Anaphylaxis Policy

RATIONALE

It is the school’s responsibility to consider the health and wellbeing of all students. It is important that the staff and parents are confident of the school’s capacity to appropriately manage students who have been identified by a medical practitioner as being at risk of an anaphylactic reaction. It is the school’s responsibility to, where possible, minimise allergic reactions, recognise the symptoms and treat the symptoms quickly and appropriately. With the increase in the number of students with a severe nut allergy, the school will become a ‘nut free’ school.

DEFINITION

Anaphylaxis is a severe and sudden reaction. It occurs when a person is exposed to an allergen. The most common causes in school age children are eggs, peanuts, nuts, cow’s milk, bee or other insect stings and some drugs. Reactions usually begin within minutes of exposure and can progress rapidly over a period of up to two hours or more, or in severe cases can develop within seconds and will need to be treated immediately with the application of an EpiPen or Anapen. Anaphylaxis is potentially life threatening and always requires an emergency response. Symptoms or signs of an anaphylactic reaction are:

<table>
<thead>
<tr>
<th>Severe Allergic Reaction</th>
<th>Mild to Moderate Allergic Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty/ noisy breathing</td>
<td>Hives or welts</td>
</tr>
<tr>
<td>Swelling of tongue or face</td>
<td>Abdominal pain</td>
</tr>
<tr>
<td>Itching/swelling/tightness in throat</td>
<td>Tingling of lips, face, eyes, tongue</td>
</tr>
<tr>
<td>Difficulty in swallowing</td>
<td>Feelings of anxiety or panic</td>
</tr>
<tr>
<td>Difficulty talking and/or hoarse voice</td>
<td>Sensations of warmth, itching ( esp armpits and groin area)</td>
</tr>
<tr>
<td>Wheeze or persistent cough</td>
<td></td>
</tr>
<tr>
<td>Loss of consciousness and/or collapse</td>
<td></td>
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<tr>
<td>Pale and floppy (young children)</td>
<td></td>
</tr>
<tr>
<td>Rapid heart rate</td>
<td></td>
</tr>
<tr>
<td>Red rash or hives over some or all parts of body</td>
<td></td>
</tr>
</tbody>
</table>

AIMS

Glen Iris Primary School will:
- ensure Glen Iris Primary is a ‘nut free’ school.
- ensure that children with allergies are administered first aid when in need in a competent and timely manner.
- educate the school community about Anaphylaxis as part of the school wellbeing program.
- communicate children’s health problems to parents when considered necessary.
- ensure parents provide supplies and facilities to cater for the administering of first aid. e.g. Claratyne, Epi Pen or Anapen.
• compile, and update as necessary, a Medical Registry for all children including those with allergies / anaphylactic reactions and distribute to all school staff, including Out Of School Hours staff.
• Display the individual student Anaphylaxis Action Plan for each child who suffer allergies / anaphylactic reactions in consultation with parents in the First Aid room easily accessible to all staff.
• develop a school action plan of procedures for anaphylactic emergencies.
• ensure all staff members are First Aid trained with HLTCPR201A CPR & have attended Anaphylaxis Training.

IMPLEMENTATION

In order for the school to effectively prevent anaphylactic reactions in students at risk, the following steps need to be considered:
• Obtaining medical information about the student at risk
• Education of those responsible for the care of students at risk
• Implementation of practical strategies to avoid exposure to known triggers
• Age appropriate education for all students about severe allergies
• Parents liaise with the school and staff to develop an Individual Anaphylaxis Management Plan for their child and complete ASCIA Action Plans annually.
• When parent / doctor / emergency contact details change in the school year, the school will be notified to change their records.

In order to prevent allergic reactions the following procedures should generally be followed:
• There should be no sharing of food, food utensils and food containers
• Drink bottles and food containers should be clearly named
• Students with severe food allergies should only eat lunches and snacks provided by the parent/guardian
  • All parents will be asked to adhere to the ‘nut-free’ policy by excluding from student lunches items which contain nuts.
  • Food products containing nuts as an ingredient will not be available on Special Lunch days, or sold as part of special activities. This does not include community events such as the Festa.
  • Boxes and packages which have contained nuts (including tree nuts) are not to be used in classroom activities.
• The use of foods in crafts, cooking and science experiments may need to be restricted depending on the allergies of particular students. Ingredient lists must be checked carefully, and approved by the student’s parent/guardian prior to the activity.
• If unsure, the Visual Arts teacher should request that art/craft products be checked by parents of students with severe allergies for ‘hidden’ ingredients which may cause a reaction
• Food preparation areas and cooking utensils should be cleaned carefully after use to prevent the risk of cross contamination.
• The students known to have severe allergic reactions should be known by sight by all staff
• Students with severe food/allergies will not be required to pick up papers/food rubbish in the grounds.
• Routine hygiene should be reinforced in all classrooms.

Location and Use of an EpiPen or Anapen
• If an EpiPen or Anapen is required by a student, it will be stored in the child’s individual Epi pen kit bag safely (but easily accessible) on the First Aid Room pin board and must be taken on all excursions and camps by the class or nominated teacher.
• EpiPens or Anapen should be kept at room temperature.
• The EpiPen or Anapen is to be clearly labelled with the student’s name and kept in the original packaging in the student’s EpiPen kit. All kits will also include the student’s ASCIA Action Plans & parent /doctor contact numbers in case of emergencies.
• Parents must provide the EpiPens or Anapen and any required medication, together with written authority to administer the EpiPen or Anapen and it is their responsibility to ensure it is not out of date.
• The school will keep an EpiPen or Anapen for emergency use in the First Aid Room with the expiry date being checked each term by the First Aid Officer.
• The carrying of an EpiPen or Anapen by students with extreme and severe allergies when outside the classroom will be negotiated, keeping in mind age appropriate expectations and risk factors in areas such as specialist lessons and the playground.
• Whilst on yard duty, all teachers will carry:-
  - a bumbag containing an emergency card, which will be sent immediately to the staffroom in the event of an EpiPen or Anapen being required and all Staff will be trained on how to use an EpiPen in an emergency.

Parents’ Role:

It is mandatory that the parents/guardians of students at risk of a severe allergic reaction fulfil the requirements of this policy to ensure that the student is able to participate in the classroom safely and in all school activities. It is the parents’ responsibility to provide the individual student’s Action Plan and they must liaise with staff at the school to ensure that the guidelines of this policy are effectively implemented. All parents of the school are expected to support the policy in the interests of student safety and wellbeing, and familiarise themselves with the information conveyed from the school regarding Anaphylaxis Management.

Documents in support of this policy:

- DEECD-Guidelines for prevention of food anaphylactic reaction in schools, preschools and childcare centres.
- DEECD-Anaphylaxis Management in Schools Ministerial Order 90.
- Guidelines for prevention of food anaphylactic reaction in schools, preschools and childcare centres (Published by Australian Society of Clinical Immunology and Allergy Inc. ASCIA)
- Action Plan for Anaphylaxis (ASCIA)
- Anaphylaxis Guidelines for Schools (NSW Health)
- Anaphylaxis Training for the Department of Education (Ambulance Victoria Training Notes)
- 4.5.15- Government Schools Reference Guide

EVALUATION

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

RATIFIED BY SCHOOL COUNCIL 2012
The Arts Policy

RATIONALE

The Arts includes Performing Arts: Music, Dance, Drama and Visual Arts: Art and Design. These Domains offer students a platform from which to be creative, to express themselves, find success and share these experiences, their talents and abilities.

AIM

Through provision of the Arts program, students are encouraged to develop:

- their intellectual, imaginative and expressive potential
- skills, techniques and a knowledge of processes as a basis for personal expression
- as well as create, perform or present art works
- critical skills and an understanding of aesthetics
- an understanding of how the arts have evolved within social, cultural and historical contexts.

IMPLEMENTATION

1. All students will have the opportunity to participate in a range of Performing Arts experiences which may vary each year. These may include Music, Dance and Drama.
2. All students will have the opportunity to participate in a Visual Arts program.
3. A bandmaster will co-ordinate the school band for students in Grades 3-6.
4. Private band instrumental music tuition will be offered to students whose parents wish to pay for the service.
5. Students who learn band instruments are expected to participate in the school band.
6. Other private music tuition may be offered to students - ie keyboard or guitar.
7. Learning and enrichment opportunities will be provided to cater for the individual needs of each student where possible.
8. Students will participate in a whole school concert in a two year cycle.

EVALUATION

This policy will be reviewed as part of the GIPS 3 year policy review cycle.

ACHIEVEMENT MEASURES

Regular soirees will offer students who learn musical instruments at school the opportunity to perform.
Visual Arts corridor displays and an ‘Art Gallery’ will be maintained by the Visual Arts teacher.

