business, hygiene or socio-economic status. It is a health concern which affects the whole community, therefore there needs to be a community approach to its management. The College will take an active role in creating awareness of the ways to control head lice. It will support parents by conducting regular screenings as required and notifying parents when their children need to have treatment. The Policy for Management of Infected Students states that:

- a) Parents or guardians are notified and requested to remove the student for treatment. The student can return to school after treatment. A nominated

coordinator will check to ensure that the student is clear before the student can resume normal classroom activity to ensure other students are not infected.

- b) In the event that the parents or guardians cannot collect the student, the student will be segregated from the remainder of the student body, until the parent can collect them or the student returns home at the end of the school day.
- c) In the event that the parent has not given permission for a student's head to be checked, if lice are noticed by staff, the parents will be contacted and asked to come to school and inspect the student's hair with the staff member. If an infestation is noticed the child will be excluded from school until treatment has been carried out.
- d) Only under exceptional circumstances will school staff be involved with the treatment for infected students. This is usually the responsibility of the parents.
- e) The child cannot return to school without written confirmation from the parent/guardian that treatment has occurred.
- f) The parents have a responsibility for checking their children to ensure that they don't have head lice and, in the event of finding an infestation, notifying the school and carrying out appropriate treatment.

See [Appendix 15: Consent Form – Head Lice Inspections](#)

HIRE / LOAN OF EQUIPMENT

The College resources are available to the community for use in appropriate ways. An agreement needs to be entered by the hiring person/organisation prior to taking any equipment from the College.

While the College is supportive of links with the community, there may be occasions in which loans of equipment will be restricted due to commitments of the curriculum and other College programs. Similarly, it may be necessary for the College to request a refundable deposit from those wishing to hire / loan pieces of equipment. Some College equipment is not available for loan / hire. ([Appendix 14](#))

HOMEWORK POLICY:

It is government and College Council policy and an expectation of the College that all students schedule home study into their weekly program. It is important that a Student Study Plan be developed to include the many and varied commitments of the student. The complete *Homework Policy and Guidelines* is attached in [Appendix 17](#).

HOURS OF DUTY:

Teachers are required to be at school at least 10 minutes prior to the start of the morning briefing session .ie **8.40 am**.

Teachers are required to be on duty for a minimum of seven hours per day. Because of the nature of the College and the fact that the majority of students travel by bus, staff are requested not to leave until the busses have left. i.e. **3.40 pm**.

Attendance at Staff Meetings is compulsory.

Staff can be required to be on duty for an additional three hours per week by mutual agreement (e.g. P/T Interviews)

ILLNESSES:

Sick children should not be sent to school. If students become ill at school, a parent or nominee will be contacted and asked to collect the student. Students may be placed in the Sick Bay while waiting for collection, but only after being sent to Mrs Cail in the Office first.

Parents are alerted to the time students are excluded from school for various illnesses. It is in the best interests of the student that adequate time is allowed for a complete recovery.

Medication may be issued by Mrs Cail (on advice of Bush Nursing Sister). Mrs Cail keeps a record of medications including Panadol distribution.

Medical Problems/Concerns

All medications to be administered while a student is at school must be handed in to the Office. The College should be notified of any asthma, physical defects in sight, hearing etc., so that adequate safeguards may be taken to protect the health of the student. Advice on temporary disabilities would also be appreciated. Parents must ensure that the College is kept up to date with any medical history or requirements for their children. It is vitally important that a second and third point of contact is provided in the instance of a parent not being able to be contacted.

IMMUNISATION:

When children are being enrolled in a primary school, parents need to take their child's immunisation certificate with them. The certificate shows whether a child has been immunised against diphtheria, tetanus, polio, measles, mumps, rubella, whooping cough and haemophilias influenza type B. Primary students transferring between schools are also required to present immunisation certificates. Children who are not immunised can still attend school. However, if an outbreak of an infectious disease occurs at the school they will be sent home until the danger has passed. Local councils can provide immunisation certificates.

INDEPENDENT READING TIME:

As part of the College's commitment to literacy development, all students and staff are involved in independent reading on four mornings per week. Students may choose their reading materials provided it is extended text which does not include newspapers or magazines. Staff supervise and conference with students about their reading, as well as modelling good reading behaviour. The library has many books and students must choose their material prior to reading time, not during it. All teachers will be allocated to a class for the year, one to be the form/class teacher and the other, the reading buddy.

INSTRUMENTAL MUSIC:

The College has on staff an Instrumental Music Teacher for 2 days each week. Through this program, students are offered individual or small group tuition in a choice from several instruments including Guitar, Brass, Percussion, Saxophone and some Woodwind. Students wishing to undertake this commitment should apply to Mr Norm Gray for inclusion in the program. Arrangements can be made through Mr Gray for the hiring of instruments and payment of fees. Mr Gray endeavours to timetable students for instruction so that they do not miss the same classes each week. Students have a responsibility to catch up on missed class work.

