

CANDLEBARK

SCHOOL

POLICIES

TABLE OF CONTENTS

STUDENT WELLBEING	3
STUDENT WELFARE:	5
MANDATORY REPORTING OF CHILD ABUSE POLICY	5
CRITICAL INCIDENT POLICY	7
SCHOOL FEES & REFUND POLICY	8
STUDENT LEARNING OUTCOMES POLICY	9
BEHAVIOUR MANAGEMENT POLICY	12
HARASSMENT REPORT	17
EQUAL OPPORTUNITY (EO), ANTI-HARASSMENT & BULLYING POLICY	18
CLEARLY STATED POLICY AGAINST BULLYING	20
STUDENT INTERNET POLICY	22
COMPLAINTS, GRIEVANCES & APPEALS POLICY	24
PROFESSIONAL DEVELOPMENT POLICY	26
PRIVACY POLICY	27
CURRICULUM REVIEW & RENEWAL POLICY	28
ASSESSMENT & REPORTING POLICY	29
SPECIAL ASSISTANCE POLICY	32
INCIDENT & ILLNESS POLICY	33
FIRST AID POLICY	34
SUNSMART POLICY	35
ANAPHYLAXIS MANAGEMENT POLICY	36
ENROLMENT POLICY	41
ATTENDANCE POLICY	42
PARENT CODE OF CONDUCT POLICY	44
WORKING WITH CHILDREN CHECK (WWCC) POLICY	45
EXCURSION POLICY	48
BUSHWALKING POLICY	50
FORMS	51
NOTIFICATION OF ATTENDANCE TO FIRST AID	51
MEDICATION REGISTER	52
DAILY SICKNESS/ACCIDENT REPORT SHEET	53
MAJOR SICKNESS/ACCIDENT REPORT	55
OCCUPATIONAL HEALTH AND SAFETY POLICY	57
RISK MANAGEMENT POLICY	61
POLICY DEVELOPMENT	85

STUDENT WELLBEING

Whole School Welfare Policy

Purpose

- To ensure that Candlebark School provides a safe, secure, supportive and stimulating environment that is responsive to the social, emotional, and learning needs of all members of the school community.
- To encourage cooperation, respect and consideration for and between all members of the school community.
- To support and encourage all students in their learning and development in the pursuit of excellence.

Guidelines:

- All students are acknowledged and valued as individuals regardless of gender, racial, cultural, physical or intellectual differences.
- Teachers and students have a right to work, interact and play in an atmosphere conducive and supportive to learning and emotional health.
- Students have a right to be educated in a positive, safe, encouraging environment with expectations of care, courtesy and respect for all.
- Students have the right to be treated equally in an environment that values and encourages tolerance, inclusion, integrity and diligence.
- Students have a right to work and play free from intimidation.
- The school has a responsibility to identify children at risk both socially and academically and to devise approaches which support these children.
- The school has a responsibility to ensure that internal processes address students with specific learning needs.
- The school aims to develop in students, resilience, and a quiet level of confidence and independence within their community and relationships.
-

Implementation

The implementations of the approaches to student welfare at Candlebark School are based on effective practices at each of the following levels.

1. Primary Prevention

Strategies at this level include:

- Building mutual respect and promoting emotional and physical safety at school.
- Implementing comprehensive and inclusive curricula to engage all students in an innovative and creative learning and teaching environment.
- Enhancing school attendance (see Attendance Policy).
- Encouraging supportive relationships.
- Implementing effective social skills.
- Involving parents/families and the wider community.
- Facilitating smooth transitions from year level to year level, and from school to school.

2. Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs via assessments, observation, surveys and tests.
- Assigning one or more staff members to take particular responsibility for specific children

- Where appropriate, providing SSG (Student Support Group) meetings to set goals and review progress.
- Developing programs and individual learning plans to improve skills.
- Providing counseling and support as appropriate.

3. Intervention

- Establishing a support group for the student at risk.
- Linking to appropriate support staff/agency.
- Monitoring and evaluating social progress.

4. Post-intervention

Post-intervention relates to traumatic incidents that is those which are extraordinary and are beyond people's normal coping abilities.

Strategies at this level:

- Emergency response plans.
- Providing counseling and support.
- Monitoring recovery and evaluating progress.
- Evaluation

The Student Welfare Policy will be reviewed and modified on an ongoing basis. Feedback from staff, students and parents will be used to assess the effectiveness of the policy implementation and to modify the process.

Corporal punishment is not permitted at Candlebark.

STUDENT WELFARE: MANDATORY REPORTING OF CHILD ABUSE POLICY

Candlebark School is committed to supporting the wellbeing of its students and protecting them from child abuse. All members of the school community share a responsibility to ensure the welfare of all students.

Registered teachers are legally required to notify protective services if they form a belief, based on reasonable grounds, that a child has suffered, or is likely to suffer harm as a result of physical injury or sexual abuse, or if the child's parents or guardians have not protected or are unlikely to protect the child from harm of that type.

The school assists its teaching staff in meeting its obligations under the mandatory reporting of child abuse legislation, *Children, Youth and Families Act 2005* (Vic).

While non-teaching members of staff are not mandated legally, they should follow the processes set out in this policy, specifically those procedures in Part 1: Forming a Belief.

For the purpose of the relevant parts of the *Children, Youth and Families Act 2005* (Vic), a child is any person 17 years of age or younger.

Procedures

1. Forming a belief

A requirement of the *Children, Youth and Families Act 2005* (Vic.) is that when a registered teacher forms a reasonable belief that a child is in need of protection from physical injury or sexual abuse, he/she must make a report to Child Protection as soon as practicable.

A reasonable belief that a child is in need of protection is likely to be formed in circumstances where:

- a child discloses that he or she has suffered or is suffering non-accidental physical injury or sexual abuse
- a relative, friend or acquaintance states that a child has been sexually abused or non-accidentally injured, or
- professional observations of the child's physical condition or behaviours lead to a reasonable suspicion that the child has suffered or is suffering non-accidental physical injury or sexual abuse.

The concerns and observations regarding the suspected physical injury or sexual abuse of a child must be discussed with the Principal.

Teachers must make every effort to contact the Principal as soon as possible so there is no delay in contacting Protective Services.

If a teacher suspects that a child is in need of protection it is essential that he/she documents all concerns and observations in a confidential file. This process of documentation may occur over a period of time.

Information about child abuse must remain confidential and the teacher must not discuss this information with anyone other than the Principal and Child Protection. Discussions with other members of staff are then at the discretion of the Principal, who may decide that other members of staff are likely to be of assistance.

Non-teaching staff members who have concerns about suspected physical or sexual abuse of a student must discuss these concerns and observations with the Principal.

2. Reporting to relevant agencies

The two relevant agencies are **Child Protection** and **Child FIRST**.

If the teacher believes in good faith that a child is in need of protection, then he/she must make a report. The usual practice is that Principal will notify **Child Protection**. **Child Protection** is a Victorian Government agency, provided by the Department of Human Services that protects children at risk of significant harm.

Principals and teachers can share information and make a referral to **Child FIRST** when they have significant concern for a child's wellbeing, but do not believe that the child needs protection. **Child FIRST** is the Family Information Referral Support Team run by a registered community service in a local area that can receive confidential referrals about a child of concern. It may be accessed for concerns of an emotional, psychological or social nature. It does not have any statutory powers to protect a child but can refer matters to family services.

The teacher does not have to be able to prove that the child has been abused before notifying protective services. An attempt is to be made to file the report on the same day as the belief is formed.

A mandated notifier is both legally and professionally protected. That means he/she cannot be successfully sued or subjected to any legal liability, nor can he/she be disciplined for unprofessional conduct by his/her professional body or the school. Moreover, he/she is able to share information, without legal or professional consequences, with family services such as **Child FIRST** and **Child Protection** to help protect vulnerable children.

The mandatory reporter's identity is usually protected by the *Children, Youth and Families Act 2005* (Vic). Exceptions include when the reporter chooses to inform the child or the child's parents or guardians or when the court decides that it is satisfied that the interests of justice require that the evidence be given.

The teacher is not legally required to notify a protective service if he/she forms a reasonable belief that a child is in need of protection in the teacher's private life or when he/she is working in a capacity that is not directly related to teaching.

If the Principal does not share the belief that a child is in need of protection and does not notify **Child Protection**, the teacher must still report the child abuse to the relevant agency. It is the school's policy that the teacher must inform the Principal that he/she has made a report.

In addition, **Child FIRST** and **Child Protection** can consult Victorian teachers and principals when they are deciding how best to respond to a referral or a report they have received. The legislation allows the teacher to share relevant information with family services about a vulnerable child without needing to be concerned about legal or professional consequences, provided the teacher does so in good faith. However, any information provided should be directly related to the teacher's concerns about the child and not based on second-hand information.

CRITICAL INCIDENT POLICY

Rationale

At Candlebark School we recognise the need to have procedures and practices in place in order to adequately manage and cope in the event of a crisis situation or critical incident.

Guidelines

1. A critical incident may be defined as “An event which causes disruption to an organization, creates significant danger or risks and which creates situations where staff, students and parents feel unsafe, vulnerable and under stress.
2. Examples of critical incidents include: Serious illness, injury or death, including suicide, of a member of the school community; students or staff lost or injured on an excursion; violent assault of a member of the school community; violent event in the local community, including staff or students witnessing a serious accident or incident of violence; significant vandalism or destruction of part of the school property whether by fire, bomb threat, explosion, gas or chemical hazard, or serious weather disturbance.
3. The Principal, in consultation with senior staff, shall be responsible for the development of a simple, workable Management Plan which shall be disseminated and tested.
4. The School Emergency Plan manual is to include:

Flow chart describing the Incident Management Team

Emergency Kit Checklist

Checklist of Immediate Tasks

Emergency Contacts

Priority Risks Schedule

Lockdown Procedures and Actions

Bomb Threat Guide

Site Plans and Area Maps

Pandemic Action Plan

Recovery Room Suggestions

Short/Long Term Support Guide

Basis of Discretion

The Principal, in consultation with senior staff, is responsible for deciding when the Critical Incident Plan is implemented.

SCHOOL FEES & REFUND POLICY

INTRODUCTION

Candlebark is registered with VRQA as a Prep to Year 10 educational institution. While the school receives funding from both State and Australian Government authorities, the financial viability of the school is also achieved through the payment of tuition fees.

PAYMENT

Fees are invoiced on a term by term basis, unless agreed otherwise. Parents are invoiced about six weeks before the start of each term for that term's fees, with a due date of about a fortnight before the commencement of term. Parents who are having difficulty with fees must contact the school in plenty of time for alternatives to be explored, if their child or children are to remain enrolled.

PAYMENT OPTIONS

Credit card (Visa or MasterCard), Cheques payable to Candlebark School, direct bank transfer, or Cash are accepted. If paying by Credit Card there is a 2.5% processing fee.