RATIFIED BY SCHOOL COUNCIL 2012
Assessment and Reporting Policy

RATIONALE

Schools undertake a range of student assessment and reporting activities to support student learning.

DEFINITION

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning.

AIM

DEECD requirements regarding assessment and reporting on student learning will be implemented.

IMPLEMENTATION

1. Assessment for improved student learning and deep understanding requires a range of assessment practices and will be implemented with three overarching purposes:
   - assessment for learning – will occur when teachers use inferences about student progress to inform their teaching
   - assessment as learning – will occur when students reflect on and monitor their progress to inform their future learning goals
   - assessment of learning – will occur when teachers use evidence of student learning to make judgments on student achievement against goals and standards.

2. Comprehensive reporting will cover three major areas:
   - reporting to parents (student reports)
   - reporting to the local community (annual reports)
   - reporting systemic improvement (national reports).
     i. A range of assessment practices will be used.
     ii. There will be consistent consultation in assessment tasks at each VELS level.
     iii. The comprehensive and sequential assessment schedule will be followed.
     iv. Prep entry assessments will be held during the first month of schooling
     v. Evaluative assessment will provide teachers with information about how effective their teaching has been. From self assessment, teachers may modify their class program in terms of content and teaching approach, to cater for the needs of their students.
     vi. Students will be taught strategies to reflect on and evaluate their work and effort.
     vii. When teachers report to parents and students and DEECD, the information will come from assessment task records.
     viii. Student files will be kept providing information on student progress.

RATIFIED BY SCHOOL COUNCIL 2012
Bicycle Policy

RATIONALE

Students travelling to and from school, as well as those at school need to feel and be safe. Bicycles are a popular means of transport for students, but their safe use requires regulation and management.

AIM

To encourage students and families to use safe practices for cycling or scootering to and from school.

IMPLEMENTATION

In addition to Road Safety Rules, the following applies to use of bicycles for Glen Iris students:

- Parents/carers are responsible for their children’s safety when riding bicycles.
- Bicycle equipment is the responsibility of parents/carers and must be roadworthy.
- GIPS will provide appropriate storage for bicycles and scooters ridden to school by students.
- Students must provide their own lock for securing their bicycle in the storage area.
- Students must wear a properly fitted helmet and are encouraged to wear a safety vest when riding a bicycle.
- Students in Prep to Year 4 ride to school in the company of an adult. VicRoads Information notes that ‘up until age 12 most children do not have the skills and experience to be safe in complex traffic without supervision’, consequently parents/carers are also encouraged to accompany students in grade 5 and 6.
- Children under the age of twelve may ride on footpaths as may a supervising adult. They are required to give way to pedestrians and to wheel their bicycles over pedestrian and children’s crossings. Children aged twelve years or older are required by law to ride on the road.
- Students must dismount from their bicycles at the school entrances and when crossing at the school crossing. Riding is not permitted inside the school grounds at any time, unless under direct supervision of an appropriately trained teacher.
- Students who break school rules will be managed in accordance with the school’s Student Code of Conduct. Consequences of breaking these rules may include students not being allowed to bring their bike onto the school grounds for a period of time determined by the Principal or their delegate.

MANAGEMENT

The School Principal, with support from School Council’s Buildings and Environment Sub Committee, will manage the implementation of this policy.

EVALUATION

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

Appendix: NEW RULES AFFECTING STUDENTS RIDING SCOOTERS TO SCHOOL

Dear Parents,

Legislation that covers wheeled recreational vehicles has changed so that all students who ride scooters, skateboards and rollerblades are required by law to wear an approved bicycle helmet.

Effective immediately, all students and adults who ride scooters or bikes to and from school must wear an approved bicycle helmet.

- Please refrain from riding scooters until your child is equipped with an approved helmet.
- For the safety of all students and adults, scooters must not be ridden in the school grounds.
- Please discuss road safety rules with your child including the need to ride a scooter at safe speeds on footpaths and take care when crossing driveways.

Helmet Guidelines

When riding a scooter you are required by law to wear an approved bicycle helmet securely fitted and fastened on your head. By doing so the risk of brain or head injury is reduced by up to 60 per cent in the event of a crash. A helmet which is not correctly fitted and fastened does not provide enough protection. The helmet must have a sticker certifying that the helmet meets the Australian and New Zealand standard (AS/NZ2063) and has passed stringent safety tests.

The hard shell type is better for children as the helmet can take more rough treatment than the other types.

Fitting a helmet:

- The helmet should fit comfortably and securely on the head when the straps are fastened.
- The straps should not be twisted and should not cover the ears. When done up correctly, the straps should provide a snug fit over the ears and under the chin.
- Make sure the helmet isn’t too heavy for young children (they might have to wear it for a few hours).
- Choose a bright coloured helmet so other road users can see you.
- Replace your child’s helmet if:
  - It has been dropped onto a hard surface or involved in an accident.
  - You see any cracks in the foam.
  - The straps look worn or frayed.

For more information:

RATIFIED BY SCHOOL COUNCIL 2012
Camping Policy

RATIONALE

At Glen Iris Primary School, we provide camping experiences for all children to develop social, physical and academic skills outside the normal school environment. Camping experiences also provide opportunity to reinforce the school values.

GUIDELINES

- Camping experiences form an integral and integrated part of the total school program.
- Camp experiences support students’ development of knowledge, attitudes and skills especially in the areas of Interpersonal Development, Personal Learning and Health and Physical Education.
- The camping program provides the opportunity for children to develop appreciation and respect for the natural environment.
- Children are given the opportunity to further develop the social skills of independence, responsibility, tolerance, cooperation and resilience.
- Through the camping program, students have the opportunity to have first hand experience in a wide range of activities in safe and enjoyable surroundings.
- All children are given the opportunity to participate in the camping experiences. Arrangements will be made to accommodate individual circumstances wherever possible.

IMPLEMENTATION

- The camping program will be a sequential program ranging from Foundation to Year 6. See Appendix A.
- The overnight activity aspect of the camping program is dependent upon the availability of teachers and parental support.
- In the event that insufficient staff and parents are available for overnight camping activities, supplementary activities and programs will be planned to ensure the goals of the program are achieved.
- Overnight camps will not take place in Term 1.
- Camping experiences will conform to the Department of Education and Early Childhood Development organisational and safety guidelines.
- Parents will be utilised to assist in the effective running of camping activities.
- Staff /student ratios will reflect the needs of the children and type of camping experience.
- Staff will be familiar with camp location and facilities.
- An Information Night for parents will take place prior to each offsite camp.
- Parents attending the camp programs must have a current Working with Children Check.
- Buses with seatbelts must be used.

Every effort will be made to run the camping program at the lowest possible cost after taking into account the expenses incurred in conducting the program. There will be flexibility in the payment structure to accommodate individual needs.
## Appendix A: Glen Iris Primary School Camping Program

<table>
<thead>
<tr>
<th>Grade</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>Breakfast at school</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Dinner and activity night at school.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Sleepover</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Bush or Beach camp – 3 days / 2 nights</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Bush or Beach camp – 3 days / 2 nights</td>
</tr>
<tr>
<td>Grade 5/6</td>
<td>Bush of Beach camp – 5 days / 4 nights - alternating venues</td>
</tr>
</tbody>
</table>

**EVALUATION**

Reviewed as set out in the School Policy Development guidelines and Policy review cycle.

RATIFIED BY SCHOOL COUNCIL SEPTEMBER 2013
Cash Handling Policy

PURPOSE

This Policy has been designed to protect the cash handlers of the school and to ensure the appropriate handling and banking of cash.

POLICY

This policy relates to all monies received by parents who are collecting on behalf of the school community, and includes events such as stalls, special breakfasts and lunches, book club and other fundraising activities.

PROCEDURES

All monies collected on behalf of the school community must be processed through the front office of the school and banked in accordance with normal procedures.

When collecting and counting cash, it is recommended that two parents be present at all times.

It is advisable to place monies in an appropriate container and not to leave monies unattended. The school should provide a lockable cash box.

No cash is to be kept in classrooms or the canteen overnight. If on occasion, cash is to be held in classrooms overnight, it needs to be kept in a secure drawer/filing cabinet.

At the end of collection, monies must be counted, bagged and a summary completed and signed by both collectors. Monies must then be passed to the school office and placed in the school safe until processed by the administration staff of the school. If the school office is known to be unattended after a certain event, arrangements for cash safe-keeping will need to be approved by the Principal in advance.

Monies will be banked by Administration staff into the appropriate school bank account.