Piano Lessons:

Individual piano lessons during school time are offered on a fee-paying basis by a private tutor. Classes are operated 2 days a week. Students are released from class to attend their lessons. Their lessons are scheduled to ensure they do not miss the same classes each week. Contact the College office for information on current arrangements.

INTEGRATION PROGRAM:

The College actively supports the Integration of students with Disabilities and Impairments and their participation in all aspects of College life.

A Student Support Group will be established for each Integration student. The Support Group's membership includes the Principal, Student Support and Wellbeing Leader, Parents, Aides and, where necessary, other teachers. The student may also be asked to attend. Meetings are held on the basis of at least one per term. Relevant staff may be asked to complete an interim report on the student prior to the meeting. At these meetings goals are set and progress toward the fulfilment of goals is reviewed.

Additional support from an Student Support and Wellbeing Leader /Integration Aide may be available to students who meet qualifying criteria set by DEECD. Discussions need to occur with the Student Support and Wellbeing Leader, Integration Aides and parents to determine appropriate programs for integration students. In many cases the regular program will need to be modified. The Teaching staff are responsible for designing the modified programs and for managing all student behaviour. Where a modified program is implemented the report format will need to be adjusted accordingly. Discussion with the Student Support and Wellbeing Leader should occur to achieve this process.

INTERNET ACCESS:

The College provides the facilities for access to the Internet. This facility enables staff and students to obtain the latest research and information on any topic. The Email capacity enables contact with people all over the world. A levy included on the booklists subsidises the costs involved. Prior parental or guardian permission in writing is required for students to access the Internet. Network administrators may review student files and communications to maintain system integrity and ensure that users are acting responsibly. Students enter into an agreement in writing to comply with the rules as set out. A breach of this agreement will be met with sanctions that may include exclusion from the network. (See [Appendix 18](#))

LATE SUBMISSION OF WORK:

Students have responsibility to submit all work requirements punctually. Class teachers and sub-school leaders devise and implement set procedures to apply to all students where work is submitted late. Where students know they will be unable to hand in work by the due date they need to discuss the matter with their class teacher before that date. Students are also asked to provide a courtesy note from their parents explaining why they are unable to submit the work on time. Work submitted by the extended date is assessed in the normal way. Work not submitted by the extended date is not assessed or given a Graded N and a possible parent conference is convened.

*** For specific VCE policy details refer to the VCE Handbook.**

LEADERSHIP- STUDENTS:

The College has introduced leadership positions for students to develop their confidence and skills in the areas of decision-making, consultation, running meetings and events, and public speaking. Students are taught to be active citizens in their communities by being involved in programs within their local community. Students are also encouraged to be involved in the Student Representative Council. They have the opportunity to be elected to positions of Sports House Captains, Bus Captains and Sub-School Captains. The buddy system in the P-4 area assigns an older student to a younger student and has two main benefits. The older student learns to take on responsibility, while the younger student knows they have another person at school to whom they can turn for assistance.

LEAVE:

All teachers whether temporary or permanent are entitled to sick leave, long service leave, compassionate leave and leave without pay under certain conditions. All up to date details are published are outlined in the Victorian Government Schools Agreement, 2008. Information is also contained in the Personnel File stored in the Office. Discussion and consultation is to be made with the Principal.

A teacher may take up to 5 days of accrued sick leave credits in any one-year without the need to provide a medical certificate. This is subject to the provision that not more than two days are taken consecutively without a certificate. If absent for a cumulative total of five days without a certificate, all absences thereafter, even for a single day, require a certificate for any absence due to illness. A statement of days credited for sick leave for each teacher is shown on the Pay Advice Slip available through Edupay.

NOTE: A teacher absent on a day adjacent to a public holiday (including a Friday before a Monday public holiday) must provide a medical certificate. Otherwise that teacher will lose pay for the day he/she is absent - not including the public holiday.

LEAVING THE CLASSROOM:

Students should not leave their room during class. If a student does have the necessity to leave the class they must carry their diary in which the class teacher has recorded the time and written the reason for being out of class. If the student has to report to another teacher whilst out of the classroom that teacher must also sign the diary to signify that the student has reached their destination.

Senior students' access to lockers is restricted to recess times. They should always take sufficient materials to class for the following two periods

Staff should not leave their classroom of students unattended. If it is necessary to leave the room during class they should make arrangements for another teacher to cover them in their absence.

When a student leaves the College, they must complete an Exit Form. This form ensures that all relevant people have been notified. Checks by the Librarian, Bursar and Sub school Leader assist in ensuring any borrowed goods have been returned and any outstanding financial commitments have been met. The form also requests a forwarding address for home or school. As part of the accountability process for the College, parents/guardians are asked to complete a satisfaction survey. Information from the survey assists in the future planning and direction of the College.

LEGAL LIABILITY:

A statement concerning the legal liability of teachers is printed in the School Operations Information Manual (available from the office).