OVERDUE ACCOUNTS

Students who are unfinancial at the start of term may not be permitted to continue at the school, and will not be permitted to continue if fees are more than a month in arrears.

APPLICATION FEES

The fee to apply for enrolment of a child is a non-refundable \$250, plus \$7.50 if paying by credit card. This fee goes towards the cost of processing and maintaining enrolments and enquiries.

NOTICE OF WITHDRAWAL AND REFUNDS

The school requires at least one term's notice in writing of the withdrawal of a student. Where this is not given, a full term's fees will be deemed a genuine pre-estimate of the school's loss and will be charged/retained.

STUDENT LEARNING OUTCOMES POLICY

We are committed to achieving improvements in student learning outcomes.

This includes working with students to improve their recognition of patterns and connections within systems, their understanding of relationships within contexts of social systems and environments, their ability to transfer knowledge and understandings to new contexts and situations (including vocational and recreational) and to make connections between concepts across all learning areas, their understanding of the organic nature of change, their use of divergent thinking, their recognition of the cyclical and ongoing nature of planning, thinking, learning and problem solving, and their ability to relate learning to their own experience/s.

Our aim is for students to achieve an understanding of world views and how they are constructed and manifested, to be able to identify developments involved in the transition from industrial world views to different future views, to identify Western world values and practices and be able to critically compare them to other world views, and to identify and analyse challenges for the future, based upon a diverse range of world views.

We also want students to be able to identify personal, vocational and cultural sources of meaning, to critique contemporary culture and understand the role of value systems as they affect culture, behaviour, attitude and world views, to be able to consider the future from ethical, aesthetic, emotional, rational and intuitive perspectives, to be able to draw on a range of cultures (including indigenous cultures) to examine future challenges, to be able to use future tools such as technological/virtual environments, scenario building, futures wheels, futures scanning, and apply them to contemporary social and political issues, to be able to create new knowledge from insights of the past as well as understandings of the present and foresights of the future, and to be able to draw on available data to analyse history, to map trends, and to predict and construct alternative futures.

It is our intention that students acquire skills such that they will thrive in the fast changing world of the 21st century, rather than becoming casualties of such change, and that they will be able to use mathematical, linguistic, scientific and ICT models to represent systems and analyse the effects of change.

Students should be able to take responsibility for initiating aspects of their own learning, for planning and facilitating their own learning, for evaluating and articulating what has been learned and how it was learned, for exploring ways and means of influencing the future, for exploring relationships with the community and the potential roles the community offers, for undertaking a variety of roles in teams, and for understanding the importance of evaluation in learning.

It is desirable that students are able to explore, interact with and respond to changes in their natural, social and built environments, use symbolic play to represent, make meaning and develop abstract thought, use understandings from prior experiences in new contexts, explore past, present and preferred futures through play and creative expressions, ask questions, research and clarify aspects of the local and wider community, be actively involved in shaping their own learning environment, begin to recognise that there are ways that others are included or excluded, begin to challenge bias, unfairness, extremist and stereotypical views, contribute to group projects, decision-making and taking action, develop understandings about patterns and connections associated with personal relationships with environments and others, be able to transfer knowledge to new contexts and manage change effectively, are supported to engage in critical reflection, and recognise and value the balance between rational and emotive/intuitive parts of our being.

Hence, teachers need to ensure that the teaching and learning environment engages students and promotes independence, interdependence and self-motivation, that students are challenged and supported to develop deeper levels of thinking, understanding and application, that teachers have knowledge and deep understanding of the curriculum, that teachers are committed to developing quality pedagogy supported by high expectations, that quality assessment practices can be an important tool in the teaching and learning process, that the class and school learning environments are safe, supportive and productive, that students' needs, backgrounds, perspectives and interests are considered and supported in the learning program, and that learning connects strongly with the wider community.

At Candlebark, a strong professional development program supports the achievement of these outcomes for teachers.

To assist in the achievement of the above outcomes, we aim to ensure that students attend school regularly, that they are organised, optimistic and positive about their learning, and that they feel a sense of belonging, engagement and connectedness with their school and with education generally. We aim to have school and community work together to build on the strengths of individuals and groups, and by way of, inter alia, camps, excursions and incursions we aim to enable children to interact with people from all walks of life, to develop positive social behaviours, to learn the value of learning outside the classroom, and to develop a sense of well-being and a resilient spirit. Progress in these areas is measured by monitoring and recording attendance, including late arrival and early departure data, interrogating attendance data to identify reasons both individual and community for lateness/absences, evaluating feedback from parents/students/staff, and formal and informal discussions among staff concerning student progress on an individual and group level.

Our target is to have children attend school on at least 95% of days, to have children demonstrate resilience in a range of situations, to have children function successfully with others, and to have them demonstrate their ability to engage in culturally productive practices.

Our learning outcome targets are that all children should achieve national benchmarks in literacy and numeracy, that all children are progressing at levels commensurate with their developmental levels, and that the school's policies and procedures are continuously updated and used as the bases for planning and practice.

In all subjects, our learning outcome targets are to improve learning outcomes and raise the levels of literacy and numeracy in that subject, as well as improving knowledge, understanding and use of the subject; specifically, to increase knowledge and skills in understanding, analysing and using the subject's methods and knowledge, to increase the ability to analyse, critically respond to and use appropriate skills and knowledge pertaining to the subject in everyday life situations, to provide access to curricula in each subject that are broad and deep, engaging and relevant, to encourage a positive attitude to each subject, to develop the ability where relevant to use ICT skills to critically design and construct texts, diagrams and graphs, and search for and sort information and communicate it to others, to help children make informed and ethical decisions about local and global issues and their own health and well-being.

In English and literacy, our learning outcome targets are to increase students' knowledge and skills in the understanding, analysis and use of English, to increase students' ability to analyse, critically respond to and use appropriate literate English in all situations in everyday life, to assess, identify and address individual learning needs, to provide access to an English curriculum that is broad, deep, engaging and relevant, and to promote a positive attitude to English and literacy.

Our strategies to support Learner Achievement include ongoing review of literacy programs, continuous assessment of primary age students by way of the Fitzroy Reading Program and other

testing. As well, regular formal meetings of teachers, as well as informal daily conversations, as well as frequent formal and informal conversations with parents and students are part of the school's program, helping to ensure that all students' progress is carefully monitored. Where necessary, other assessments including Neale analysis, ICAS spelling, and Waddington's spelling and reading are used. Students with additional needs are supported through individual learning programs, and tutored as needed either in the classroom or on a one-on-one basis, with a specialist-learning tutor.

Teachers explicitly teach and assess phonics and reading comprehension, the deconstruction of texts to support writing development, and the explicit teaching and assessment of creative, reflective, analytical and persuasive writing. The school aims to have all children who sit the NAPLANs literacy tests demonstrate improved achievement, all children who are formally tested to show measurable improvement in those tests, and all children to show improvement and progression in their literacy learning, particularly as measured on a day by the basis by way of the Fitzroy Reading Method, in which continuous assessment is inbuilt.

BEHAVIOUR MANAGEMENT POLICY

We wish to support each child's holistic growth and we are especially concerned with the ways in which respect for ourselves and others can build successful relationships. Our aim is to focus upon and celebrate the positive moments and times which our children experience – experiences which demonstrate initiative, responsibility, thoughtfulness, empathy, success, confidence, enjoyment of learning, self discipline, and co-operation.

For most problems that occur, we adopt a policy that relies not upon punishment but upon negotiation, conflict resolution, mediation and problem solving as essential skills that our students will learn and actively practise.

Students will work together with teachers to develop ground rules and consequences, whilst all rules having legal and safety implications will be adults' responsibilities.

We are concerned about the personal growth of each student: helping him or her to develop responsibility in a friendly, caring and orderly environment. This means allowing students to make mistakes, because that is part of being human. Schools should be safe places in which mistakes can be made so that learning can be experienced. If we care about our students, we'll help them to learn from their mistakes by giving them time to reflect on this behaviour and work out ways of behaving differently, and to experience the logical consequences of inappropriate behaviour. At the same time, the discipline system assists teachers in maintaining a non-disruptive environment where all students can learn to the best of their ability.

It must also be noted that there are situations which assume such a serious aspect that the preceding approach is rendered inappropriate or invalid, as discussed further below.

Candlebark's approach to discipline is based on a philosophy which promotes respect and care for each person. Each student is to be treated fairly, justly and with understanding, and we encourage students to treat staff members in a similar manner.

THE KEY PRINCIPLES OF THE DISCIPLINE SYSTEM

1. Every student has a right to uninterrupted learning, play and social interaction at this school, which means that no student has the right to disrupt the learning, play or social interaction of others. This includes online learning and online social interaction.
2. Confidence is to be encouraged throughout the learning process; as such confidence is essential for effective learning to occur. It follows from this that teachers emphasise encouragement and avoid 'put-downs' and sarcasm in their relations with students.
3. Each teacher is responsible for the decisions made in the organisation of students in his/her care. Consequently, the teacher is 'in charge', and students have no right to defy decisions, especially in regard to safety. At the appropriate time, students have the right to question the fairness of a decision and be heard, but not necessarily at the point of its implementation.
4. Even though the teacher is always in charge of discipline, students generally learn best, and grow in self-esteem when democratic principles are applied by teachers in learning situations. Such principles include the promotion of mutual trust and respect, the provision of choice, motivation through encouragement, freedom within limits, joint goal-setting, co-operative learning and self-discipline. This approach avoids on the one hand, a permissive style where students do what they want without concern for others, or on the other hand, an autocratic approach which attempts control through reward and punishment, through focusing on weaknesses, or through excessive competition; and which ultimately promotes dependency and/or outright rebellion.

5. Some classroom behaviour problems are prevented or limited by effective teaching preparation such as ensuring variety in presentation, providing appropriate levels of work, accommodating individual learning rates, maintaining reasonable consistency in applying discipline measures, learning students' names and in general by acting in ways which have always been and which continue to be consistent with the best teaching practice.
6. Student misbehaviour occurs for different motives: the most common being unresolved issues with parents, attention seeking, revenge, a struggle for popularity, power and/or control, and/or a display of inadequacy. These different motives, once recognised, require different discipline strategies.
7. The eventual aim is always for students to develop and take responsibility for their own learning and behaviour in the school situation. Consequently, the discipline system is not expressed as a complete set of rules with consequences for breaking those rules. Instead, we expect and encourage students to act appropriately in all situations regardless of whether specific rules apply.
8. Candlebark does not attempt to have a stipulated set of punishments for specified offences. Instead, the school treats each student and each set of circumstances on their individual merits, and, in considering disciplinary matters, reserves the right to take into account the student's past record, personal circumstances, degree of understanding and awareness of the nature of the offence, efforts at restitution, and other mitigating or aggravating factors. In short, a "case-by-case basis" is adopted.

THE DISCIPLINE SYSTEM IN PRACTICE

According to Dinkmeyer and McKay (1983) children have four main goals in misbehaving: (See STEP Parent's Guide p.19): Attention, Power, Revenge, Display of Inadequacy.