Specific procedures for major events involving cash handling (such as fetes) will require approval by the Principal in advance of the event.

If expenses are incurred by parents in the preparation for an event, valid Tax Invoices/GST receipts will need to be produced to enable reimbursement. Reimbursement will be made by cheque or direct credit only.

RATIFIED BY SCHOOL COUNCIL           JULY 2013
English Policy

RATIONALE

To develop the necessary skills and understandings for children to become literate.
To develop the ability to speak, listen, read and write, with correct grammar, purpose, effect and
confidence, in a wide range of situations.

IMPLEMENTATION
The structure of our English Program will be based on the Australian Curriculum in Victoria
(AusVELS).
Key components of the curriculum will:
• be integrated across all areas of learning.
• occupy a major part of the daily classroom program.
• focus on immersing students in an enriched language environment - covering the three
dimensions of Speaking & Listening, Reading & Viewing and Writing with emphasis on
conventions.
• expose students to a range of appropriate models (spoken and written English).
• include diverse learning experiences: formal and casual language, informal and spontaneous,
individual, small group, co-operative and whole class tasks.

Genuine audiences for various modes of listening, speaking, writing, reading and viewing will be
provided, with the aim of developing self-confidence, purpose and relevance. This will enable students
to clarify thinking and build their understanding of language.

Parent participation in classroom programs will be encouraged and opportunities such as Parent
Education Programs and information sessions will be provided.

Ongoing Professional Development of teachers will be provided to ensure that there is a shared
understanding of best practice in literacy learning and teaching.

Additional assistance for students achieving below the expected level will be provided through
class programs, targeted small group work, individual learning plans and Reading Recovery at
the Year One level.

Home reading will be seen as essential at each grade level.

A range of resources for students and teachers will be made available.

RATIFIED BY SCHOOL COUNCIL       September 2013
Eftpos Policy

RATIONALE

Glen Iris Primary School offers an EFTPOS payment method option as well as cash and cheque facilities to parents.

GOALS

- Proper authorisation and approval of the initial setting up of the facility by School Council.
- Physical security of EFTPOS machine.
- Documentation kept by the school confirming all transactions such as merchant copies of EFTPOS receipts, voided receipts, daily EFTPOS reconciliation reports, authorisation details, relevant CASES21 reports.
- The appropriate segregation of duties to ensure and maintain the security, accuracy and legitimacy of transactions.
- Establishment of an EFTPOS user register outlining the name of the school user, their unique ID (if one exists) and the EFTPOS functions they are authorised to perform.
- Staff familiarisation with the EFTPOS facility’s functionality and User Guide provided by the Financial Institution.
- Reconciliation of monthly bank statement received from the school’s financial institution with CASES21 transaction records.
- Reconciliation of daily EFTPOS settlement statements with CASES21 transactions.

IMPLEMENTATION

1. Glen Iris Primary School’s EFTPOS terminal is connected to the bank via mobile phone connection. Connection via a phone line ensures that schools are not collecting or storing customer data in a manner that makes them susceptible to fraudulent transactions.
2. Terminal is located in a secure location which will allow for no unauthorised usage, and ensures privacy for PIN transactions.
3. Appropriate procedures should be implemented to ensure the security of the terminal during operation and when they are not in use.
4. Arrangements in relation to access to passwords for mobile terminals would also need to be a consideration.
5. GIPS only processes transactions to accept school payments i.e. Books and fees, camps & excursions etc.
6. GIPS does not undertake transactions which provide ‘cash’ to the customer as part of the transaction.
7. The maximum amount of credit/debit card transaction is determined by the card holder’s limit.
8. When processing a credit card transaction that requires a signature for authorisation, GIPS’s authorised personnel ensures that the signature obtained on the merchant receipt matches the signature on the card and that the signature panel has not been altered in any way.
9. When processing a credit card transaction that requires the entry of a PIN, customers should be able to enter their PIN without risk of disclosure, and the PIN should never be recorded by the school.
10. School should ensure that the card number that is embossed on the card is free from alteration and that the card has not expired.
11. Receipts are entered onto CASES21 as an EFTPOS batch. Customer copy to be given to customer at the time of transaction and CASES21 receipt to be issued at the time when receipt is entered onto CASES21.
12. An authorised officer should reconcile all manual receipts to CASES21 to ensure all funds received by the school are receipted against the Bank Statement amount for that day and the Daily Settlement Receipt produced by the EFTPOS machine.

13. A daily running sheet will be used to enter transactions and then reconcile against Bank Statement and CASES21 receipting.

14. GIPS will print both the merchant and customer copies of the EFTPOS receipt for both credit and debit card transactions, and retain the merchant copy for audit purposes.

Incorrect Transaction Processing

1. If it is determined at the time of the transaction and prior to entering the receipt on CASES21, that an error has occurred, for example an incorrect amount is processed. GIPS should void the transaction via the EFTPOS terminal. The authorised officer will refer to the instructions provided in the EFTPOS facility user guide to ensure that this is processed correctly.

2. Key internal controls relating to the reversal of incorrect EFTPOS transactions include:

3. Void transactions must be processed on the same day as the original transaction. After that period it must be treated as a refund payable only by cheque.

4. All documentation relating to the original transaction must be obtained.

5. The card holder must be notified of a void transaction.

6. Copies of both the original and voided transactions should be retained for audit purposes.

7. The school copy should be signed by the authorised officer and where possible this should not be the operator who processed the original receipt.

8. The void transaction details should be recorded on the EFTPOS register.

EVALUATION

- Glen Iris Primary School uses a separate receipt batch (not containing cash or cheque transactions) for EFTPOS receipts which is balanced against the Settlement Statement and the Bank Statement.

- The daily total on each should match (unless adjustment is required due to processing of a refund).

- On the Bank Reconciliation, the batch total for that date (less any refunds) should match the direct credit amount paid by the bank.

ACHIEVEMENT MEASURES

A sound and efficient alternative method for paying student levies and any other school based activities.

RATIFIED BY SCHOOL COUNCIL 2009
Equal Opportunity Policy

RATIONALE

The EO Act (2010) protects people from discrimination on the basis of their individual attributes in certain areas of public life (such as in employment and education) and provides redress for people who have been discriminated against. It also aims to eliminate, as far as possible, discrimination, sexual harassment and victimisation. The EO Act makes it unlawful to discriminate against a person on the basis of the following attributes: age, disability, industrial activity, physical features, lawful sexual activity, sexual orientation, gender identity, marital, parental or carer status, political beliefs or activity, pregnancy, race, religious belief or activity, sex, personal associations (with a person who is identified by reference to any of the above attributes) or breastfeeding. Related laws in Victoria are the Charter of Human Rights and Responsibilities Act 2006 (Vic) and the Racial and Religious Tolerance Act 2001 (Vic).

DEFINITION

Equal opportunity means providing fair access to educational opportunities and demonstrating a commitment to the elimination of education discrimination on the basis of: gender; race; abilities/disabilities; religion; socio-economic status; sexuality; ethnicity; language background. Equal opportunity law aims to promote everyone's right to equal opportunities; eliminate, as far as possible, discrimination and sexual harassment; and provide redress for people whose rights have been breached. Definitions of protected attributes can be found on the VEOHRC website: www.humanrightscommission.vic.gov.au

AIM

- To provide a working environment that does not tolerate unlawful discrimination and provides equal opportunity for all.
- To foster a tolerant, harmonious and inclusive school community, recognising, respecting and valuing the richness of the diversity within our school and the broader community.

IMPLEMENTATION

1. Equal opportunity will be addressed in policy and curriculum documents and in the teaching and learning program. In particular, we will be mindful of the power of language, visual images, reading materials and digital content in influencing attitudes.
2. All students will have access to the schools facilities and resources.
3. The School Student Representative Council and Student Action Leadership Teams practices will be informed by the principles of this policy.
4. The school will endeavour to provide a broad and differentiated curriculum that recognises different learning styles.
5. A staff member will be appointed EO Representative at our school, and over time, all staff will be Merit and Equity Trained.
6. This policy should be read in conjunction with the Harassment Policy.
7. As part of our commitment to the Charter of Human Rights and Responsibilities all staff will complete the Training Module. The online Workplace Discrimination, Harassment and Bullying Course (the Course) aims to increase awareness and understanding of the obligations, rights and responsibilities held by every employee of the Department under Commonwealth and State anti-discrimination and equal opportunity laws. The Course may be accessed at: www.techniworks.com.au/Host/Colleges/DEECDVIC/front_frameset.asp
8. All complaints by staff and students will be investigated promptly, confidentially and with impartiality. All complaints will be managed in a manner consistent with the Complaints Procedure Guidelines [http://www.eduweb.vic.gov.au/hrweb/workm/perform/conduct.htm].