A teacher is acting 'in loco parentis' in the role of the parent. The teacher is supposed to do what a reasonable parent would do, i.e. exercise the same care and supervision over students as would a prudent parent. See notes re excursions. There are certain actions which may be regarded as negligent if a student is injured e.g. leaving a class unattended, dismissing a class early, failing to be on duty at designated yard duty times, handling dangerous equipment and neglecting yard duty. Any teacher who drinks alcohol on a school excursion (either in or out of school hours) will find it difficult to defend him/herself against a negligence action. Once staff enter the College premises they are considered to be on duty and are expected to extend 'due care' to any students present.

LIBRARY:

The East Loddon P-12 College Library provides a service for all children from Prep to Year 12. The library provides standard reference and non-fiction books organised in Dewey System and Fiction Books. A teachers' reference library is in the Library.

There is also a collection of periodicals, daily newspapers, a vertical file of current affairs arranged in alphabetical order, audio visual hardware and software, and Computer access for Reference. The Library is connected to the Internet, with computers available for use.

Hours

The library opens at 9.00 a.m. and remains open until 3.20 p.m., except during morning recess and the first half hour of lunchtime.

During class time students in Years Prep - 10 only have access to the Resource Centre if accompanied by a teacher or if they have a note in their diary requesting access for research. Students in Years 11 & 12 have access to the Resource Centre during class time for private study.

During lunchtime access to the Resource Centre is via the amphitheatre entrance between 1:15 pm and 1:35pm.

BORROWING

Staff (up to 40 items) and VCE (10 items) may have yearly borrowing. Bulk loans of books are available for assignments in all years as well as books for library corners in all junior years. Other resource materials have a borrowing limit of two weeks. Exceptions are sets of materials. VCE students have a 3-month limit.

Students are welcome in the library at any time as long as they have a specific task to perform. If a teacher sends students to the library not supervised, during class time they must make a note in the students' diary, with a reason for the visit. They are not to be sent to the library during class for 'free time'. There are time tabled classes in the library.

If staff require a class to do work/research in the Library, then they must book that time on the whiteboard above the photocopier in the Library. It would also be advisable that they inform the Library Staff of forthcoming research/projects that their class intends to do. This helps the Library Staff to get the required material available and inform teachers if there is a researching problem with that topic.

Students doing VCE studies may have access to the Library during classtime for private study.

All students are expected to observe the Library Code of Conduct.

LIBRARY CODE OF CONDUCT

Come in to:

* borrow/ return books

* study privately

* read silently

Respect the rights of others by:

* behaving in a quiet, sensible and courteous manner

* treating Library equipment with care

* NOT bringing food, drink or hats into the Library

* making sure any resources you borrow are checked out by the staff

* returning any borrowed item by the due date

* replacing or paying for lost or damaged books

Consequences

Positive - if you follow the above you will...

- * experience success
- * have access to a wide range of resources
- * enable others to be successful library users

Negative - if you choose to ignore the above you may be....

- * given a warning
- * asked to change seats
- * asked to leave the Library
- * banned from borrowing
- * banned from using the Library
- * asked to report to the Sub-school Leader

All resources bought by staff and Domains with College money is to be accessioned and catalogued by the Library.

LOCKERS:

Each student in Year 5 and above is allocated a locker for the storage of personal possessions. Lockers must be kept clean, tidy and undamaged. Students may purchase combination locks to secure their property from the College Office A key is not supplied.

At the end of each year, the student is required to empty and clean their locker leaving it in an acceptable condition.

Purposeful damage may incur a fee to cover the cost of repairs and locker privilege may be withdrawn.

School lockers remain the property of the College. Lockers may be searched by staff without notice.

Sub School leaders are responsible for distributing lockers and overseeing their use.

LOST PROPERTY:

Lost property is to be handed to the Office. If property remains uncollected for a period of time, it is parcelled and sent to charity or placed on stalls at College functions to be purchased. Students who have lost property must accept responsibility for locating their property. Teachers will assist in tracking down named belongings.

MAGAZINE:

The magazine 'Oasis' is organised by a Committee of interested Parents and Staff Members. The magazine attempts to be representative of school events for the year. Such things as sporting and social activities, student's work and excursions and camps reports make up the bulk of the magazine. Staff are requested to take responsibility for ensuring that reports of specific events and school activities are recorded during the year as they occur. Don't leave it until the last minute!

In addition, the magazine allows for the Principal, College Council and Parents Club to reflect on the past year.

A copy of the magazine is distributed to staff members who request one.

MAIL:

All mail which arrives at the College is sorted by the Office Staff. Private mail will be distributed to individuals by being placed in their pigeon-holes. Official school mail is read by the Administrator and passed on to the appropriate people or filed.

Official mail to be sent is to be brought to the office and placed in the basket on the counter with the initials of the sender written in the top right hand corner. Private mail will be handled as well, provided that the sender buys stamps.