Teachers and parents need to try and avoid 'rewarding' such misbehaviour by responding in 'usual' ways. Instead, we can assist students to modify their misbehaviour by responding as follows:

- Never give attention on demand – not even for useful behaviour. Give positive attention at other times.
- Bow out of power struggles. Avoid getting 'hooked'. Let the student experience the consequences of misbehaviour and/or try to enlist the student's assistance so her/his power can be used constructively.
- Avoid feeling hurt. Recognise that the student is possibly projecting feelings from other situations or relationships, and/or seeking revenge and instead of seeking revenge in turn or getting drawn into this drama, work to build a relationship based on trust.
- Avoid agreeing with the student displaying 'inadequacy': without criticising and 'put downs' encourage and point out any positive efforts the student has made. Research indicates that optimistic students progress further, and at a faster rate, than pessimistic students.

Being Positive in Language

Our discipline system seeks to promote self-discipline in our students: we want them to discover that the logical consequences of misbehaviour are that they are the ones who suffer if learning doesn't occur. Our task is to keep reminding students - as calmly as possible - of the logical consequences of what they do. It can sometimes be helpful to remind ourselves that much student misbehaviour is a cry of pain that they are not coping; and they need to be shown that there are more appropriate ways of having needs met. The language of this approach uses such phrases as 'not coping yet' instead of put downs; 'appropriate and inappropriate' behaviour instead of 'rights and wrongs' etc.

Classroom Strategies

This is the heart of our system where teachers and students co-operate in the process of maintaining a busy, focussed, friendly and supportive classroom environment whilst maintaining student self esteem.

Instances of misbehaviour which are unacceptable include:

- Inappropriate talking
- Not paying attention when the teacher is explaining things
- Impoliteness
- Inappropriate use of furniture
- Calling out in class
- Throwing things in class

In these instances, after taking into account the likely motives for misbehaviour, and whether it is the student or the teacher who 'owns' the problem, teachers may implement one or more of the following approved procedures to maintain order.

Approaches for initial instances of misbehaviour

Using least obtrusive approaches wherever possible e.g. using a low pitched voice, saying the student's name, using a gesture to indicate the problem (or as few words as possible), and then moving straight on with teaching (providing the student with some 'take-up' time) – 'Mavis, facing this way, thanks. Now Shakespeare writes...' (Teacher proceeds with lesson.)

Referring to the General Classroom Guidelines e.g. 'You know the way we do things here, Mavis, we leave the classroom tidy for the classes which come after us' or referring to rules negotiated with the particular class e.g. 'You know what our class agreed on, Mavis...'

Tactical ignoring e.g. when a student swears unobtrusively to themselves after dropping something.

Reflective listening – 'You seem troubled, today, Mavis? Are things not going so well?'

The use of I-messages – 'When you run like that past the Amenities Block, Mavis, I get concerned about the safety of people coming out of the door.'

Approaches for repeated misbehaviour

Providing choices – 'I'm concerned about that chair, Rupert. You have the choice of sitting on it appropriately, or you'll need to see what it's like without a chair'.

Implementing Logical Consequences – 'Rupert, since you can't seem to stop interfering with Hector, you'll have to sit on your own for the rest of this session'.

Establishing learning contracts with students.

Implementing personal detentions as a logical consequence of non-completion of work – 'Since you didn't finish that exercise in class, you'll have to do it at recess'.

Referring the student to other members of staff.

School Wide Classroom Guidelines

As an aid to the 'approved strategies', classroom teachers will, in the establishment phase of the year, remind students of the School Wide Guidelines. They don't need to be laboured, but students need to be clear about these expectations. Classroom teachers may periodically refer to the guidelines as a way of establishing orderly procedures within class lessons. They may be supplemented with other negotiated rules appropriate to particular subjects, and students need to be clear that quite a few other expectations are made of them within the total school context e.g. guidelines for appropriate behaviour in the bush, guidelines concerning clean-up etc.

The List of School Wide Classroom Guidelines

When entering classrooms, we:

- Avoid pushing and shoving others.
- Sit quietly, and wait for the teacher's first instructions. (We recognise that it is not appropriate to ask questions or move furniture until this time)

During class lessons, we:

- Raise our hands and wait for acknowledgment from the teacher if we need to contribute.
- Maintain appropriate noise levels.
- Listen quietly while others are speaking.
- Bring and use required equipment for each class.
- Look after school furniture and equipment at all times.
- Avoid wandering around the room without permission

When leaving classes, we:

- Leave when told to do so by the teacher, and place our chairs under desks Replace any furniture, which has been moved from its usual position.
- Pick up all litter.
- Leave in an orderly fashion.

It should be emphasised that, like most other schools, the responsibility for good behaviour, inclusive attitudes, courtesy and adherence to rules at Candlebark belongs to the teachers, the other adults who work in the school community, and ultimately the Principal. If a student is consistently ignoring or defying the conventions and rules under which the school runs, and the normal management tactics are not working, the student should be referred in the first instance to the teacher responsible for that particular grade.

It may be appropriate for the grade teacher to meet with the student and/or his or her parents, to discuss the problems. Other strategies which may be considered (all of which have been employed at different times in the past, at Candlebark) are asking the student to write a factual and reflective account of the events or events (as the basis for further conversation and exploration), placing the student "on report", having a student meet with a panel of teachers (or all the student's teachers) to give the student a global perspective, having a teacher sit in on the class to observe the student's behaviour (useful amongst other things for establishing benchmarks for improvement), meeting with the student and all other students who are being significantly affected by his or her behaviour.

Should further intervention be considered appropriate, the student can be referred to the Principal. Among the strategies open to the Principal are those outlined above, but also: referring the student for counselling, suspension of the student, or expulsion of the student. These three strategies are not the responsibility of anyone but the Principal.

PROCEDURES FOR SUSPENSION/EXPULSION

***Suspension:** Complete removal from the school community (suspension) may be appropriate for students who, by their actions, interfere with the welfare or hinder the learning of others. In this context, the meta-analysis by Professor John Hattie showing a 20% shortfall in academic achievement by classes in which a student is consistently misbehaving should be noted. Other measures which may incur suspension include refusal to co-operate with discipline measures applied by teachers, breaking a behaviour contract, being caught using or in possession of alcohol, drugs or tobacco, bringing dangerous or illegal weapons to school, or engaging in behaviour endangering, humiliating, embarrassing, harassing, bullying, or otherwise tormenting others.

If suspended, the student may be removed from the school community for a designated period of time, usually two days to a week depending on the severity of the issue, and parents contacted immediately by telephone or text message. Police involvement may also be appropriate. After the suspension period, the following procedure will normally apply:

Post Suspension Procedure

Under most circumstances the student may only return to school after suspension if accompanied for a meeting with the principal by a parent or guardian. At this meeting, a post-suspension agreement is to be negotiated with the student. This spells out the conditions upon which the student may return to school. Non-negotiable conditions may include being on a Behaviour Plan card (including threat of further suspension) for at least a fortnight after returning, and regular meetings with an agreed teacher to discuss progress during this probationary period. Other non-negotiable conditions may include such things as agreeing to visit a professional counsellor, taking prescribed medication and agreeing to visit a professional counsellor, and refraining from the behaviour which led to the suspension.

Negotiable areas may include the name of the teacher who meets regularly with the student and various administrative details.

After successfully negotiating the probation period, the student can come off the Behaviour Plan and resume classes as normal.

***EXPULSION:** Expulsion from the school may be appropriate for students who, by their actions, interfere with the welfare or hinder the learning of others. Other measures which may incur expulsion include refusal to co-operate with discipline measures applied by teachers, breaking a behaviour contract, being caught using or in possession of alcohol, drugs or tobacco, bringing dangerous or illegal weapons to school, or engaging in behaviour endangering, humiliating, embarrassing, harassing, bullying, or otherwise tormenting others. Police involvement may also be appropriate.

It should be noted that Victorian law, gives independent schools like Candlebark the power to suspend, expel or punish a student. The power derives from the agreement between the school and the parents that their child will obey the rules and regulations of the school

(See also Equal Opportunity, Anti-Harassment and Bullying Policy, and the Complaints Grievances and Appeals Policy, below)

HARASSMENT REPORT

Person reporting Harassment:

Name of person against whom allegation is made:

Date of Harassment:

Description of incident(s)

.....

.....

Witness(es) to harassment:

.....

.....

.....

.....

Description of physical injuries suffered:

.....

.....

Action taken:

.....

.....

.....

.....

.....
Signature of complainant

.....
Date

.....
Signature of adult to whom the complaint has been made

.....
Date

EQUAL OPPORTUNITY (EO), ANTI-HARASSMENT & BULLYING POLICY

INTRODUCTION

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

Candlebark School recognises and values the diversity of culture, beliefs, practices, customs, physical and intellectual abilities and life experience of the whole school community.

OUR COMMITMENT

Our aim is to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve his or her full potential. This school is enriched by and celebrates the diversity of the whole school community.

Discrimination, harassment, vilification, bullying and victimisation are not acceptable under any circumstances.

The school supports the Equal Opportunity Act 1995 (Vic), which says that it is against the law to discriminate against anyone, including students and school staff, because of actual or assumed age, career, disability/impairment, gender, lawful sexual activity, marital status, parental status, physical features, political belief or activity, race, pregnancy, religious belief or activity, sex, sexual orientation, personal association with someone who has is assumed to have one of the personal characteristics in this list, or because they are or are assumed to be breastfeeding.

No member of the school community will be treated less favourably because they possess any of these personal characteristics nor will such characteristics affect access to the benefits and services which Candlebark provides.

The school recognises that discrimination may be direct or indirect and that both are unlawful.

Direct discrimination means treating someone unfairly or less favourably because of one of the personal characteristics listed above or because of their association with someone identified with one of those characteristics.

Examples: refusing to enrol a student because he has Hepatitis C, refusing to allow a Muslim student to wear the hijab as part of her school uniform, or failing to hire a suitably qualified teacher because of his or her sexual orientation.

Indirect discrimination happens when a rule, policy or requirement unnecessarily or unreasonably disadvantages a group of people because of a protected personal characteristic they share.

Example: Imposing a requirement that all students take notes from the whiteboard without assistance may unreasonably disadvantage a student with vision impairment.

Racial and religious vilification is unacceptable

Vilification is behaviour (through words or actions) that incites hatred, contempt or ridicule of another person because of their race or religious belief.

Examples: public threats of harm, insults, ridicule.

Bullying is unreasonable behaviour that is intimidating, threatening or humiliating and repeated over time or occurring as part of a pattern of behaviour, or it can consist of a single incident where a person is targeted and abused, oppressed, humiliated or hurt. Bullying can be physical, verbal or indirect, and creates an unfriendly, threatening or offensive environment.

Examples: taking or damaging other people's property, excluding or isolating someone, subjecting someone to homophobic abuse, deliberately withholding information so as to affect their work performance, threatening not to renew an employment contract, a group targeting an individual or another group in a way which embarrasses/humiliates/hurts physically/hurts emotionally that person or members of that group.