10. The school, in its direct capacity as an employer will apply the principles of equal opportunity in its procedures for selection and development of all staff.

11. The School Council President will be informed of all EO concerns, on a confidential basis.

**EVALUATION**

This policy will be reviewed as part of the GIPS 3 year policy review cycle to ensure consistency with the Victorian Equal Opportunity Act (2010)

**RESOURCES** have been developed to support Victorian Government Schools meet their equal opportunity compliance requirements and are available at [http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx](http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx)

RATIFIED BY SCHOOL COUNCIL 2012
First Aid Policy

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

AIM
- To administer first aid to children when in need in a competent and timely manner.
- To communicate children’s health problems to parents when considered necessary.
- To provide supplies and facilities to cater for the administering of first aid.
- To have all staff members First Aid trained with HLTCPR201A CPR, & have attended Anaphylaxis Training, Asthma Training and a sufficient number in all grade levels in HLTFA301B First Aid.

IMPLEMENTATION
- A sufficient number of staff to be trained to a level 2 first aid certificate, and with up-to-date CPR and Anaphylaxis qualifications.
- A First Aid coordinator/s will be nominated at the beginning of each year.
- A first aid room will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a cupboard in the first aid room.
- A supply of medication for teachers will be available in a container in the security room.
- Supervision of the first aid room will form part of the daily yard duty roster. Any children in the first aid room will be supervised by a staff member at all times.
- All injuries or illnesses that occur during class time (Any injuries/illnesses that cannot be dealt with by the class teacher) will be referred to the administration staff who will manage the incident, all injuries or illnesses that occur during recess or lunch breaks, will be referred to the teacher on duty in the first aid room.
- An up-to-date register located in the first aid room will be kept of all injuries or illnesses experienced by children that require first aid.
- All staff will be provided with basic first aid management skills, including blood spills, and a supply of protective disposable gloves will be available for use by staff.
- Minor injuries only will be treated by staff members on duty, while more serious injuries- including those requiring parents to be notified or suspected treatment by a doctor - require a Level 2 first aid trained staff member to provide first aid.
- Any children with injuries involving blood must have the wound covered at all times.
- No medication including headache tablets will be administered to children without the express written permission of parents or guardians. Any medication given to students will be witnessed by another Level 2 first aid trained staff member and recorded in the pink medication register.
- For more serious injuries/illnesses, the parents/guardians must be contacted by the administration/duty staff so that professional treatment may be organised. Any student who is collected from school by parents/guardians as a result of an injury, or who is administered treatment by a doctor/hospital or ambulance officer as a result of an injury, or has an injury to the head, face, neck or back, or where a teacher considers the injury to be greater than “minor” will be reported on DEECD Accident/Injury form LE375, and entered onto CASES.

FIRST AID PROCEDURES
CLASSROOM: Minor injuries eg cuts, nosebleeds, feeling unwell
All minor injuries should be dealt with in the classroom.
A small supply of band aids, sick bags, cotton wipes and gloves are to be kept in the classroom first aid kit—see the First Aid Coordinator if more are required.

If a child feels genuinely unwell
1. Keep him/her in the classroom under DIRECT supervision and in well ventilated area.
2. Send two other children WITH NOTE to office requesting for parent to be contacted. Teachers may contact the parent directly.
3. Parent to pick up from the classroom and sign child out at office before leaving- you will have the opportunity to inform parent of symptoms.

Major injuries- those that require treatment in the first aid room
When/if you leave your grade, there MUST be supervision- check with the teacher next door to cover your children.
Treat the child and note the injury in the log book.
All injuries or illnesses that occur during class time and cannot be dealt with within the classroom, will be referred to the administration staff who will manage the incident.

Emergency
Depending on the nature of the injury, remove any hazards and make child comfortable. Immediately send for help.

Medication
From time to time children will require medication during school hours. Any medication that is to be dispensed must be done under the supervision of a Level 2 first aid trained staff member. The medication, with written permission and instructions MUST be received from the parent or guardian before dispensing.
A record of medication administered (apart from asthma puffers) is to be recorded in the pink medication register housed in the First Aid room. This is to be done by the person who administers the medication.
Children who require asthma medication must submit an Asthma Management Plan to the school each year. The First Aid Coordinator/s will manage these plans and any other medical condition notifications.
The First Aid Officer will manage the notification to staff and relevant adults of any medical conditions of students, with appropriate instructions for the management of the condition.

YARD
Minor injuries will be treated by staff on yard duty, who carry basic First Aid supplies in First Aid bag.
Children with substantial bleeding injuries must be sent to the First Aid room for treatment. A red tag is to be provided to student/s by the teacher on yard duty for any injury other than superficial cuts or grazes.

Major Injury
One Yard Duty teacher is to stay with the injured child while the other organises appropriate assistance.

RATIFIED BY SCHOOL COUNCIL 2012
Health Policy UNDER REVIEW

RATIONALE

The Health dimension (Victorian Essential Standards (VELs) focuses on recognition of physical; mental; emotional; and social dimensions, as well as the impact of interactions between the individual, the family, the wider community and the environment. Students will plan, act and reflect in order to develop the essential knowledge and understandings, attitudes, values and skills that promote healthy practices, and help maintain a healthy lifestyle.

AIM

To develop a sequential whole school program that will enable students to develop awareness of what it means to be healthy in terms of:

- Nutrition
- Environment (playground and classroom)
- Emotional health
- Community/Social influences
- Physical Health – hygiene and safety

IMPLEMENTATION

Health Education will be taught in accordance with VELS as part of an overall integrated approach to the curriculum. This may be as the main component of a unit of work or as stand-alone lessons.

Students will:

- be encouraged to maintain a healthy attitude at school and in their communities i.e. clothing, nutrition, personal safety and the wellbeing of others
- participate in whole school activities that promote physical wellbeing i.e. Walk to School Days, Ride ‘n Stride, Walk-a-thon
- have the opportunity to participate in social skills programs i.e GALAXY
- develop an awareness of the benefits of healthy eating through curriculum activities and programs like ‘Munch and Crunch’

Opportunity will be made available for Level 4 students to attend the Sexuality Education program to be conducted by external professionals.

Some programs will be based on student and community needs while others on resources such as Stop, Think, Do, Our Values Program, Go For Your Life, e-Smart. Other programs will be provided in response to government initiatives and community influences, such as Drug Education (with the aims of preventing harmful drug use, illicit drug use, inappropriate alcohol consumption and solvent use) and Cybersafety. Some aspects of the health program will be facilitated through the P.E. and Sport Programs.

EVALUATION

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

REFERENCES

E-Smart: http://www.amf.org.au/eSmart

RATIFIED BY SCHOOL COUNCIL 2011
Homework Policy

RATIONALE

Homework helps students by:
• complementing and reinforcing classroom learning
• fostering good lifelong learning and study habits
• providing an opportunity for students to become responsible for their own learning.

AIM

• To encourage good study habits and provide practice in working independently.
• To reinforce daily school activities.
• To extend learning beyond the classroom and enrich the partnership between home and school.
• To provide a sense of challenge and/ or purpose.

IMPLEMENTATION

Homework should be:
• appropriate to the student's skill level and age
• purposeful, meaningful and relevant to the curriculum
• interesting, challenging and when appropriate open ended
• assessed by teachers with feedback and support provided
• balanced with a range of recreational, family and cultural activities

This table describes the type of homework that meets these expectations.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice exercises</td>
<td>Provide opportunities for students to apply new knowledge or to review,</td>
</tr>
<tr>
<td></td>
<td>revise and reinforce newly acquired skills, such as:</td>
</tr>
<tr>
<td></td>
<td>• reading for pleasure</td>
</tr>
<tr>
<td></td>
<td>• practising spelling words</td>
</tr>
<tr>
<td></td>
<td>• practising physical education skills</td>
</tr>
<tr>
<td></td>
<td>• writing essays and other creative tasks</td>
</tr>
<tr>
<td></td>
<td>• practising and playing musical instruments</td>
</tr>
<tr>
<td></td>
<td>• completing consolidation exercises for Mathematics</td>
</tr>
<tr>
<td></td>
<td>• practising words/phrases learnt in a Language Other Than English.</td>
</tr>
<tr>
<td>Preparatory homework</td>
<td>Provides opportunities for students to gain background information so they</td>
</tr>
<tr>
<td></td>
<td>are better prepared for future lessons, such as:</td>
</tr>
<tr>
<td></td>
<td>• collecting newspaper articles</td>
</tr>
<tr>
<td></td>
<td>• researching topics for class work</td>
</tr>
<tr>
<td></td>
<td>• reading background material for History</td>
</tr>
<tr>
<td></td>
<td>• reading English texts for class discussion</td>
</tr>
<tr>
<td></td>
<td>• revising information about a current topic.</td>
</tr>
<tr>
<td>Extension</td>
<td>Encourage students to pursue knowledge individually and imaginatively,</td>
</tr>
</tbody>
</table>
assignments such as:
- writing a book review
- researching local news
- finding material on the Internet
- making or designing an art work
- monitoring advertising in a newspaper
- completing Science investigation exercises

Successful homework practice for the different year levels.