MANAGED INDIVIDUAL PATHWAYS (M.I.P.s)

It is a requirement of DEECD that schools assist students to strategically plan for their future by developing a map of their individual pathways. Students in Years 10, 11, and 12 will be required to consult with an advocate who will assist them to draw up their plan and to review the plan periodically each year. The plan will identify skills and abilities as well as interest and proposed career options. Records will be maintained of subjects studied and extra curricular practices. Students will be tracked for at least 6 months after leaving the College.

MEDICATION:

Students who require medicating during school hours must ensure that they have sufficient stores of their medication (clearly labelled and in its original container) available for distribution, this must be handed into the College Office. Such medication will be kept in a locked compartment and at the time the medication is to be administered they should report to Mrs Cail who will distribute the correct dosage. Records of the distributions will be maintained.

MIDDLE YEARS:

The middle years of education (Years 5-8) are an important stage in a child's schooling. It is a time when students grow more independent and take on more responsibility for their own learning; yet a time when students require a good deal of support. The teaching programs need to be meaningful and authentic, because students learn best when they feel as though what they are learning is relevant to their lives. They need to remain challenged and engaged. Particular emphasis is placed on Numeracy and Literacy to ensure that the foundations laid in the Early Years are built upon and expanded. Literacy and Numeracy skills need to be a genuine part of each area of learning; each DOMAIN must take responsibility for including the teaching of Maths and English within its components of study.

MOVEMENT AROUND THE COLLEGE:

Students are required to move around the school, inside and outside, in such a manner as to ensure they do not do harm to themselves, others or the environment. They must also respect the rights of others at all times by moving quietly between classes and at all times within the corridors.

MULTI-PURPOSE ROOM:

The Multi Purpose Room (Room 16) is available for a variety of activities e.g. meetings, assemblies, physical ed., debates, showing of films, night classes, school performances, etc.

Music classes, textiles classes and the P-4 assemblies are timetabled in the multipurpose room. These classes should have priority over occasional bookings however, at times, flexible arrangements can be made. Please check the timetable to see if the room is free before arranging for its use.

The room is to be kept locked when not in use.

NEWSLETTERS:

Newsletters and notices to parents are issued weekly via students. The school attempts to keep parents fully informed with regard to excursions, sports meetings, school activities etc. Staff may send notices to parents provided that such notices are cleared by the Administration. Any items must be given to Sue Cail for typing by 9:00 am Thursday morning.

Community Newsletter

The East Loddon Community News is published each second Thursday; each household receives a free copy. It receives limited subsidising finance and community contributions.

Articles for inclusion may be sent by the following deadlines to -

- Mitiamo Store 5.00 pm Sunday night
- Serpentine Store 10.00 am Monday morning
- Dingee Store 5.00 pm Sunday night
- East Loddon P - 12 College 3.00 pm Monday afternoon
- Raywood Store 5.00 pm Sunday night

OCCUPATIONAL HEALTH & SAFETY:

The Victorian OHS Act 1985 aims to secure a safe and healthy work environment, and to eliminate risks to the health, safety and wellbeing of people at work. All staff, contractors, visitors and students on DEECD property or engaged in DEECD activities are covered by this Act.

The Principal, as the DEECD representative has responsibility for OHS management at a school level. Students, contractors and members of the public who come into the school should not be exposed to risks to their health and safety. These responsibilities include:

- Maintaining safe facilities, equipment and systems of work
- Employing or engaging suitably qualified people to provide specific advice regarding health & safety
- Monitoring conditions in the work place
- Providing adequate information, instruction, training and supervision to employees in order for them to do their work in a safe and healthy manner.

It is standard practice for schools to arrange for outside contractors to be hired to perform a variety of tasks. The principal, when employing the contractors, has a duty to ensure that they are competent and systems are in place to ensure safe work practices. Students and visitors to the college have a duty to respect the rights of the workers to go about their jobs without interference and with due respect.

ON TRACK SURVEY:

After school, students may need further support in making the transition into the world of work, apprenticeships, training or university. All former Year 11 and 12 students who agree to be contacted are requested to participate in the On Track survey. The survey asks school leavers what they are doing after they complete Year 12. The information is useful in providing DEECD and the wider community with information about how students in schools are achieving, whether it be going on to further education and training or finding employment. Survey participants can also receive support from local organisations (for example their Local Learning and Employment Network), if they require further career or study advice.

PARENT PARTNER PROGRAM:

Parent involvement strengthens the partnership between home and school, and provides greater individual assistance. Parents are invited to come to the College and participate in many areas of their child's education. At the start of the College year, parents are asked to volunteer days and times that suit best and areas they feel comfortable working in. This has been a successful program in our College, with benefits for everyone - child, parent and teachers. Research demonstrates that children do better at school when they have the active support of their parents and when the home and school work in partnership.

PHYSICAL EDUCATION:

It is a requirement by DEECD that all students P-10 have a balanced program in the eight key learning areas (English, Maths, Science, Technology, The Arts Languages Other than English, Studies of Society and the Environment, Health and Physical Education.).