Victimising someone who makes an equal opportunity (EO) complaint is unacceptable

Victimisation means treating someone unfairly or otherwise disadvantaging them because they have made an EO complaint or might do so in the future.

Candlebark will do all that it can to prevent discrimination, harassment, vilification, bullying and victimisation and to promote a safe and inclusive school.

We will take immediate and appropriate action to address and resolve EO issues and complaints.

CLEARLY STATED POLICY AGAINST BULLYING

Upon enrolment, and at information sessions, students and their parents are to be made clearly aware that the School will not tolerate bullying or harassment in any school controlled situation. The School is committed to providing a safe environment, and will support and help any student and/or parent who are genuinely suffering as a result of bullying or harassment. Students, teachers and parents must feel confident that they can report incidents in confidence, that action will be taken, and that staff will act sensitively and discreetly. Confidentiality can be possible even if information is known by a group or the whole staff. The person who receives information may need to tell others, but in a way that, as far as possible, does not breach confidentiality.

Reminders of the School's philosophy in relation to bullying will be made through morning meetings, class discussions and in newsletters.

Harassment is behaviour (through words or actions) based on the personal characteristics listed above that are unwanted, unasked for, unreturned and likely to make school an unfriendly or uncomfortable place by:

- humiliating (putting someone down)
- seriously embarrassing
- offending (hurting someone's feelings) or
- intimidating (threatening someone so they behave in a certain way)
- physically interfering with someone
- exposing someone to crude behaviour or remarks
- using another person's identity, particularly in a way which denigrates them or leaves them exposed to ridicule or harm to their reputation.

Examples: name calling, stereotyping jokes and offensive comments.

Sexual harassment is an unwelcome sexual advance; request for sex or any other sexual behaviour that a reasonable person would know or expect would offend, humiliate, seriously embarrass or humiliate another.

Examples: unwanted touching, unwelcome sexual innuendo or jokes, displaying sexually explicit material (posters, emails, internet sites).

STAFF AWARENESS

Staff will be regularly reminded of the policy, with regular checks that the school continues to be a safe environment for all.

STUDENT AWARENESS

Awareness of bullying and harassment will be raised in morning meetings as appropriate. Students will be asked to discuss issues such as the need for immediate action when someone is in distress, the danger that non-intervention can imply support for bullying, the knowledge that social exclusion can bring about change in bullies, the benefits of rewarding non-violent behaviour, the indicators of racial and sexual harassment, the importance of making newcomers feel welcome, the correct responses when bullying is seen.

PROCEDURES FOR DEALING WITH REPORTS OF BULLYING

For first and relatively minor incidents, students should be given an appropriate caution and a warning that formal action will be taken next time. Other staff should be notified that this warning has been given.

For a serious incident, or repeated incidents of bullying and/or harassment, the following procedure is one that may be followed.

- a) Have the bullied pupil record the events in writing
- b) Have the alleged bully also record the events in writing.
- c) Discussion/s with the relevant parties.
- d) Consequences in line with the discipline system should then be applied e.g. Suspension until the parents can be interviewed, or expulsion.

Any written reports are to be placed in the pupil's files.

STRATEGIES FOR THE BULLIED

Given that some victims of bullies are loners, students with low self esteem, or students with poor social skills, plans are to be made where relevant with teachers of the bullied student to raise his/her self esteem through participation in school activities, and support and encouragement inside and outside the classroom. Long-term strategies to improve socialisation may need to be implemented.

STRATEGIES FOR THE BULLY

Students who bully are often well aware that their behaviour is unacceptable, and are often well aware why it is unacceptable. In such cases interviews with the students may be sufficient to put a stop to the behaviour and to achieve a different relationship with the person who has been the target of the bully. In other cases students who bully, and their families, may be asked to come to an interview where the school policy is outlined, and where the school's policies and strategies are outlined. Professional help will be sought if necessary.

Under certain circumstances however the student will be asked to leave the school. These circumstances include the prolongation of the bullying behaviour **and/or** an apparent inability in the person responsible for the bullying to appreciate the nature of his or her behaviour or to respond adequately and appropriately **and/or** other poor behaviour indicating values that are at odds with those of the school **and/or** strong indications that the continued presence in the school of the person responsible for the bullying is likely to cause such discomfort to the victim of the bully as to markedly affect his or her welfare. One consideration in coming to such a conclusion in relation to this last point is evidence that the victim of the bully is contemplating leaving the school as a result of the bullying behaviour or a single act of bullying/harassment.

Who and what this policy covers

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

This policy applies to:

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

STUDENT INTERNET POLICY

1. The School's Internet Network is for education, not for personal use. Use of the network is a privilege, not a right.
2. Email is not private. The system operators have access to all user account directories and data, email, personal web pages, and any other files stored on system servers.
3. System operators may delete files at any time for storage reasons.
4. Students given log-on access are responsible at all times for the proper use of the computers.
5. Any inappropriate use will result in the cancelling of the privilege of use and other disciplinary action.
6. Network users should change their passwords frequently.
7. Network users shall not give their password information to anyone else, nor allow anyone else to use their account.
8. Students may only get accounts on the network from a teacher at the school.
9. **The following may result in loss of access, contact initiated by the school with parents (where breaches of this policy are committed by students), police involvement, or any other action that the school considers appropriate, and apply equally to staff, students or other people associated with the school:**
 - Using the network to hack into any other computer system, or to go beyond the user's authorised access on the school network. This includes attempting to login through another person's account, attempting to access another person's file, attempting to disrupt any computer system's performance, attempting to destroy data on any computer system.
 - Using the network for commercial purposes, financial gain, advertisements, business endorsements, or religious or political lobbying.
 - Using the network to get an email account or web page opening privileges on another service provider.
10. **The following may result in the school's taking disciplinary measures regardless of whether the actions described involve school computers or other devices, or private computers or other devices, and whether the activities take place during school hours or outside school hours, and whether the activities take place at school or in other locations.**
 - Using profanities, obscenities or offensive language, or using another person's identity by purporting to be that person when, for example, sending emails or interacting on social media
 - Attacking people on the grounds of race, religion, race, colour, national origin, disabilities, gender or sexual persuasion or in any other way.
 - Harassing other people, for example, by using a network in a way that bothers them and not stopping when asked to do so.

- Exposing others to derision in a way which is likely to cause embarrassment or discomfort.
 - Sending or posting false or defamatory information about a person, group or organisation which might injure the reputation of that person, group or organisation.
 - Violating privacy by posting personal contact information without permission from the person. This includes photographs and email addresses.
 - Forwarding emails without the author having given permission.
 - Using text, graphics, sound or animation in messages, or creating web pages, without displaying a notice crediting the original producer of the material, and stating how permission to use the material was obtained.
11. Breaches of the Internet policy will be treated as seriously as any other breaches of school standards, and the same sanctions, including suspension and expulsion, will be applied.

COMPLAINTS, GRIEVANCES & APPEALS POLICY

Definitions: A complaint is an expression of dissatisfaction. A grievance is the cause for complaint (the cause may be an outcome/person or persons) and an appeal is to apply for reconsideration of a decision or outcome.

Staff at Candlebark School are willing to assist students and parents with a range of concerns or issues that may arise. The following information provides a guide to the correct process to use.

Informal Complaint

- In general most complaints should be capable of being resolved informally. A few may need a more formal process.
- In the first instance, the person making the complaint should contact the teacher responsible for the child's welfare (as per names supplied at the beginning of each school year) and state his or her concern calmly, clearly and courteously.
- The teacher will then investigate the complaint, and where appropriate explain the school policy or procedure on the issue and work out an action plan with the complainant with regard to what if anything the teacher will do on behalf of the school, what the complainant should do, if anything, and when both parties will talk again if this is indicated.
- The teacher may deal with the complaint straight away or refer it to another person. In most cases it is expected that they should be able to resolve the concern straight away.

Formal Complaint, Grievance or Appeal

If the informal complaint is not resolved, the steps outlined below are recommended:

- Each complaint, grievance, appeal is recorded in writing;
- In the first instance the formal complaint, grievance or appeal is lodged with the Principal.
- The Principal will decide how to handle the matter i.e. whether further investigation is needed and how the appeal will be handled;
- The person handling the appeal will try to find out about the matter and try to understand the context and causes. The complainant can help by focusing on a positive resolution to the matter;
- Where the complaint is incapable of being resolved at this point, it can be considered by an independent person or panel nominated by the Principal.
- In these circumstances, each appellant should have an opportunity to formally present his or her case, and is given a written statement of the appeal outcomes including the reasons for decisions.
- This process should be completed within a timeline of 28 working days after the formal complaint, grievance or appeal is lodged.
- The person responsible for handling the appeal then must ensure the recorded appeal and outcomes are given to the relevant Business Manager for filing.

Should disputes occur between school and parents we hope that they can be resolved quickly and directly and amicably. In particular we are anxious to avoid the dreaded 'triangle', where a student goes home and complains to parents, and parents then ring the school, or arrive at school, full of concern and even indignation. In these situations we will try to use the opportunity to help teach the student about direct communication. Not only does this help develop a vital life skill, but it also helps minimise the damage that can be caused by a student who likes the power and excitement of 'stirring up' the important adults in his or her life then sitting back and enjoying the conflict between them.

However there may come a time when the school or the parents and child or children feel that there is no longer a good match between us. In these circumstances we follow a policy of ‘no fault divorce’, where, if it is clear that the situation is not viable, either side can bring it to an end without rancour or finger-pointing. This provision is consistent with Victorian law, which gives independent schools the power to suspend, expel or punish a student; that power arising from the agreement between the school and the parents that their child will obey the rules and regulations of the school.

These circumstances may be such that the “formal complaint, grievance or appeal” process outlined above is seen as irrelevant, and will be bypassed.

Where parents withdraw a child, a term’s notice must be given; otherwise fees for the remainder of the term, and the following term will be charged.

PROFESSIONAL DEVELOPMENT POLICY

1. We recognise that teachers need to be equipped professionally to provide the best possible educational experiences for students.
2. We recognise the importance of teachers' professional reading, discussion with colleagues, teamwork, and professional reflection on students' learning, conference participation, staff presentations, in-service seminars, action research projects, and further university studies.
3. We will be open to, and supportive of, teachers wishing to engage in any activity, which furthers their professional development.
4. We will strive to ensure that access to professional development is equitable, and by means of transparent processes.
5. We will provide professional development opportunities each year, both for the community of teachers and for the specific needs of individual teachers, and we will do so during ordinary hours of work.
6. We will provide the means for teachers to travel to different areas in order to further their professional development, and we may fund accommodation and out of pocket expenses on a reasonable basis in order for this to take place.
7. We will provide support for teachers involved in formal tertiary study, including paid leave to attend examinations. Where we require a teacher to gain a particular qualification, we will provide paid leave to that teacher to attend those classes and we may pay some or all of the cost of the course.
8. We recognise the need for professional development to take place in an organised, long-term way, so that as well as providing one-off experiences, we also can seek to allow for sequential modules, teacher exchanges, school visits, in-service courses, and visiting tutors. This will allow for greater input by teachers, reflective practice, and further development of skills.
9. We will treat professional development as voluntary, encouraging learner collaboration, allowing participants to proceed at their own pace, and addressing social as well as material realities.
10. We will offer activities by negotiation with prospective participants, with an emphasis on building on skills and experiences, and involving people in leadership positions in the school.