<table>
<thead>
<tr>
<th>Years</th>
<th>Homework.</th>
</tr>
</thead>
</table>
| Prep to 4| should not be seen as a chore  
|          | enables the extension of class work by practising skills or gathering of extra  
|          | information or materials  
|          | will mainly consist of daily reading to, with, and by parents/carer or older  
|          | siblings  
|          | will generally **not** exceed 30 minutes a day or be set on weekends or during  
|          | vacations.                                                               |
| 5 to 9   | should include daily independent reading  
|          | may extend class work, projects and assignments, essays and research  
|          | will generally range from:  
|          | 30 to 45 minutes a day at Year 5 and 6                                   |

Parents are encouraged to assist their child's development and appreciation of homework activities and to establish good homework patterns.

Early each year parents will be advised of the homework program of their child's class in order to develop a cooperative working relationship between the home and school.

Homework will be purposeful, meaningful and relevant to the current classroom programs.

Time devoted to homework should not exceed
- 15 minutes per day for Years Prep-2
- 30 minutes per day for Years 3 and 4
- 45 minutes per day for Years 5 and 6

Homework will be assessed by the teacher, with appropriate feedback and support provided.

RATIFIED BY SCHOOL COUNCIL 2012
Inclusion Policy

RATIONALE
All students have a right to have their individual needs addressed. All students funded under the PSDMD Program are welcome at our school.

GOALS

Glen Iris Primary School will ensure that those students who are supported by PSDMD funding will have curriculum and programs individualised to meet their needs.

IMPLEMENTATION

The Assistant Principal or designated staff member will be responsible for the coordination of the Program for Students with Disabilities and Impairments, including coordination of applications for funding, coordination of the Student Support Groups, the development and implementation of program budgets, coordination of staff professional development and issues related to students with disabilities and their respective program needs.

The appraisal process for applications will occur at the earliest opportunity to provide the maximum potential for applications to be successful, and to ensure a smooth transition for new students into our school setting.

Student Support Groups will be established for all eligible students to facilitate curriculum planning and resource provisions. This procedure will be fully explained to all parties at the first meeting.

Student Support Groups will meet once per term, and will make recommendations to the principal regarding the development and implementation of individual student programs including student achievement goals, timelines and methods of evaluation, the use of support staff and external consultants and the use of any additional resources required. All meetings will be minuted and these minutes available to all members.

Communication with relevant consultants and support agencies will be undertaken on a needs basis.

Curriculum programs will be inclusive of all students.

EVALUATION

This policy will be reviewed as part of the GIPS 3 year policy review cycle. Each Parent Support Group will evaluate their progress and that of each student. A report will be uploaded to the PSDdatabase for each student at the end of the school year.

RESOURCES

Bar None Community Awareness Kit for Schools

RATIFIED BY SCHOOL COUNCIL 2012
Acceptable Use Agreement for Ultranet, internet and digital technologies Policy

**Rationale:** The purpose of this policy is to establish and define acceptable usage of Ultranet, internet and digital technologies at Glen Iris Primary School.

**Guidelines:** Glen Iris Primary School believes the teaching of cyber-safety and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school. Twenty-first century students spend increasing amounts of time online, learning and collaborating. To be safe online and to gain the greatest benefit from the opportunities provided through an online environment, students need to do the right thing by themselves and others online, particularly when no one is watching. Safe and responsible behaviour will be explicitly taught at our school and parents/carers are requested to reinforce this behaviour at home. Some online activities are illegal and as such could be reported to police.

**Definitions:**
- **‘ULTRANET’** - The Ultranet is a password protected online learning space for all Victorian Government school students. In this space your child will be able to use tools to communicate and collaborate with other students and be able to access learning activities both at school and at home.
- **Implementation:** Glen Iris Primary School uses the Ultranet, internet and digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources, but acknowledge they must be used responsibly. Students will be asked each year to agree to use the Ultranet, internet and mobile technologies responsibly at school. Parents/carers should be aware that the nature of the internet is such that full protection from inappropriate content can never be fully guaranteed.

**Glen Iris Primary School is an e-Smart School and will:**
- have policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet
- provide a filtered and monitored internet service within the school
- provide access to the Department of Education and Early Childhood Development’s search engine FUSE [https://fuse.education.vic.gov.au/primary/pages/Default.aspx](https://fuse.education.vic.gov.au/primary/pages/Default.aspx) which can be used to direct students to websites that have been teacher recommended and reviewed
- provide supervision and direction in online activities and when using digital technologies for learning
- support students in developing digital literacy skills
- have a cyber-safety program at the school which is reinforced across the school
- provide support to parents/carers through information evenings and through the document attached to this agreement for parent to keep at home
- work with students to outline and reinforce the expected behaviours.
- require students and parents to sign an Acceptable Use Agreement

**Evaluation:**
This policy will be reviewed every three years or as changes to technology warrant.
# APPENDIX : TO BE READ AND DISCUSSED WITH CHILD BEFORE SIGNING

## STUDENT/PARENT AGREEMENT

The purpose of these guidelines is to ensure that students at Glen Iris Primary School, who use the Internet, do so in an appropriate manner.

1. Students will follow teacher instructions regarding the use of the internet
2. Students will only be able to use the internet after student and parent agreement forms have been returned to school
3. Students will take great care with the computer equipment in class
4. Student behaviour in class when using the internet will be mature, responsible and courteous
5. Students will work co-operatively and conscientiously on the internet
6. When using the Internet, students will only access appropriate information, which is relevant to their work. They will make no attempt to access inappropriate material
7. Students will only use first names on World Wide Web and e-mail communications
8. Students will respect the privacy of teachers and fellow students by not giving out their personal details or reading their e-mail
9. Students will ensure that any e-mail they send does not contain inappropriate content
10. Students will remember that it is a privilege, not a right to be using the internet

### My Rules for Online Safety

- I will not give out personal information such as my address, telephone number, parents’ work address/telephone number, or the name and location of my school without my parents’ permission.
- I will tell my parents right away if I come across any information that makes me feel uncomfortable! I will never agree to get together with someone I ‘meet’ online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.
- I will never send a person my picture or anything else without first checking with my parents.
- I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents right away so that they can contact the online service.
- I will talk with my parents so that we can set up rules for going online. We will decide upon the times of day that I can be online, the length of time I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

### When I use the Internet, I have responsibilities and rules to follow. I agree to:

- keep myself and my friends safe by not giving out personal details including full names, telephone numbers, addresses and images and protecting my password
- be respectful in how I talk to and work with others online and never write or participate in online bullying
- use the technology at school for learning, use the equipment properly and not interfere with the work or data of another student
- not bring or download unauthorised programs, including games, to the school or run them on school computers
- not go looking for rude or offensive sites
- use the Internet at school to help me to learn
- think carefully about what I read on the Internet, question if it is from a reliable source and use the information to help me answer any questions (I should not copy and paste the information as my answer).
- talk to my teacher or another adult if:
  - I need help online
  - I am not sure what I should be doing on the Internet
  - I come across sites which are not suitable for our school
  - someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.
- I feel that the welfare of other students at the school is being threatened by online activities

I acknowledge and agree to follow these rules. I understand that I may not be able to access the Internet at school if I do not act responsibly.

**Student Name:** .................................................................

**Student Signature:** ...........................................................

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### Parent Permission

I agree to allow my child to use the Internet at school. I have discussed the scenarios, potential problems and responsible use of the Internet with him/her as outlined in the Internet use kit. I will contact the school if there is anything here that I do not understand. If there is a situation which concerns me, I will contact either the school or NetAlert Australia’s Internet safety advisory body on 1800 880 176.

**Parent/Guardian Signature:** .............................................**Date:**
Parent Information Document

Glen Iris Primary School uses the Internet as a teaching and learning tool. We see the Internet as a valuable resource but acknowledge it must be used responsibly. Your child has been asked to agree to use the Internet responsibly at school. Parents should be aware that the nature of the Internet means that full protection from inappropriate content can never be guaranteed.