It is expected that all students will participate in all Physical Education activities unless a note is provided by parents. Any long-term exclusion should be accompanied by a Doctor's certificate. .

Physical Education is an integral part of our school curriculum with each class participating in several sessions per week. To participate fully it is important that students wear sneakers and suitable clothing for these lessons. (Sport shoes only, are allowed to be worn in the Gymnasium). Hats are required for outside activities. Students who repeatedly come to class unprepared for activity will be referred to the P.E. Leader or SubschooL Leader and appropriate action will be taken to enlist student and parent support.

Swimming

The Swimming program is held in Term 1 with classes conducted at the Mitiamo pool. Students are bussed to the pool.

The Primary swimming program is held over weeks 2 with the exclusion of Wednesdays and culminating with the P-12 House Sports. The Primary Swimming Program is synonymous with and extensive to the Learn to Swim program conducted over the holiday period. Parent assistance is crucial to the operation of the program. Students who pay a membership to the Mitiamo pool are admitted without further payment for each session. All students are required to pay a levy to meet the cost of running the buses. Non-members also pay an admittance fee. (The cost of the buses has been generously subsidised by the East Loddon Lions Club). The levy at Primary level is indicated on the Booklists.

The Secondary Swimming Program is conducted during February and culminates with the Secondary Swimming Sports. Swimmers from the carnival may qualify to represent the College in Inter- School competitions. The swimming levy has been included on the booklists for secondary students.

PHOTOCOPYING AND DUPLICATING:

The office possesses two photocopiers. Photocopying is an expensive item and staff are requested to use the service frugally. Staff will be given a pin number for a particular domain under which they print the class work required.

Each domain has budgeted for photocopying expenses and must work within this budget. Staff should liaise with the domain leader to ensure that this is the state of play. The Business manager will issue periodic balances to domain leaders. Photocopying should be kept to a minimum on Thursday afternoons when the College Newsletter is being produced. If any problems are experienced with the copiers help should be sought from Sue Cail.

PRIVACY ACT:

With the introduction of the new Privacy Laws it is essential that protocols be observed with regard to the collection, use, storage, access and retention of information about students and staff. Protecting the personal and health information of staff and students is a serious responsibility. The school applies the Privacy Principles which seek to minimize risk of misuse of information.

The four major principles applied are:

Collection:- collect only the information needed

Information:- inform the person why the information is needed and how it will be used

Disclosure:- disclose only as necessary for the purpose of the service.

Security:- secure information against unauthorised use/disclosure.

The College has a clear set of protocols with regard to the use of student images.

The Policy is:

- To notify parents and students of the current practices when using student images.
- Allow for separate consent for sensitive use of student images i.e. for publication on a website or in the press.

Below is a set of protocols to guide staff in relation to the use of student photographs/images.

- School Newsletter – student images and achievements listed, photographs of students who are identified (no separate consent required).
- School Magazine – photographs of students individual/ group and examples of work (no separate consent required)
- Intranet – photographs/samples of work, student can be named. A protected site (no separate consent required)
- School Website – group photographs – group identified, not individual students (separate parental consent required)
- Local/Press - individual student story can only be published with/without a photograph if parent permission is given. Unless a story focuses on an individual only group photographs will be used, students will only be identified by first name (separate parental consent required).
- Video Performance – where this is an in-class performance and the recording will not involve transmission, the consent of the individuals appearing in the video should be obtained.

If the performance is being recorded and transmitted both child and parent consent is required. Eg. College production, Deb Ball.

(See *Appendix 16* for sample of *Parent Consent Form*.)

PROGRAM BUDGETS:

The Leader in each Domain is required to prepare a Program Budget for the following year. This budget outlines as accurately as possible the anticipated expenditure for that learning area for the period of one year. It includes the cost of class sets, expendable materials, student / class supplies, furniture and other equipment. Importantly, it includes an estimate of photocopying costs. The Domain Leader indicates the proposed source of funding eg. Special Needs, class levies. The budgets are scrutinised by the Administration team and are used to help set parent levy contributions.

PROHIBITED SUBSTANCES:

Harmful substances such as tobacco, drugs and alcohol are prohibited and will be confiscated. Any student bringing or using these substances will face heavy consequences. Items which may be harmful to others such as pocket knives, matches etc. are also prohibited. The College grounds and buildings are designated non- smoking areas. Persons wishing to smoke should leave the college grounds and buildings to do so.

PROMOTIONS:

The Principal will manage media reports and coordinate a range of activities aimed at promoting the College in the immediate and wider community. Promotional strategies include regular newspaper articles and may include radio and television broadcasts. The Principal must ensure that the Privacy Policy is implemented to protect individuals. Parents are asked to complete a Media Consent Form at the beginning of each year.