PRIVACY POLICY

1. We will appoint a school privacy officer, currently Mrs Michelle Mitchell.
2. We will collect and hold information about students, siblings and parents and/or guardians before, during and after the course of a student's enrolment; similarly, job applicants, staff members, volunteers and contractors; and others who come into contact with the school.
3. In general our collection of personal information about students and their families will be by means of forms filled out by parents or students, face-to-face meetings and interviews, and telephone calls and emails. It can include surveys, feedback, forms and questionnaires.
4. In some circumstances we may be provided with personal information from a third party, for example a doctor, or by way of a reference from a previous school.
5. Our primary purpose in collecting personal information about students and their families is to enable the school to provide schooling for the student. This may be manifested in some or all of the following ways:
 - To keep parents informed about matters relating to their child's schooling.
 - Day to day administration.
 - Looking after student's educational, social and medical wellbeing, including communicating matters of importance to a child's teacher.
 - To satisfy the school's legal obligations to allow us to discharge our duty of care.
6. We may disclose personal information, including sensitive information, held about an individual to another school as required, government departments as required, medical practitioners, people providing services to the school (including specialist visiting teachers and sports coaches), parents of the child in question, and anyone whom the person concerned, or in the case of a student, his/her parent/s or guardian/s, authorises us to give such information to. Equally, we may withhold information where it appears to be in the individual's best interests to do so (unless legally required to make them available).
7. Sensitive information includes information relating to a person's racial or ethnic origin, political opinion/s, religion, trade union or other professional or trade association membership, sexual preferences, criminal record, and health. Unless the individual concerned stipulates otherwise, the disclosure of that sensitive information is allowed by law. Sensitive information will be used and disclosed only for the purpose for which it was provided, or a directly related secondary purpose.
8. When an individual student travels off campus we may provide personal information about that student to the accompanying staff or chaperones, coordinators and assistants.
9. We will hold personal information securely, by means of locked storage of paper records, and password access to computerised records.
10. We will endeavour to ensure that personal information we hold is accurate, complete, and up to date. Individuals may seek to update their personal information held by the school by contacting the school privacy officer in writing at anytime.
11. We recognise the right of an individual under the Commonwealth Privacy Act to obtain access to any personal information, which the school holds about them, and to advise the school of any perceived inaccuracy.

In general we note our obligations under the Federal Privacy Laws 2001.

CURRICULUM REVIEW & RENEWAL POLICY

We are committed to keeping in touch with current educational theory and practice. We are seeking to bring together innovative models of alternate learning approaches, with the strategies recommended in national and Victorian curricula. In particular we note our commitment to a considerable outdoors program, the integration of the indoors and the outdoors in teaching traditional classroom subjects, the timetabling of chess as a regular activity, and the emphasis on integrating the school with the wider world.

We are committed to providing the best possible education for students by keeping staff members aware of current research and successful trends in teaching and learning, so that classroom practice reflects current knowledge.

We are interested in practicalities, in what works in the classroom (using the word 'classroom' in the widest sense), and to this end have regular meetings to help shape the curriculum. It is the responsibility of all teaching staff to carefully evaluate the effectiveness of our curriculum in addressing each different level and domain and facilitating students to achieve outcomes appropriate to the curriculum.

We are aware of the need for a curriculum that is accessible to current and future teachers, current and prospective clients, and government inspectors. In doing so we help ensure that current teachers have plans for their units which will facilitate better teaching practices, new teachers will be able to gain a clear idea of our approaches to subjects, and parents can gain a detailed insight into the implementation of the curriculum. As well, relieving or emergency teachers can teach in ways that are directly related to the students' courses.

ASSESSMENT & REPORTING POLICY

Candlebark is committed to the continuous provision of information to students and parents about student progress, and areas in which improvement is needed and is feasible. Candlebark's reporting procedures

- reflect the integrated nature of assessment and reporting;
- are appropriate for the special nature of the school, and its close relationship with the families of its students;
- are based on valid and reliable assessment;
- are efficient and manageable;
- support student learning and enhance student motivation and commitment to learning;
- enable schools and parents to develop effective partnerships to support the learning of students;
- provide explicit and understandable information about the level at which students are achieving;
- allow planning for each student's future learning;
- utilise a range of reporting strategies;
- are inclusive;
- do not involve teachers in meaningless and time wasting reporting procedures;
- provide reasonable accommodations for students and parents with special needs;
- protect the privacy of individuals; and
- enables the school to demonstrate accountability for student learning and outcomes.

Nature of assessment and reporting

Candlebark continuously assesses students, throughout each year. Depending on the requirements of various subjects, a student's assessment may include tests, assignments, homework, bookwork, classwork, practical work, exhibitions and performances.

Reporting is multifaceted, and can include grades, written reports, formal and informal parent-teacher interviews, telephone conversations, e-mail exchanges, informal notes, and many opportunities for students to present work to parents in the context which enables progress to be witnessed and results to be evaluated. Grades, with comments if appropriate, are mailed home late in terms two and four.

Progress Reports

A student's report provides a formal record of the student's progress and achievement at a point in time. Progress reports are issued in terms 1 and 3. Each Progress Report is a single sheet summary, with grades, of a student's progress in all subjects. Progress is assessed for Achievement and for Attitude. The report is designed to give an indication of the student's performance in classes and to formally alert students and parents/carers to any concerns about the student's progress. Teachers may contact parents at any time to indicate an interview is required to discuss a student's work or progress.

Parent/Teacher Interviews

An important feature of the reporting system are parent/teacher meetings. Interviews are conducted by appointment or informally, often over lunch. Unlike many schools, to maximize the advantages of these discussions, there is often no time limit on interviews.

Significant changes in achievement or work patterns

Parents and carers are contacted, face-to-face or by phone or e-mail, if significant concerns about achievement or work patterns arise between written reports. Problems include non-submission of assignments or set work, lack of work in class, non-completion of homework and a lack of commitment to the subject or the work being studied.

Semester Reports

Each semester report contains grades which provide a snapshot of a student's performance in relation to the cohort, and whatever written comments for each subject may be deemed necessary. Comments identify student strengths, the student's attitude and commitment to learning, areas for further development and strategies to support and/or extend learning. Teachers are mindful at all times of their obligations under the Privacy Act 1988, so that comments do not carry implicit messages about other members of the class.

Grades

Achievement grades are awarded to students in all year levels at the end of each semester for subjects studied during that semester. Grades are awarded as follows:

- A - Approximately 12 months or more ahead of his or her year level.**
- B - Approximately 6 months ahead of his or her year level.**
- C - At the level expected for his or her year level.**
- D - Approximately 6-18 months behind his or her year level.**
- E - Approximately 18 months or more behind his or her year level.**

Assessment of students with special needs

Individual Learning Plans (ILPs) are designed for identified students with special needs to inform the planning, delivery and assessment of the student's educational program. The ILP is developed by teachers in collaboration where necessary with parents and appropriate stakeholders.

Students on ILPs may have assessment modified by a reduction in the number or length of assessment tasks, the provision of extra time to complete work or the provision of individualised assignments. Students on ILPs receive the full range of reports provided to other students, and meetings are held regularly to evaluate their progress and programs.

NAPLAN Testing (National Assessment Program – Literacy and Numeracy)

All students in years 3, 5, 7 and 9 across Australia sit national tests in Literacy and Numeracy. They sit the same tests in the content strands of Reading, Writing, Language Conventions (incorporates spelling, grammar and punctuation) and Numeracy (incorporating calculator and non calculator papers). Results from the national tests give measures about how students are performing in literacy and numeracy. Individual students and their parents are given reports which will indicate each student's level of achievement. Candlebark has no objection to these tests in principle, but objects to the excessive and unwarranted importance paid to their results, and the comparison of test results between schools, leading to false assumptions being made about schools, and so Candlebark encourages parents to withdraw their children from the tests.

Teachers are responsible for particular groups, for issues like class morale, academic and social progress, emotional development, and incident management. Parents are invited to discuss concerns about their children at any time of the year by making an appointment with the class teacher at a mutually convenient time.

In 2015 contacts are:

Prep: Kate Tucker
Grade 1: Wendy Powell
Grade 2: Jess Liston/Taran Carter
Grade 3: Andy Moffat/ Shaun Dennis
Grade 4: Cameron Kerr/Joanne Croke
Grade 5: Chris Le Messurier/Wendy Wright
Grade 6: Sam Ford/Cathy Snowdon
Grade 7: Steve Pollet, Sam Thorpe
Grade 8: Bettina Lythgoe
Grade 9: Donna Prince
Grade10: Basil Eliades

We are always happy to supply written reports on request, or to meet with parents and children to discuss progress. We provide an A to E grade written report twice a year for each student, at the end of each Semester.

SPECIAL ASSISTANCE POLICY

PURPOSE:

To provide resources and support the learning of all children requiring special assistance. This includes children with learning difficulties, accelerated learning, physical needs and social.

GUIDELINES:

- Teaching and learning strategies which cater for all ability levels will continue to be developed further.
- Early identification and intervention of students requiring special assistance is important.
- Support and resources should be allocated to younger children at risk so that concerns can be addressed or reduced as soon as possible.
- Close cooperation between home, class teachers, special assistance staff and other district services is essential.
- The class teacher in conjunction with special assistance teachers is responsible for the development of individual learning plans appropriate for each child with specific learning needs.
- Children with special needs will be given opportunities to express their abilities and talents.

IMPLEMENTATION:

- Establish a clearly defined process of identification, planning, support, implementation and monitoring.
- Ensure that appropriate special assistance resources are purchased and suitable outside support and referral agencies utilised.
- Section teachers to decide on special assistance priorities and to devise a plan as to how these can best be addressed.
- Parents will be kept fully informed of assistance being given and encouraged to take an active part in their child's learning.
- Provision of training for teachers for other 'special programs', as identified as a need for the school.
- Student Support Group (SSG) meetings to be held regularly to review goals and progress with the parents, teachers, and Principal if required.
- A list of students requiring or receiving special assistance will be kept in the school office for reference and ongoing monitoring.
- Individual Learning Programs to be devised and implemented as required.

INCIDENT & ILLNESS POLICY

Statement

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. Staff at Candlebark School aim to administer first aid, and provide adequate treatment for ill students in a competent and timely manner. Candlebark School will do its best to reduce the likelihood of students being injured at school.