At Glen Iris Primary School, as an e-Smart School, we:

- provide a filtered Internet service
- provide access to the Victorian Education Channel [https://fuse.education.vic.gov.au/primary/pages/Default.aspx](https://fuse.education.vic.gov.au/primary/pages/Default.aspx), a search engine that can be used to restrict students to only using websites that have been teacher recommended and reviewed
- provide supervision and direction in Internet activities
- work towards setting tasks that ask your child open questions, so they can’t copy and paste all answers from the Internet
- reinforce the importance of safe and respectful use of the Internet in all curriculum areas
- provide support to parents to understand this agreement (e.g. language support)
- Here are some possible scenarios your child might encounter when using the Internet. In order to help your child fully understand their responsibilities online - we ask you to discuss these with your child.

We also recommend that you read and follow the “Bridging the gap between home and school” information to help you understand how your child may be using the Internet at home or sometime in the future.

For Parents: Bridging the gap between home and school

At school the Internet is mostly used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet, play and chat. The Internet can be lots of fun.

If you have the Internet at home, encourage your child to show you what they are doing online. If not, see if you can make a time to visit the school to see their work.

At home we recommend you:

Make some time to sit with your child to find out how they are using the Internet and who else is involved in any online activities.

Have the computer with Internet access in a shared place in the house - not your child’s bedroom.

Ask questions when your child shows you what they are doing, such as:
- how does it work and how do you set it up?
- who is else is sharing this space or game - did you know them before or “meet” them online?)
- why is this so enjoyable – what makes it fun?
- can you see any risks or dangers in the activity - what would you say to warn/inform a younger child?
- what are you doing to protect yourself or your friends from these potential dangers?
- when would you inform an adult about an incident that has happened online that concerns you? Discuss why your child might keep it to themselves.

Statistics show that students will not approach an adult for help because:
- they might get the blame for any incident
- they don’t think adults “get” their online stuff – it is for students only
- they might put at risk their own access to technology by either:
  - admitting to a mistake or
  - highlighting a situation that might lead a parent to ban their access.

What has your child agreed to and why?

Not giving out personal details or details of other students including full names, telephone numbers, addresses and images and protecting password details.

Students can be approached, groomed, and bullied online. They also love to publish information about themselves and their friends on social media sites.

We recommend they:
- don’t use their own name, but develop an online name and use avatars.
- don’t share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and protect that password.
- don’t allow anyone they don’t know to join their chat or collaborative space.
- are reminded that any image or comment they put on the Internet is now public (anyone can see, change or use it)
- Being respectful online and not participating in online bullying
The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone’s face.

- being online can make students feel that they are anonymous
- the space or chat they use in leisure time might have explicit language and they will feel they have to be part of it
- often the online environment has very few adults.

Using the technology at school for learning, using the equipment properly and not interfering with the work or data of another student. By just taking care with the equipment, printing and downloading from the Internet students can save time, money and the environment. Students often see the Internet as “free”. Just looking at a page on the Internet is a download and is charged somewhere.

The school connects all of the computers through a network. The introduction of unknown games or files could introduce viruses etc and these put all of the schools equipment and student work at risk.

Not to go looking for rude or offensive sites.

Filters block a lot of inappropriate content but it is not foolproof. For students who deliberately seek out inappropriate content or use technology that bypasses filters, parents will be immediately informed and the student’s Internet access will be reviewed.

Using the Internet at school to learn.

- By just taking care with the equipment, printing and downloading from the Internet students can save time, money and the environment.
- Not bringing or downloading unauthorised programs, including games, to the school or run them on school computers.
- The school is teaching information literacy skills, which enables students to locate, evaluate, and use information effectively on the Internet.

Filters block a lot of inappropriate content but it is not foolproof. For students who deliberately seek out inappropriate content or use technology that bypasses filters, parents will be immediately informed and the student’s Internet access will be reviewed.

Thinking carefully about what is on the Internet, questioning if it is from a reliable source and using the information to help answer questions.

All music, information, images and games on the Internet are owned by someone. A term called copyright is a legal one and has laws to enforce it.

By downloading a freebee you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts. Remember if an offer is too good to be true, the chances are it is!

Copy and pasting information can help organise arguments, ideas, and information but it is important that your child uses their own thoughts and language to express what they have learnt. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

The school is teaching information literacy skills, which enables students to locate, evaluate, and use information effectively on the Internet.

Not everything on the Internet is true, accurate or unbiased.

- Talk to my teacher or another adult if:
  - I need help online
  - I am not sure what I should be doing on the Internet
  - I come across sites which are not suitable for our school
  - someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.
  - I feel that the welfare of other students at the school is being threatened by online activities

The Internet has some really flashy and tricky ways to lead people into websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

We also want the whole school community to keep their Internet environment as safe as possible so we ask that if your child sees a site they think should be blocked, to turn off their screen and let a teacher know.

Open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and or parent when they are feeling uncomfortable or threatened online.

NetAlert is Australia’s Internet safety advisory body for internet safety issues/concerns contact them on 1800 880 176 or visit http://www.netalert.gov.au/advice.html.

Learning Technologies Policy

RATIONALE

Information and Communications Technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understandings; and communicate with others.

Information and Communication Technology, an interdisciplinary domain, focuses on providing students with tools to transform their learning and to enrich their learning environment.

Learning Technologies, effectively and discriminately, provide a unique and powerful opportunity to enhance student learning.

AIM

- To enhance learning opportunities, and the scope of learning through the discriminate and routine use of learning technologies.
- To develop computer and computing skills in all students using a range of digital tools.
- To provide all students with access to computers and other digital peripherals as a relevant learning aid in their daily curriculum activities.
- To make information technologies integral tools within the whole school curriculum.
- To expose both students and teachers to a range of information communication technologies and the range of functions these technologies perform.
- To encourage parents to become involved in the learning process by utilising their assistance within curriculum activities.
- Continually update our equipment to offer our students and staff relevant computer technology.

IMPLEMENTATION POLICY

1. Laptops/computers with printer access will be placed in each classroom.
2. Services/personnel to be provided to maintain equipment and network.
3. Staff and students will have access to a range of digital peripheral learning technologies and the opportunity to choose to use what is best suited to their learning needs.
4. Teachers will monitor that access occurs for all students, for the gifted, the student with disabilities as well as providing gender inclusiveness.
5. Teachers will introduce a variety of educational software to enhance the learning in all curriculum areas.
6. Teachers will have access to Professional Development activities that enhances their learning and supports the Strategic Plan Key Improvement Strategies 2013-2016.

RATIFIED BY SCHOOL COUNCIL 2012
LOTE Policy

RATIONALE

To provide a program that is designed to achieve the expectations of (AUSVELS) in LOTE so that students develop:

- an understanding of how languages work
- a knowledge of the connections between language and culture, and between different languages
- an interest in, and respect for other cultures and other peoples, their ideas and ways of thinking
- the ability to communicate in a language other than English

GOALS

The program will include:

- the skills of listening, speaking, reading, viewing, writing,
- the use of body language, visual cues and signs,
- use of a variety of texts, genres and digital media,
- use of role plays, dialogues, etc. that mimic real-life scenarios,
- the opportunity for students to participate in whole school events and performances supporting the LOTE program.

IMPLEMENTATION

1. French will be taught from years P-6 for one session per week.
2. Standards are introduced for assessment and reporting at Level 4.
3. Students will be immersed in an enriched language environment covering the two dimensions of the LOTE domain: Communicating in a language other than English and Intercultural knowledge and awareness.
4. Pupils will be exposed to a variety of activities and creative stimuli to develop effective communication in speech and writing, and intercultural knowledge and awareness.
5. Digital and e-learning technologies will enhance student learning and reinforce vocabulary acquisition and cultural information.
6. The opportunity may be given for ‘in country’ experience for senior students as appropriate.

ACHIEVEMENT MEASURES

Students’ progress in LOTE will be monitored throughout and will be reported on in the June and December reports.

EVALUATION

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

RATIFIED BY SCHOOL COUNCIL 2011 REVIEW 2014
Manual Handling Policy

RATIONALE

Manual Handling (including hazardous materials handling) is defined under the Occupational Health and Safety (Manual Handling Regulations, 1999) as “any activity requiring the use of force exerted by a person to lift, push, pull, carry or otherwise move or restrain any object.” Object is defined as animate or inanimate object, plant and any substance or material contained in a container.