RELIGIOUS EDUCATION:

Approved instructors provide religious instruction at some year levels. The extent of the service depends upon the availability of instructors. Parents have the right to withdraw their child from this activity should they feel it is necessary. A small charge is made on the booklist to cover the cost of materials used in Religious Education Classes. The R.E. curriculum is approved by the "Council for Christian Education in Schools" and will be delivered only to Prep students in 2012.

REQUISITIONS:

The Bursar and the Administration staff manage the Student Resource Package.. Additional monies become available from parent levies, fund-raising activities and bank interest and canteen profits. Domain leaders have the responsibility of preparing Program Budgets which indicate as accurately as possible anticipated expenditure to operate each area of learning for the year. Parent levies and monies from the Student Resource Package fund these budgets. Curriculum Innovations funds will be made available at the start of each year with the assistance of Parents Association.

ORDERS

All orders of materials, books etc must be made through the Domain leader. The Domain Leader keeps track of funds available in his/ her budget and determines the need for requested items before placing the order. The Domain Leader completes the order in the Order Book which is in the possession of the Business Manager. The Business Manager completes the order by signing approval for the order to go ahead and then sends the order to the supplier.

Small purchases up to a total of \$50 per term made by Staff can be refunded by the staff member completing a green form which is available from the Business Manager. Again, it is essential that clearance be gained from the Domain Leader before such purchases are made.

FURNITURE

Furniture budgets are prepared annually. A budget is provided by DEECD to supply all furniture needs. Submissions will be sought from staff - stating furniture requirements before the order is sent.

RESTRICTED ACCESS:

Quite a number of students have restricted access that nominates custody or access to one parent only. That is, custody may only have been granted to one parent. Other parents or guardians are not to have access without the consent of the custodial parent. Whenever students are to be collected from school the parent or guardian should be directed to the office in the first instance. The students are then signed out and a check can be made to ensure custody restrictions are not violated. Parents must ensure that the Office Administration are kept up to date with custody arrangements.

SECURITY SYSTEM:

The College is fitted with an electronic security system. Several staff and the cleaning contractors have been issued with keys to deactivate the system. All persons who wish to gain access to any College buildings outside the normal College hours should make arrangements with one of the following people who will be able to operate the security system - Henry Lacey, Sue Cail, Brad Madden or Scott Wilkinson.

STUDENT REPRESENTATIVE COUNCIL:

The Council draws representatives from Years 4-12 and meets regularly during lunchtimes. The SRC reports to College Council on its activities and ideas. The SRC allows students a voice to improve learning conditions for students at the school. The SRC purchase equipment to supplement amenities and services for the benefit of all students. They also make donations to support charities and conduct social activities to engage students in the life of the college.

STUDENT WELLBEING:

The College is provided with funds to employ a student wellbeing and support leader. This is a valuable resource as the person works closely with students, guiding them through problems or difficulties they may have and working as part of the Wellbeing Team including the Chaplain, Social Worker and School Nurse. The student wellbeing and support leader may deal with issues such as absenteeism, bullying, drug use or depression and works with the principal and other staff to develop and maintain a safe and supportive school environment. The student wellbeing and support leader may seek to involve parents where appropriate and will set up a contact network within the wider community. A Wellbeing Room allows a private area for students to contact wellbeing personnel. Parents wishing to speak with the student wellbeing and support leader should contact the school to make an appointment.

Regional Support Personnel is also available on a limited basis.

A list of useful contacts is made available to Secondary students by means of a posting on the students' notice boards. The list is as follows....

Where To Go For Assistance.

financial worries?	*student wellbeing coordinator *business manager
feeling down? about school? friends? home?	*student wellbeing coordinator *Sub-school Leader *teacher you feel comfortable with *student counsellor available on request * chaplain available on request
finding a unit difficult?	*class teacher *coordinator
unsure about course?	*teacher *careers teacher

need help with study techniques? Homework problems?	*class teacher * another teacher *careers teacher *Sub-school Leader
"consideration of disadvantage?"	*Sub-school Leader *Principal / Assistant Principal
careers? tertiary courses?	*Careers teacher *Sub-school Leader
work experience?	*Careers teacher
leaving school? need and exit form?	*Sub-school Leader *Assistant Principal
feeling sick?	*first aid teacher *front office
lost property? valuables? lost clothing? books?	*general office *Library
changed address?	*general office
ID card/ travel concessions?	*general office

Alcohol and Drugs - BRADS. Bendigo Regional Alcohol and Drug Service Counselling and general information about Drugs and Alcohol. 54300500

Kids Help Line(freecall) 1800 551800

Legal Services.

Legal Aid Commission. Lifeline / Youthline
54411155 54131114

Health Services.