Guidelines

- Staff must attend to all significant injuries to students, and to ill students.
- A first aid room and first aid kits will be available for use at all times. A comprehensive supply of basic first aid materials will be stored in a secure cupboard in the first aid room.
- A sufficient number of staff are to be trained to a level 2 first aid certificate (minimum) and with up-to-date CPR qualifications.
- Any student in the first aid room will be under the care of a staff member at all times.
- 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, where possible, a level 2 first aid trained staff member to provide first aid.
- Any student with injuries involving blood must be dealt with in such a way as to protect others from contact with blood.
- No medication will be administered to children without the permission of parents or guardians; noting that permission can be explicit or implicit or inferred.
- For more serious injuries/illnesses, the parents/guardians must be contacted by staff so that professional treatment may be organised, However in urgent cases the school can of course initiate further treatment e.g. Transport to hospital by ambulance, transport by school vehicle or private vehicle to a doctor's surgery, before parents have been notified or if parents are out of reach.
- Any significant injuries to a student's head, face, neck or back must be reported to parents/guardian.
- Accidents are to be investigated. This may result in modifications to a work or play area.
- Serious injuries, fatalities, or any incident that exposed a person to immediate risk to their health or safety must be reported to the Regional Director, DEECD Emergency and Security Management Branch on (03) 9589 6266, Worksafe.

FIRST AID POLICY

PURPOSE:

To provide appropriate First Aid for all students, staff and visitors to the school.

GUIDELINES:

- The First Aid staff will be primarily responsible for first aid and maintenance of equipment.
- Where possible a qualified (Level 2) person should be available to oversee the administration of first aid in the school at all times and if possible on excursions and camps.
- Candlebark School will provide the opportunity for staff to train in 'First Aid Level 2' and CPR.
- DE&T Guidelines will be followed.
- The maintenance of accurate records of first aid for serious matters is essential.
- A current confidential 'Medical at Risk' and 'Asthma management Plan' will be maintained in or near to the first aid room.

IMPLEMENTATION:

- 1) Oral medication may usually only be given when it is supplied by the child's parents with clear written instructions, or where parental consent has been attained by telephone, or where parents have previously authorised the school to administer oral medication.
- 2) Medication from home must be handed to Fiona or the teacher responsible for the year level.
- 3) Pupils may retain asthma sprays if the class teacher or Fiona is notified.
- 4) Fiona will take responsibility for the sick bay.
- 5) All children must see a teacher or Fiona before going to the sickroom.
- 6) All significant treatments in the sickroom will be recorded in the First Aid Register.
- 7) When any child receives a head injury, parents will be notified by either phone or note from the School.
- 8) A copy of the DE&T Guidelines will be available and kept in the cupboard in the First Aid room.
- 9) If a child is seriously injured:
Procedures: Render whatever assistance is considered essential for the student's welfare.
 - a) Secure patient – don't leave alone if possible – don't move if possible.
 - b) Contact Ambulance.
 - c) Contact parents if possible.
- 10) Less serious cases:
 - a) Children are sent into the sick room to a first aider on duty.
- 11) Pupils unable to return to class will be supervised by Fiona and/or teachers and/or office staff and/or another student until they can be collected by a parent or guardian.

SUNSMART POLICY

Rationale

Australia has a high rate of skin cancer. Practising sun protection in early childhood and adolescence could prevent many skin cancers.

This policy has been developed to ensure that students and staff are protected from over-exposure to the rays of the sun. These practices will be applied to all school activities including sports events, excursions and camps. It is implemented using mature judgement and common sense, and is particularly important throughout Term 1 and Term 4 of the school year.

Objectives

- To increase student and community awareness of skin cancer
- To assist students to develop strategies which encourage responsible decision-making about skin protection
- To work towards a safe school environment
- To encourage, students, parents, teachers and staff to wear protective clothing, hats and sunscreen during high-risk times
- To ensure that parents are informed

Implementation

Students and staff are encouraged to wear sun protective hats that shade the face, neck and ears during recess, lunchtime and during sporting and other high-risk activities. They should apply broad-spectrum water-resistant sunscreen before and during all outdoor activities.

ANAPHYLAXIS MANAGEMENT POLICY

Candlebark will comply, as we are required to do, with Ministerial Order 706 relating to anaphylaxis management, and the associated Guidelines published and amended by the Department from time to time. The school is responsible for developing and maintaining an anaphylaxis management policy, as follows...

Individual Anaphylaxis Management Plans

The Principal, in collaboration with the Business Manager, will ensure that an Individual Anaphylaxis Management Plan is developed, in consultation with the student's Parents, for any student who has been diagnosed by a Medical Practitioner as being at risk of anaphylaxis.

The Individual Anaphylaxis Management Plan will be in place as soon as practicable after the student enrolls, and where possible before their first day of school.

The Individual Anaphylaxis Management Plan will set out the following:

- information about the student's medical condition that relates to allergy and the potential for anaphylactic reaction, including the type of allergy/allergies the student has (based on a written diagnosis from a Medical Practitioner or written advice from parents);
- strategies to minimise the risk of exposure to known and notified allergens while the student is under the care or supervision of School Staff, for in-school and out-of-school settings including in the school yard, at camps and excursions, or at special events conducted, organised or attended by the School;
- the name of the person(s) responsible for implementing the strategies;
- information on where the student's medication will be stored;
- the student's emergency contact details; and
- an ASCIA Action Plan.

Note: The red and blue 'ASCIA Action Plan for Anaphylaxis' is the recognised form for emergency procedure plans that is provided by Medical Practitioners to Parents when a child is diagnosed as being at risk of anaphylaxis.

School Staff will then implement and monitor the student's Individual Anaphylaxis Management Plan.

The student's Individual Anaphylaxis Management Plan will be reviewed, in consultation with the student's Parents in all of the following circumstances:

- annually;
- if the student's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes;
- as soon as practicable after the student has an anaphylactic reaction at School; and
- when the student is to participate in an off-site activity, such as camps and excursions, or at special events conducted, organised or attended by the School. It should be noted however that what may be considered "special events" at many schools are normal and regular events at Candlebark (eg. class parties, sleepovers, fetes, camps, excursions, incursions).

PARENTS RESPONSIBILITY

It is the responsibility of the Parents to:

- provide the ASCIA Action Plan;
- inform the School in writing of their child's medical condition, insofar as it relates to allergy and the potential for anaphylactic reaction, changes and if relevant, provide an updated ASCIA Action Plan;
- provide the School with an Adrenaline Autoinjector that is current and not expired for their child.

Prevention Strategies

Note: Chapter 8 of the Anaphylaxis Guidelines for Victorian Schools contains advice about a range of Prevention Strategies that can be put in place. These can be summarised as follows:

In the classroom, CRT teachers and volunteers should be advised of any students at risk, cooking implements should be thoroughly cleaned after use, teachers should be aware of the possibility of hidden allergens in food or food containers, non-food treats are preferable to food treats, communication with parents of students with allergies is important, food labels should be checked and students reminded to wash their hands before and after eating.

In the amenities block, catering staff should be qualified, aware of students at risk of anaphylactic reactions, not serve food labelled “may contain traces of nuts” to students with allergies to nuts, wipe down tables and surfaces with warm soapy water regularly, and beware of contamination of other foods from cutlery and other sources.

Staff taking students outdoors should be aware of the location of the epi-pens and able to use them. Students with anaphylactic reactions to insect should be encouraged to stay away from water or flowering plants, should wear light or dark (rather than bright) colours, should wear closed shoes and longsleeved tops. Outdoor bins should be covered and students should keep drinks and food covered while outdoors.

Special events: as above, liaison with parents, knowledge of the location of epi-pens and ability to use them, avoidance of food as rewards. In the unlikely event of the school using outside catering, negotiations with external caterers are required to ensure that they have the requisite level of training and that they are able to provide appropriate food. Epi-pens, action plans and mobile phones and/or the school’s satellite phone should be taken on camps should the camps include students who are likely to have anaphylactic reactions. It may be appropriate to contact local emergency services and hospitals prior to the camp to advise the medical conditions of any students at risk. The likelihood of students having “midnight feasts” or similar, where inappropriate food may be too readily available, must be taken into account.

Overseas travel: consult pages 26 to 28 of the Anaphylaxis Guidelines for Victorian Schools.

Given that it is impossible to guarantee a world in which children with likely anaphylactic reactions can be protected for the whole of their lives from the triggers for their reactions, the approach taken at Candlebark is to recognise that the most effective way to secure the student’s long-term future is to teach students to be aware of their environment, and to be assertive about protecting themselves. In practice, this means for example that a student with an allergy to nuts should develop – from infancy onwards – the ability to check food for nuts, to notify people of their allergy, and to firmly refuse any food which may put them at risk.

This is not however to minimise the school’s responsibility, and Candlebark fully accepts its obligation for the children in its care. Staff are regularly briefed on “at risk” students. The use of caremonkey software (a program which provides continuously-updated highly detailed information about students’ medical issues) assists in this process. Staff who are concerned about a student’s condition can quickly investigate the student’s medical status by reference to caremonkey. This is particularly valuable on excursions, camps, sports days etc.

Any changes recorded on caremonkey by parents or carers are immediately notified automatically to the School office and the Principal. Where relevant or significant, these changes are immediately notified to staff.

Teachers and catering staff are regularly reminded of the need to avoid food containing nuts for certain students, and there is a high level of consciousness/awareness in this regard. Similarly, students who

are allergic to insect bites are monitored by staff, and are encouraged to wear appropriate clothing and footwear.

As of March 28, 2015, no students currently enrolled at Candlebark are known to have an allergy to medication or latex. No students currently enrolled at Candlebark, on the evidence available, have definite anaphylactic reactions to other triggers such as nuts or insect bites; however there is concern about possible anaphylactic reactions in the case of four students, and of course there could be students or adults at the school who are not yet known to be at risk of anaphylactic reactions.

School Management and Emergency Response

Note: Chapter 9 of the Anaphylaxis Guidelines for Victorian Schools contains advice about procedures for School management and emergency response for anaphylactic reactions.

The School's Anaphylaxis Management Policy must include procedures for emergency response to anaphylactic reactions. The procedures should include the following:

A complete and up to date list of students identified as having a medical condition that relates to allergy and the potential for anaphylactic reaction is posted on the wall of the first aid room. As well, staff are regularly reminded of the identity of the students. As well, volunteers, CRT teachers, and student teachers are notified in advance of their work at Candlebark of the identity of these students. As well, details of these students are available via the caremonkey software described above.

- details of Individual Anaphylaxis Management Plans and ASCIA Action Plans and where these can be located:
 - in a classroom;
 - in the school yard;
 - in all school buildings and sites including gymnasiums and halls;
 - on school excursions;
 - on school camps; and
 - at special events conducted, organised or attended by the school.
- Information about the storage and accessibility of Adrenaline Autoinjectors;
- how communication with School Staff, students and Parents is to occur in accordance with a communications plan.