Hazardous manual handling means:

1. Manual handling having any of the following characteristics:
   - Repetitive or sustained application of force
   - Repetitive or sustained awkward posture
   - Repetitive or sustained movement
   - Application of high force
   - Exposure to sustained vibration
2. Manual handling of live persons or animals
   Manual handling of unstable or unbalanced loads, or loads which are difficult to grasp or hold

IMPLEMENTATION

This Policy applies to all school staff, students, visitors, contractors and volunteers. It also applies to all activities both on and off school property, including school camps, excursions and any other programmed activity. The Principal will coordinate the plan for managing manual handling in the school and will ensure resources are provided to meet OHS requirements. The OHS Manual will be stored in the Office for consultation by all staff when necessary.

Our aim is to promote and maintain the health and well being of staff, students and visitors and to minimise the risks of manual handling injuries by implementing a systematic approach as outlined below:
1. Where possible manual handling risks will be considered prior to any building upgrade, new activities and/or purchase of all goods to be used in the school.
2. A risk assessment will be undertaken by the OHS representative on tasks identified, as having a manual handling component and tasks will be assessed in order of priority.
3. The Occupational Health and Safety Representative should be consulted about the identification, risk assessment or control of risks.
4. Once the risk assessments have been conducted, they will be ordered to establish priorities for control.
5. The risk control hierarchy will be as follows:
   - Redesign to eliminate or reduce the risk as a first step
   - Change the workplace, systems of work and/or object
   - Provide mechanical aids to reduce the risk and training
   - Training and education appropriate to the task
6. Once control measures are in place, they must be evaluated to make sure they are used correctly not increasing the risk of injury and reduce the manual handling risk.

For some manual handling tasks a combination of the risk control methods for reducing risk may be appropriate, however information, training or instruction should not be the sole or primary means of controlling the risk.

Manual Handling Risk Identification:
Tasks likely to cause manual handling risks maybe identified from CASES21 and the first aid register/register of injuries, by consultation with staff and by direct observation of work practices.
As advised in the Department of Education and Training, manual handling injuries and common
and costly. These injuries range from sprains and strains due to sudden over exertion or forceful movements, to long-term wear and tear related injuries including Occupational Overuse Syndrome (previously RSI).

Staff and Parents working within the school environment should be aware of manual handling risks that occur within this environment, so that effective alternatives can be used. These risks include:

- Moving furniture
- Carry computers/televisions
- Lifting ladders
- Restraining a frightened child
- Typing school reports using a notebook computer in an awkward posture
- Stretching to reach a high shelf
- Separating students during a situation of conflict
- Lifting heavy sports equipment
- Standing on a table or chair to display student work
- Removing a carton or object from a low shelf
- Carrying large slabs of soft drink
- Lifting 25 litre containers of cleaning chemicals with one hand
- Moving rocks, digging
- Bending for extended periods to be at the same height as students
- In special settings, lifting, changing, supporting, catching students

Evaluation:

This policy will be reviewed as part of the school’s review cycle or at any time that DEECD policy guidelines are changed.

References:

RATIFIED September 2013 School Council
Mathematics Policy

RATIONALE
Mathematics is essential to effectively participate in our society. A quality numeracy program develops skills and the ability to apply them in real life.

GOALS
The Mathematics program aims to:
- enable students to develop a broad range of problem solving skills including the use of number, space, measurement, chance and data and working mathematically.
- develop an understanding which enables students to reflect and share their mathematical thinking and strategies.
- provide challenging, open-ended investigations that engage students of all abilities.
- consolidate prior knowledge and develop more sophisticated mathematical understandings

IMPLEMENTATION
1. Use the AusVELS Scope and Sequence Chart to determine a sequential learning focus for the F-6 Mathematics program.
2. Involve regular assessment activities and records of student progress that can be used to assist or extend individual students and therefore cater for different abilities.
3. All staff to follow the Assessment Schedule. Data collected as required.
4. All Teams plan Numeracy together on a weekly basis to provide consistent programs in each year level. GIPS expectations, mathematical language and mathematical learning relevant to ‘real life’ situations is written into this common planning document.
5. Provide a hands-on approach to the learning of Mathematics utilising a range of tools and concrete materials as well as the use of technologies.
6. All staff will follow the ‘Numeracy Expectations’. All staff will use a consistent planning proforma

EVALUATION
This policy will be reviewed by staff and the Education Sub Committee as part of the school's policy review process.

ACHIEVEMENT MEASURES
Student achievement against AusVELS (from 2013)
Nationals Benchmarks and NAPLAN data from Grades 3-5
Whole School Assessment Schedule

RATIFIED BY SCHOOL COUNCIL 2012
Noise Policy UNDER REVIEW

RATIONALE
Noise in schools is unavoidable and at times desirable. Excessive or sustained noise however can be aggravating, can be detrimental to teaching and learning, and can cause hearing loss and injury.

AIM
To manage noise effectively, and to provide an environment that is pleasant, conducive to quality teaching and learning, and that is safe.

IMPLEMENTATION
- Noise will be monitored at the school as part of the school’s regular Occupational Health & Safety workplace inspections.
- All staff and students will be made aware of the effects of noise on themselves and others.
- Minor noise issues that cause aggravation or that interferes with teaching and learning are to be brought to the attention of the Principal. These may include: turning bells off during public holidays, noise levels of internal speakers to be monitored, street noise of classrooms fronting streets, noise of trucks.
- Noise issues considered to be a safety concern are to be brought to the attention of the OH&S representative and the Principal.
- Areas of the school that have the potential to produce excessive noise will undergo noise monitoring, noise reduction audits and modifications including:
  - The elimination where possible of practices that produce excessive noise.
  - The substitution of noisy practices for less noisy alternatives.
  - The modification or redesign of curriculum or equipment that produce excessive noise.
  - The isolation or enclosure of equipment that generate excessive noise.
  - The use of dampers, carpets, baffles, screens, curtains and noise absorbent materials.
  - Timetable refinements that eliminate clashes of noisy/quiet adjoining classes or outside maintenance activities such as leaf-blowing.
  - Where possible, grounds activities such as grass mowing will be restricted to out-of-school hours.

EVALUATION: To be reviewed as part of the school’s annual Occupational Health & Safety report to School Council.

References:

RATIFIED BY SCHOOL COUNCIL  2010
Physical Education Policy

RATIONALE

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skill and behaviours that enables them to:

- maintain good health and live a healthy lifestyle
- understand the role of physical activity in ensuring good health
- engage in physical activity
- foster life-long participation in physical activity.

AIM

The Physical Education program aims to:

- provide students with the knowledge, skills and behaviours to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health,
- develop a positive attitude towards a healthy lifestyle and promote the potential for lifelong participation in physical activity through development of physical competence,
- develop confidence in using movement skills and strategies that increase motivation to participate in lifelong physical activity and balanced lifestyle
- emphasise that engaging in physical activity, games, sport and outdoor recreation contribute to a sense of community and social connectedness which are vital components to improved wellbeing.

IMPLEMENTATION

Students will:

- be given the opportunity to participate in a balanced, sequential and comprehensive program based on Victorian Essential Learning Standards including: Athletics, Fundamental Motor Skills, Ball-handling Skills, Fitness, Gymnastics / Movement, Aquatics, Outdoor Adventure Activities, Sensory Motor Perceptual Program (Preps), Games, Sport Education and Bike Education (see Bike Ed Policy).
- engage in a variety of physical activities on their own and with their peers, with and without equipment, and in a range of environments (indoor, outdoor and aquatic) developing fundamental motor skills.
- have the opportunity to refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games
- be encouraged to set personal goals to improve performance by reflecting on their skill development needs, and explore strategies to achieve them
- discuss the need for safety rules for equipment use, and practise appropriate safety skills and procedures
- develop social skills that will enable them to function effectively in interpersonal relationships
- to be involved in a range of movement experiences to develop physical fitness that will allow the students to perform daily tasks with control, efficiency and effectiveness
- develop school spirit and positive attitudes to cooperation, teamwork, leadership and fair play.

Additional Sporting Activities

1. Each child will be provided with the opportunity to participate in a School Swimming Program. The cost of the program will be an additional payment to the ‘Excursion Levy’. All components of the program will meet DEECD requirements for school swimming.
2. Each year students will be given the opportunity to be involved in either a gymnastics or dance program. An external group may be employed to provide these programs. The cost will be part of the excursion levy.
3. Students in Year 4, 5, 6 who ride bikes to school will be given the opportunity to participate in a Bike
Education Course. Any costs of the program will be an additional payment to the ‘Excursion Levy’. All components of the program will meet DEECD requirements for Bike Education and be delivered by a trained instructor.

4. The school will follow DEECD mandated guidelines for time allocated for physical education.

ACHIEVEMENT MEASURES

Students’ progress in Physical Education will be monitored throughout and at the end of each unit. Achievement in Physical Education will be reported on in the June and December reports.