Eaglehawk Community Health Centre. 54344300

Sexual Assault

Centre against Sexual Assault. 54410430

Family and Personal Services

Action Pregnancy Problem Centre 54415795 Centa Care 54439577

Grow - mutual support group 54434788 St Lukes Family Care 03 - 8909846

Bush Nursing Service 54368309 / 0428 507407

Emergency Accommodation

Salvation Army 03 -5437498

Bendigo Urban Emergency
Accommodation Resource
03 - 54423875**STUDENTS WITH DISABILITIES:**

Students who have been assessed as eligible may receive additional financial support from the government to provide further support to meet the student's individual needs. Students must meet the relevant criteria set by the World Health Organisation. The Program for Students with Disabilities: Handbook is a guide for curriculum and procedural development. Where funding is provided, Integration Aides will be employed to support the students in the classroom. As far as is practical the Aide is matched to the student and is guided by a teacher in charge of Integration Coordination. The Aide is encouraged to use initiative in assisting the class or subject teacher to develop modified programs, which will enable the student to be integrated into the class programs. Regular parent meetings are important in the support of the student and will be coordinated by the teacher in charge of Integration.

SUNSMART POLICY:

Health authorities have recognised the link between exposure to the sun and skin cancer. All students are required to purchase a hat that is part of the college uniform and that must be worn at recess, lunchtimes and physical education or sport times. Some excursions or outdoor activities may also require the wearing of hats. The students are required to take responsibility for their hat including ensuring that it is laundered at least at the end of each term. The wearing of hats is compulsory for Terms 1 & 4 and strongly recommended for Terms 2 & 3.

Hats are only part of the fight against skin cancer – sunscreen is an important part of skin protection as well. Parents are encouraged to provide and teach their children to apply sunscreen at appropriate times during the summer months when skin exposure can be a problem. Students must be taught to take responsibility and initiative in protecting themselves.

TELEPHONE:

Staff may be asked to pay for all phone calls of a personal nature.

Students are discouraged from having access to the phone except in the case of important or emergency matters. In those instances they should seek permission from the Principal or Administration staff. The individuals concerned must meet costs of all calls. Students are not permitted to use their mobile phones at school unless given specific direction to do so by a teacher. Any phones being used inappropriately at school will be confiscated for collection by parents. If students have a specific need to have their mobile at school on a particular day they should hand it in to the office for safe keeping and collect it at the end of the day.

TRANSPORT:

Students have access to buses to transport them to and from school each day. Access to buses is a privilege and not a right. Safe codes of conduct are expected to be upheld at all times.

Students who gain their licence to drive may do so but must park outside the College grounds. Students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times. This rule also applies to the transporting of siblings. Parents should provide a written notification to the Principal when the intention is for their licensed child to drive themselves to school.

VALUABLES:

Students are discouraged from bringing items of value to school. If they elect to bring valuables along they must assume direct responsibility for them at all times. The college will not be held responsible for any damage or loss that might occur. In the case where it is necessary to bring valuable items to school they may be left at the General Office where they can be stored until the end of the day.

VCAL:

Some students enjoy hands-on learning activities and the chance to obtain practical industry-related experience in areas such as automotive, information technology, electronics and multimedia. The college caters for these students by offering the Victorian Certificate of Applied Learning (VCAL) – a high quality option for Year 11 and 12 students who want a flexible study program that suits their particular learning needs, interests and goals. VCAL students are more likely to be interested in doing a TAFE course, starting an apprenticeship or traineeship, or getting a job in a specific industry when they leave school rather than go to a university. The VCAL provides students with a recognised, credible and useful qualification. The VCAL has four compulsory strands that give students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that stand them in good stead for both work and life. A Coordinator is appointed to oversee the provision of the subjects required by the students and the management of the assessment and recording of students' achievements. Staff are to receive appropriate professional development training to increase their skills and awareness of the requirements of the program.

VCE:

Students in Years 11 and 12 have the opportunity to complete their Victorian Certificate of Education (VCE). The VCE is recognised around the world and is a valuable pathway to university study, TAFE and the world of work. It is also possible to do a school-based apprenticeship or traineeship within the VCE. The college decides what VCE studies and VCE VET studies it will offer depending on the availability of staff and the preferences of students. Typically the college offers a broad range of subjects so that students can tailor a VCE program to match their interests and career aspirations. Because the range of subjects is so broad, parents and students are encouraged to refer to the Victorian Curriculum and Assessment Authority (VCAA) for guidance. The college appoints a VCE Coordinator and holds information sessions for students and parents to provide specific advice and to help students to plan their study so that they have the right number and combination of units to make up a VCE program.

VET in the VCE:

Students in Years 11 and 12 can choose to complete a VCE VET (vocational educational and training) program as part of their VCE. The college offers VET Engineering as an option. Undertaking a VCE VET program means that students receive a nationally recognised training qualification as well as their VCE. They undertake training in a specific job area, for instance hospitality, agriculture, information technology or engineering. VCE VET program provides students with pathways to university, TAFE, further training and the work place.

WEATHER:**Extreme Weather Schedule (Forecast 35 and over, rain and forecast under 14)**

On days when the weather is too adverse (or too hot, wet or cold) for students to be outside during recess or lunchtime breaks provision will be made for them to have access to classrooms or corridors. On these occasions the Daily Organiser will make an announcement over the P.A. system and an alternative arrangement will be set into process for supervision.