Adrenaline Autoinjectors for General Use

The Principal will purchase Adrenaline Autoinjector(s) for General Use (purchased by the School) and as a back up to those supplied by Parents.

The Principal will determine the number of additional Adrenaline Autoinjector(s) required. In doing so, the Principal will take into account the following relevant considerations:

- the number of students enrolled at the School who have been diagnosed as being at risk of anaphylaxis;
- the accessibility of Adrenaline Autoinjectors that have been provided by Parents of students who have been diagnosed as being at risk of anaphylaxis;
- the availability and sufficient supply of Adrenaline Autoinjectors for General Use in specified locations at the School, including
 - in the school yard, and at excursions, camps and special events conducted or organised by the School; and

- the Adrenaline Autoinjectors for General Use have a limited life, usually expiring within 12-18 months, and will need to be replaced at the School's expense, either at the time of use or expiry, whichever is first.

Communication Plan

Note: Chapter 11 of the Anaphylaxis Guidelines for Victorian government Schools has advice about strategies to raise staff and student awareness, working with Parents and engaging the broader school community.

Candlebark will brief staff at least twice a year in the correct response to anaphylactic reactions; the identities of students at particular risk; location of epi-pens; and the importance of reducing exposure to potential triggers for highly allergic students.

Updates between these briefings will be provided via emails and/or at staff meetings.

Students will be notified as appropriate about the importance of not exposing allergic students to the foods they must not eat.

CRT teachers and student teachers on placement at Candlebark, and volunteers as appropriate, will be notified in advance of their arrival at the School by way of email, of students at risk of anaphylactic reactions. Currently this email includes the wording "Please get to know these students as soon as possible. Individual plans for those with medical conditions are kept in the kitchen – on your first day, please ask Fiona or Sharon to show you where these are stored. Fiona, the Kitchen Manager, is responsible for minor first aid matters. Three staff members, Sam Ford, Kris and Kate have extensive wilderness first aid training, and should be called upon as soon as possible in serious emergencies. Epi-pens for the treatment of anaphylactic reactions are kept in the first aid room. At this time we have no students with confirmed anaphylactic reactions, so the most appropriate first response to what appears to be an allergic reaction is an antihistamine tablet. This would normally be administered after consultation with Fiona or a teacher."

Staff Training

The following School Staff will be appropriately trained:

- School Staff who conduct classes that students with a medical condition that relates to allergy and the potential for anaphylactic reaction; and
- Any further School Staff that are determined by the Principal.

The identified School Staff will undertake the following training:

- an Anaphylaxis Management Training Course in the three years prior; and
- participate in a briefing, to occur twice per calendar year (with the first briefing to be held at the beginning of the school year) on:
 - o the School's Anaphylaxis Management Policy;
 - o the causes, symptoms and treatment of anaphylaxis;
 - o the identities of the students with a medical condition that relates to an allergy and the potential for anaphylactic reaction, and where their medication is located;
 - o how to use an Adrenaline Autoinjector, including hands on practise with a trainer Adrenaline Autoinjector device;
 - o the School's general first aid and emergency response procedures; and
 - o the location of, and access to, Adrenaline Autoinjector that have been provided by Parents or purchased by the School for general use.

The briefing must be conducted by a member of School Staff who has successfully completed an Anaphylaxis Management Training Course in the last 12 months.

In the event that the relevant training and briefing has not occurred, the Principal will develop an interim Individual Anaphylaxis Management Plan in consultation with the Parents of any affected student with a medical condition that relates to allergy and the potential for anaphylactic reaction.

Training will be provided to relevant School Staff as soon as practicable after the student enrolls, and preferably before the student's first day at School.

The Principal will ensure that while the student is under the care or supervision of the School, including excursions, yard duty, camps and special event days, there is a sufficient number of School Staff present who have successfully completed an Anaphylaxis Management Training Course in the three years prior.

Annual Risk Management Checklist

The Principal will complete an annual Risk Management Checklist as published by the Department of Education and Early Childhood Development to monitor compliance with their obligations.

ENROLMENT POLICY

Rationale:

Candlebark School caters for up to 196 students from P-10. We have an open access policy, which operates without regard to religious, academic, physical or racial factors. We carefully assess children who want to come here, but previous academic success or failure is not a factor in that assessment.

Aims:

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

Enrolment Capacity of School:

We currently are permitted to enrol up to 196 students.

Implementation:

Students enrolling at our school as part of a prep intake are asked to provide proof of age and an immunization certificate.

All Primary students are asked to provide an immunization certificate.

Students with Disabilities and Impairments will be enrolled along with all other eligible children.

An application fee is payable when the completed application form is lodged. This fee is per family, and is non-refundable.

A place will be offered, usually in the following order:

1. Any sibling of a student currently enrolled at Candlebark School
2. Any son or daughter of a Candlebark Staff member
3. Other places may be offered according to places available in certain classes.

Candlebark has the right to amend this policy from time to time. The Principal has discretion regarding all enrolment matters.

ATTENDANCE POLICY

PURPOSE:

Students of school age (6-17 years) resident in Victoria are required to be in full time attendance at a government or non-government school unless they are receiving approved home tuition, have a shared enrolment with a specialist setting, have received exemption from the Regional Director or are enrolled in correspondence education.

AIMS:

- To maximise learning opportunities by ensuring student absenteeism is kept to a minimum.
- To put into place agreed processes for managing student absences within the school.

IMPLEMENTATION:

- All enrolled students are expected to attend all scheduled classes.
- The attendance roll is marked at 9:30 am and 2.15 pm each day.
- Attendance records are entered into the roll daily, ensuring the correct absent codes are used to explain absences.
- Parents of absent students are required to phone, text or e-mail the school explaining the reasons for their child's absence.
- The Business Manager must bring to the attention of the Principal any student whose attendance is irregular, who does not adequately explain absences, or absences appear unwarranted.
- Ongoing truancy issues will be reported to the government agencies by the Principal.

STUDENT RESPONSIBILITIES:

- To attend all classes.
- To inform teachers of known extended absences and seek information about work missed.

TEACHER RESPONSIBILITIES:

- To accurately mark class rolls twice a day.
- To ensure correct codes are entered for explained and unexplained late arrivals and absenteeism.
- To follow up consistent lateness
- To show concern for students who are absent – ask them where they were and supply any work missed.
- Ask the Business Manager to make follow up phone calls to parents where appropriate.
- To monitor weekly attendance and absence reports.

ADMINISTRATION RESPONSIBILITIES:

- To generate and maintain rolls
- To accurately enter roll data on a weekly basis into the SAS program.
- To monitor student attendance data.
- To record verbal phone messages and pass them on to teachers.

PRINCIPAL RESPONSIBILITIES:

- To oversee and support teachers, students and parents in the implementation of attendance procedures and policies.
- To educate students, parents and the community that attendance at school, whenever it is possible, is mandatory
- To follow up students who are at risk of lack of attendance or who are continuously late arrivals.
- To support parents in whatever strategy and assistance they may require.

PURPOSE:

- The health and welfare of all members of the school community is important. All children and school staff have the right to feel safe at school.
- Parents play a formative role in the development of a child's sense of justice, equity, and the dignity and worth of all members of our school community.
- The responsibility for upholding the values of the school in this matter must fall on those with the greatest capacity to reason and control their actions. As such the adult community of the school is expected to model courteous behaviour and to treat all members of the school community with respect and consideration.

GUIDELINES:

- There may be times when you feel the actions of a member of the school community have infringed the rights of your child. Under no circumstances is a parent or guardian to approach another child whilst they are in the care of the school to discuss or chastise them because of their actions towards their own child. Such an approach to the child may be seen to be an assault on the child and may have legal consequences.
- It is appropriate to approach the teacher responsible for the year group in the first instance to seek his or her intervention in bringing about an equitable and peaceful solution to the situation. If the situation remains unresolved, an approach should be made to the Principal.
- Bullying has no place within our community. This is as true for adult-to-adult interaction as it is for child-to-child. All interactions between members of our community must be in keeping with our school policies. Instances of bullying must be quickly brought to the attention of the year group coordinator and/or the Principal in line with the existing bullying policy so that justice may be achieved for all involved in the conflict.
- Problems, differences of opinion and personality clashes are not resolved by involving other people in a disagreement or by taking sides in the argument. Attempts should be made to resolve these issues through calm dialogue between the parties directly involved whilst respecting the dignity of each and every person.

IMPLEMENTATION:

- Respect and dignity will be accorded to all members of the school community and the school will do all it can to ensure that children at Candlebark feel safe.
- Any conflict on school grounds will be dealt with in a mature and appropriate manner in accordance with existing school and DE&T procedures. Where students are concerned an approach to the school will be made in the first instance.
- Every effort will be made to listen to the grievances of all involved parties in a calm and rational manner without recourse to involvement of outside parties who are not directly involved.

WORKING WITH CHILDREN CHECK (WWCC) POLICY

Purpose

To enable Candlebark School to meet the Victorian state government legislative requirements of the *Working with Children Act 2005* relating to employees and contractors of the School, and volunteers participating in School activities or programs, who are engaged in child-related work.

Scope

This policy applies to all Candlebark School existing, new and prospective employees, contractors and volunteers who are likely to be engaged in child-related work that usually involves, or is likely to involve, regular direct contact with a child or children in child-related work areas of the School and where that contact is not directly supervised by another person.

The Working with Children Act 2005 only applies to work involving regular contact with a child in connection with certain specified services, bodies, places or activities.

The 'child-related work areas or activities' of the School to which this policy applies include (but are not limited to) the following:

- sport programs or activities, overnight camps or similar activities, transport services, coaching or private tuition activities where the employees, contractors or volunteers are likely to come in unsupervised, regular direct contact with persons under 18 years of age; or
- library, catering and maintenance services where the employees, contractors or volunteers are likely to come in unsupervised, regular direct contact with the School's students under 18 years of age.

Employees who are registered under the *Victorian Institute of Teaching Act 2001* (eg. teachers) do not require a Working With Children Check.

Definitions

Assessment Notice:	a Notice as defined in the Working with Children Act 2005 which states that the person to whom the notice has been issued has passed a working with children check.
Child/ren:	Any person/s under the age of eighteen years.
Child-related work:	Means work that usually involves, or is likely to involve, regular direct contact with a child or children and where that contact is not directly supervised by another person.
Child-related work areas or activities:	Includes the areas or activities defined under the heading Scope in this policy.
Current and existing employee/s:	An employee who has been paid by the school within the last 12 month period.
Direct contact:	Means any contact between a person and a child that involves physical contact, or face-to-face communication, or physically being within eyeshot.