EVALUATION

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

REFERENCES

Victorian Essential Learning Standards, VCAA 2006

RATIFIED BY SCHOOL COUNCIL 2011 REVIEW 2014.
Process for Policy Development

RATIONALE

It is recognised that the whole school community and, in particular, those who are elected to represent the school community, have a responsibility to ensure that adequate school policies are developed to guide the life of this school and reflect the school’s purpose and philosophy.

It is also recognised that various members of the school community will have different levels of expertise, interest and different stakes in developing and implementing the range of policies required. Therefore a process is to be adopted and followed by the Education and Community Partnerships Sub-Committee.

The main role of the Education and Community Partnerships Sub-Committee is to:

1. Manage Policy Review and Development by
   - Maintaining a review schedule of policy statements
   - Ensuring policy reviews are undertaken by the appropriate persons
   - Ensuring all stakeholders have the opportunity to contribute to policy matters
   - Ensuring policy booklets are available for parent borrowing from the Office

2. Report to School Council on programs being run in the school by
   - Outlining programs being undertaken in the school e.g. swimming, cybersafety and providing recommendations
   - Monitoring programs and feedback

IMPLEMENTATION

The following processes are to be adopted for policy development:

1. Initial draft of policy to be written by appropriate group
2. Draft policy presented to Education and Community Partnerships Sub-Committee for consideration. If major changes required returned to working group. If no changes required, Education and Community Partnerships Sub-Committee endorses draft
3. Policy distributed to wider school community through notification in the newsletter including School Council Members and Staff for input
4. Education and Community Partnerships Sub-Committee makes appropriate modifications in light of school community feedback or refers to original committee for amendments
5. Education and Community Partnerships Sub-Committee presents final draft to School Council for ratification and adoption as formal school policy.

RATIFIED BY SCHOOL COUNCIL SEPTEMBER 2013
Science Policy

RATIONALE
Science is an integral part of our day to day lives. Science education offers students a valuable way of exploring and understanding their world. It helps them operate effectively in their environment and prepares them to take an informed role in society. Science education develops students’ abilities to ask questions and find answers about the natural and physical world.

AIM
Students will:

- develop knowledge and skills central to chemical, biological, earth and physical sciences,
- apply knowledge and understanding of some scientific principles and ideas to predict and explain the natural and physical world,
- develop scientific skills to investigate, reason and analyse and to ask questions and find solutions,
- develop scientific attitudes and be able to communicate scientific understandings in appropriate scientific language.

IMPLEMENTATION

- The Science domain is an essential component of the Discipline-based Learning strand of the Victorian Essential Learning Standards.
- All students at our school will study a sequential Science program based upon the VELS learning focus statements.
- Science will be included within our integrated curriculum and is an essential aspect of the inquiry learning process.
- Science will be delivered through activity based; hands on learning.
- Department Guidelines on Safety in Science will be adhered to.
- A budget that provides for the needs of the Science program will be developed and administered by the Science Coordinator.

ACHIEVEMENT MEASURES

- Students’ individual abilities will be measured at the commencement of each unit of work so that individual needs can be identified and catered for.
- Students will gain an understanding of the concepts studied through the development of scientific investigation skills.
- Students’ progress in Science will be monitored throughout and at the end of each unit. Achievement in Science will be reported on in the June and December reports.

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

Related legislation
Occupational Health and Safety Act 2004
Occupational Health and Safety Regulations 2007
RATIFIED BY SCHOOL COUNCIL 2011
Slips, Trips and Falls Policy

RATIONALE

To develop and implement strategies to ensure that Glen Iris Primary School becomes a fallsafe school.

Definition

A falls-safe school is one in which the physical environment is constructed/modified to be as safe as possible; the movement of people traffic and work organisation follows falls prevention principles and administrative systems provide the necessary support for the policy to be implemented.

GOALS

Glen Iris Primary School supports and will follow these principles:

- All people working in, attending and visiting the school are entitled to do so without fear of falling because of some preventable environmental hazard.
- All people have the same entitlements regardless of age or ability.
- Management and staff recognise joint responsibility for falls-safe behaviour.
- The school recognises that people with varying physical abilities have particular needs that need to be addressed.
- The school encourages staff and students to wear safe and sensible footwear.
- The school monitors playground equipment and student behaviour when using equipment.

IMPLEMENTATION

All new facilities operated by the school will be designed to be as falls-safe as possible.

- The school will comply with building regulations and requirements to ensure that new and existing buildings are as falls-safe as possible.
- Educational programs and services provided will have guidelines, which optimise the likelihood of falls occurring and maximise safety and these guidelines will be publicised before programs/services commence.
- In-service training in relation to falls prevention by a designated staff member.
- The school will make available curriculum materials and will encourage falls-safety education for students.
- Identification of falls hazards will occur every six months within the physical environment audit and be undertaken by the designated staff member or management team member.
- The school community will be encouraged to report falls of both a serious and less serious nature and near misses.
- The school will continue to implement the footwear policy for students and school management will promote functional footwear.

Evaluation:

Any incidents reported involving falls will be followed up to identify prevention measures.


RATIFIED SEPTEMBER 2013
SUNSMART Policy

RATIONALE

Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of skin cancer. Australia has the highest rate in the world.

AIMS

At Glen Iris Primary School we will:

- Increase student and community awareness about skin cancer and sun protection.
- To encourage the entire school community to use a combination of sun protection measures whenever UV Index levels reaches 3 and above.
- Encourage safe UV exposure whenever UV Index levels are below 3.
- Work towards a safe school environment that provides shade for students, staff and the school community.
- Assist students to be responsible for their own sun protection.
- Ensure that new families are informed of the Sunsmart Policy.

IMPLEMENTATION

- Children will be required to wear school approved hats between the 1st September and 1st May whenever they are outside.
- Clothing that covers as much skin as possible is provided as part of the school uniform/dress code. Singlet and midriff tops are not acceptable.
- Staff will act as role models by also wearing Sun smart approved hats when outside.
- Children will be actively encouraged to bring and to apply broad spectrum water resistant sunscreen. (SPF30+). Provision of sunscreen will remain the responsibility of parent but coloured zinc styles creams etc., will not be permitted.
- The wearing of sunglasses in the playground is acceptable.
- The SunSmart Policy will be reflected in the planning of all outdoor events (e.g. camps, excursions and sporting events) between 1st September and 1st May. Permission notes for excursions will include SunSmart reminders.
- Shade provision will be a consideration in all future buildings and grounds development.
- SunSmart activities and sun protection will form part of the Health and Physical Education Program at all levels of the school.
- To minimise risk of exposure students without protective clothing (hats) will play in areas of total shade (i.e Pavilion)
- The Principal may designate a ‘Hot Day Timetable’ if temperatures warrant.

EVALUATION

This policy will be reviewed as part of the GIPS 3 year policy review cycle.

- Monitor effectiveness of this policy by reviewing the SunSmart behaviour of the school community and make recommendations for improvement.
- Assess shade provision and usage and make recommendations for increases in shade provision.
Teaching and Learning Policy
UNDER REVIEW

RATIONALE
Students are encouraged to maximise their learning potential through access to excellent teaching and learning programs. Teachers are constantly improving and modifying their practice, to offer a consistent, high-quality approach to education.

AIM
Glen Iris Primary will:
- provide and implement quality programs to develop student’s knowledge and skills
- ensure that programs meet the needs of all students
- implement DEECD initiatives and priorities to ensure that best teaching practices support the educational needs of all students.

IMPLEMENTATION
Teachers at Glen Iris Primary will:
1. Implement the Principles of Teaching and Learning initiatives as follows:
   - The learning environment is supportive and productive
   - The learning environment promotes independence, interdependence and self-motivation
   - Students’ needs, backgrounds, perspectives and interests are reflected in the learning program
   - Students are challenged and supported to develop deep levels of thinking and application
   - Assessment practices are an integral part of teaching and learning
   - Learning connects strongly with communities and practice beyond the classroom
2. Assess students using formative and summative strategies against relevant AUSVELS learning outcomes.
3. Ensure curriculum programs are sequential and reflect DEECD, AUSVELS, school initiatives and values
4. Provide differentiation through programs such as extension, enrichment and intervention
5. Develop Individual learning plans where necessary with students and parents
6. Ensure students are meaningfully engaged in developing their knowledge and skills whenever possible
7. Enhance curriculum programs through a range of appropriate learning technologies
8. Engage in frequent professional development through means such as peer mentoring, curriculum days and network meetings

EVALUATION
This policy will be reviewed as part of the school’s three year review cycle

RATIFIED BY SCHOOL COUNCIL 2009 REVIEW 2013