To ensure safe supervision of students in extreme weather conditions, the following conditions will apply:

Action	Responsibility
Students will be reminded to bring and use water bottles, refill them during recess and lunch	Form and class teachers
Recess will be supervised as usual with students to remain in shaded and sheltered areas, no access to central lawn, ovals or Wild's Paddock	Yard duty teachers
Lunchtime will have normal yard duty staff plus extra supervision and access to <i>Gym and Library. Staff to be notified via daily extras bulletin.</i> Students to remain in shaded and sheltered areas, no access to central lawn, ovals or Wild's Paddock. DY will supervise library (2 nd half) with MD, SW and one (<i>three on Wednesdays</i>) other staff allocated as extra supervision. Staff to indicate preferred days for extra supervision to SW.	Yard duty staff Extra yard duty staff All staff
Rooms with ineffective heating and cooling may be vacated if necessary in favour of a heated / cooled room that is available. Teachers will need to share these spaces and provide alternative activities that can be reasonably completed eg: quiet reading.	Teachers of individual classes

WELLBEING:

The college has a duty of care to provide a safe and supportive environment for all students. Students have a right to feel safe and to be free from harm in a school setting. Teachers are required to supervise the students adequately both in the classroom and in the school grounds. The college has a code of practice in place for the principal, staff, the college council and school community, members. The code outlines the various expectations and responsibilities of the various members of the school, particularly in relation to how conflicts and disputes will be resolved. The college has also developed a student code of conduct that includes anti-bullying and anti-harassment policies and strategies to promote care, tolerance, courtesy and mutual respect.

WORK EXPERIENCE / CAREER GUIDANCE:

The College has a Careers Information Centre and a teacher is designated as Careers/Vocational Guidance Teacher. Students are encouraged to use the resources of the Careers Centre and seek guidance from the teacher in charge as well as other teachers. There is a work experience program for Years 10 and 11 organised by the teacher in charge. Also visiting speakers are arranged from time to time along with mock interview programs and other related transition experience.

It is a requirement of DEECD that schools assist students to strategically plan for their future by developing a map of their individual pathways. In partnership with the North Central LLEN, a Managed Individual Pathways (MIPS) consultant is employed to provide all Year 10-12 students with career guidance and support. Students in Years 10, 11, and 12 will be required to consult with an advocate who will assist them to draw up their plan and to review the plan periodically each year. The plan will identify skills and abilities as well as interest and proposed career options. Records will be maintained of subjects studied and extra curricular practices. Students will be tracked for at least 6 months after leaving the College.

The Work Experience Program at East Loddon P - 12 is conducted in Years 10 and 11. Year 10 undertake one week living and working in Bendigo. Year 11 participate in Work Experience in Melbourne. The aims of Work Experience are numerous and varied -

- it provides students with work and observational experience in occupational areas in which they are interested.
- it provides students with the opportunity to assess their abilities in relation to occupational skills.
- it allows the students to experience the responsibilities of the work place.
- it should increase students' awareness of the role that education plays in equipping them for a changing occupational scene.
- it allows students to more realistically assess their anticipated future employment.
- it enables students to observe and interact with different social communities. It is therefore seen as an activity that greatly extends the potential experience that students may gain during their College life.

YARD DUTY:

At the beginning of the College year a roster is designed, which allocates teachers to at least one session of duty per week. In most circumstances, teachers are required to take three sessions. Teaching allotments, extra duties etc., are all taken into account when allocating sessions so that an even workload is spread throughout the staff.

The Yard Duty sessions are as follows -

Morning Recess	20 minutes	
First Lunch time	30 minutes (25 on Friday)	12.44 - 1.14 pm (12:40-1:05)
2nd Lunch time	30 minutes (25 on Friday)	1.14 - 1.44 pm (1:05-1:30)

The responsibilities for teachers while on Yard Duty are as follows -

MORNING RECESS:

The yard is divided into North and South with a teacher allocated to each.

- Supervise students in Canteen area in the early part of recess.
- Supervise central lawn, ovals, Gym and area between the College and the Caretakers' residence.
- Supervise all areas under cover in and out of buildings.
- Keep circulating the grounds being particularly aware of students requiring extra scrutiny.

LUNCH:

The yard is divided into three areas with a teacher assigned to each.

Yard/Buildings

Work with partners to keep circulating the grounds and buildings in your area being particularly aware of the behaviour and whereabouts of students who require extra scrutiny

Refer to [Appendix 6: Map of Restricted Areas and Yard Duty](#)

YEAR 12 ROOM:

Year 12 students have the use of the V.C.E. Room. They are responsible for maintaining it in a clean and user-friendly workspace. They enter into an agreement at the beginning of the year to guarantee their responsible use of this facility. Any breach of this agreement may see access denied and/or a fee applied for any damaged equipment or furniture.