Directly supervised:	Means requiring immediate and personal supervision, but does not require constant physical presence.
Engaged:	Includes employed.
Prospective:	Means any person that is likely to be offered employment or engagement.
Negative Notice:	Is a Negative Notice as defined in the Working With Children Act 2005 which states that the person to whom the notice has been issued has not passed a working with children test.
Unsupervised:	Means not directly supervised.
Volunteer:	Includes an unpaid student teacher placement.
Work:	Includes paid and unpaid engagement or employment.
Working with Children Check (WWCC) and Working with Children (WCC) Check:	A legislative requirement as prescribed in the Working with Children Act 2005 and a process of assessment conducted by the Department of Justice as prescribed in the WWC Act 2005.
Working with Children Card:	A card issued pursuant to the Working with Children Regulations 2006 which evidences that the holder has been given an Assessment Notice.

Policy Statement

By this policy Candlebark School will ensure compliance with the requirements of the *Working with Children Act 2005* and its regulations.

Candlebark School requires all those persons described in “Scope” above, who are likely to be engaged with children in the ways listed in “Scope” above, to undergo or to have undergone a Working With Children Check (WWCC) as prescribed by the *Working with Children Act 2005*.

All existing, new and prospective employees, contractors or volunteers must hold a current Assessment Notice and a Working with Children Card prior to engaging in work in any child-related work area or activity.

Under the Working with Children Act, it is the responsibility of employees to obtain an Assessment Notice and Working with Children Card prior to engaging in work of the kind covered by the Working with Children Act. However the School will fund the initial application costs of WWC Checks for current and existing employees. New employees will be required to present and have sighted their Assessment Notice and Working with Children Card prior to commencement of employment. Contractors will be required to fund their own costs of WWC Checks unless otherwise approved by Principal. WWC Checks for volunteers are currently free of charge. However an Assessment Notice given to a volunteer cannot be used by an employee or contractor.

Consent to a WWC Check will be required from existing employees prior to a WWC Check being conducted. The WWC Check will be conducted and administered by the Department of Justice.

Where it is deemed that a new or prospective employee, contractor or volunteer will be required to have a WWC Check to work in the child-related work area, commencement of employment or

engagement must not take place until such time that they have been issued an Assessment Notice and Working with Children Card.

The collection, recording and storage of WWC information will be the responsibility of Business Manager and is located in the word folder 'VRQA' under 'School Registers' and will be conducted in accordance with the School's Privacy Policy and any other relevant legislative requirements.

The WWC Check is valid for five (5) years as legislated and the Business Manager will monitor and record renewal dates for casual/sessional employees, contractors and volunteers and all other employees.

Following the initial WWC Check conducted and the relevant documents sighted by the School, it will be the responsibility of each employee, contractor or volunteer to renew and fund their Assessment Notice and Working with Children Card when it expires.

Where there is a relevant change of circumstance relating to the holder of an Assessment Notice, he/she must notify the Business Manager in writing within 7 days. A relevant change includes the holder being charged with an offence relating to children of a type specified in the Working with Children Act.

In the case of an employee, contractor or volunteer receiving a Negative Notice after a WWC Check has been conducted, the School may take (and not be restricted to) any of the following steps against an existing or prospective employee, contractor or volunteer:

- cease the work; or
- modify the work processes or duties associated with the child-related work; or
- re-design the position or work required; or
- re-deployment; or
- not make an offer of employment or engagement; or
- terminate the employment or engagement as per due process.

An employee, contractor or volunteer who receives an Interim Negative Notice will have the right of appeal as legislated in the *Working With Children Act 2005*. In this case, the School will take the necessary course of action that will ensure compliance to the legislation.

Responsibility

The Principal is responsible for ensuring the effective implementation of this policy and its associated procedures.

The Business Manager will be responsible for administering the policy and its associated procedures.

Legislative Context

- Working with Children Act 2005.
- Working with Children Regulations 2006.
- Education and Training Reform Act 2006.
- Department of Justice - Working With Children Check.

General Requirements

An excursion is an integral part of the school's program and will normally be justified on the basis of its contribution to the growth in understanding, knowledge and experience of the participating students. An excursion can range from a brief visit of less than one hour to a local point of interest, to an extended journey occupying a number of days and weeks and requiring accommodation.

Usually an excursion will take place wholly within the official school week or term, but on occasion may extend over the weekend or more than one weekend. Since excursions offer enrichment to the school program, all students within the specific learning group should be given the opportunity to participate unless exceptional circumstances exist.

The same standards of conduct and the obligation to report suspected child abuse, improper conduct of a sexual nature and misconduct apply throughout all stages of an excursion as they do in schools.

Specific Requirements

- All excursions must have the approval of the Principal.
- While recognising the potential benefits of excursions, we recognise that such activities may interrupt normal learning routines of students. Accordingly, the Principal must consider the educational value of a proposed excursion in relation to the total needs and resources of the school and in relation to the students' needs and total learning program.
- All teachers participating in an excursion must accept responsibility for students in their care for the duration of the excursion.
- Parents (which includes guardians) should be informed of the full details of any planned excursion outside school hours in writing. Parents at Candlebark give generic permission for excursions that take place during school hours. Such excursions may only take place at the discretion of the Principal, who must ensure as far as possible the safety and welfare of students and be satisfied as to the value of the visit as an integral part of the school program
- If parents do not permit participation of a student in an excursion the school will use its best endeavours to make available a sound alternative educational experience.

Conduct of Excursions

Transport

School buses should be used for school excursions wherever possible. In certain circumstances (e.g. for small groups), consideration may be given to the use of private motor vehicles.

Supervision

Before the planned excursion is undertaken the Principal is to ensure that precautions are taken in relation to the safety of the participants and that supervision will be adequate in relation to the number of students, their maturity, anticipated behaviour and the activities planned.

Staff planning overnight or extended excursions should recognise their special duty of care for student safety and welfare in these circumstances. They should, in consultation with the Principal, take all necessary steps to provide sufficient numbers of appropriate, responsible adults to ensure adequate supervision, especially with co-educational groups. Staff should be aware that they retain the ultimate responsibility for supervision while on excursions and cannot transfer that responsibility to parents, other volunteers or employees of external organizations, such as hotel staff.

On overnight and extended excursions, supervisory and accommodation arrangements are to be such that no staff member is placed in a position where there is a potential for allegations of improper conduct

to be made. In particular, sleeping arrangements should not place any adults in a situation where the propriety of their behaviour could be questioned. Likewise, sleeping and supervisory arrangements are to ensure insofar as is reasonably possible that no student is placed in a situation where there is the likelihood of sexual contact between students.

The Principal will ensure that any excursion involving swimming or water activities is accompanied by a member of staff who possesses current training in cardio-pulmonary resuscitation and emergency care, unless it is ascertained beforehand that trained lifeguards will be on duty at the pool or beach being visited. In those latter circumstances, staff should discuss with lifeguards any particular needs of the group of students, and should monitor the care taken by the lifeguards.

Where it is considered necessary, the site of the proposed excursion should be assessed beforehand to identify potential problems or dangers and to determine the level of supervision necessary to avoid the risk of injury.

Parental Involvement

Parents will sometimes be invited to assist in excursions. The number of parents who might be of assistance will vary according to circumstances. Preference will be given to parents with experience in managing groups of children, or other skills relevant to the excursion.

Special Requirements

Where a particular excursion activity requires special equipment or apparel (eg hard hats), these must be used. Under no circumstances may safety requirements be compromised.

Where any excursion involves swimming or water activities, the Principal may encourage but not insist that parents provide any floatation devices considered necessary for students. Parents must be asked to indicate the swimming ability of their children when giving consent for students to participate in excursions.

If parents indicate students are poor or non-swimmers and no floatation devices are available for use by the students, the Principal will need to assess whether such students should participate in the swimming or water activities of the excursion. This assessment must take place irrespective of parental permission for the students to participate in the swimming or water activities.

Performances by School Musical Ensembles

The attendance of school performing ensembles (choirs, orchestras, bands etc.) and combined school ensembles (both locally and centrally organised) at concerts, festivals and competitions, and the presentation of concerts by such groups in other schools, is subject to the same conditions which apply to excursions or overseas visits.

BUSHWALKING POLICY

Given the good fortune of being located in the midst of a large native forest, Candlebark students are uniquely enabled to enjoy bushwalking, in an environment that is relatively hazard free. The following precautions and procedures apply for Candlebark bushwalkers. They take into account the potential hazards which could be encountered, which comprise the chance of being hit by a falling branch or tree, the chance of snake or spider or insect bite, the possibility of contact with stinging nettle or other noxious plants, the risk of falling while running or climbing, the risk of drowning in the dam, and the risk of bites or injuries from encounters with domestic, farm or wild creatures.

1. The children are regularly briefed at morning meetings about the restrictions that apply to bushwalking and the procedures to be followed. In particular, there are regular briefings, including role-plays, about procedures to be followed in the event of snake or spider or insect bite. Children are taught that if someone is injured, one person must stay with them whilst another person returns to school to get help.
2. Children from grade 6 onwards are trained in first aid by the St John's Ambulance Association, to a level II standard.
3. The boundaries of the property are clearly fenced and children are made aware that they are restricted to these boundaries. The dam is securely fenced and the fence is checked regularly by the property manager for damages or holes.
4. Children are not allowed into the bush during times of high winds, heavy rain, prolonged drought, or on days of high bushfire risk.
5. At other times, children of grade 4 age or older are allowed into the bush, but only in groups of three minimum. They must take with them a first aid kit and a walkie-talkie. They must report out to a teacher. It is the teacher's responsibility to ensure that the students have a first aid kit and a walkie-talkie, and know how to use the walkie-talkie. Students must inform the teacher of the direction in which they are going and how long they expect to be away. The teacher must nominate an alternate teacher to whom the students report upon their return, should the original teacher be unavailable, and the teacher must inform the alternate teacher of this arrangement.
6. Teachers must be vigilant about children with special medical needs, including diabetes, asthma and potential anaphylactic reactions, and ensure that appropriate medication is carried. In some cases, children cannot be given permission to go into the bush without an adult. Conservative standards must be applied, so that students with a significant risk of anaphylactic reaction to insect bites, for example, must be accompanied by an approved adult who carries and knows how to use an epi-pen.
7. Details of the group's plans, including the names of students, must be written on the whiteboard in the kitchen, either by the teacher or under the teacher's supervision.
8. Younger children may go into the bush with a teacher or other adult approved by the Principal, or with two secondary school students who have been adjudged sufficiently mature and responsible for this privilege. As above, another teacher must be notified of the group's plans, a first aid kit and a walkie-talkie must be carried, and the details of the group recorded on the whiteboard.
9. Children are taught from their earliest years at Candlebark in class and out of class (during cleanup and Friday electives) how to interact with domestic and farm animals in a way which will ensure the safety of both the children and the animals. Apart from snakes, spiders and insects, there are no wild creatures on the property which pose a threat to humans... given that there have been no drop bear sightings in recent years...

FORMS

NOTIFICATION OF ATTENDANCE TO FIRST AID

Dear

This is to inform you that your child Year
Attended First Aid today for the reason indicated below:

.....

Your child was given the following

- Splint Ice-pack Steri-strip Bandage Saline/water to wash wound Rest

Other.....

Observations: While your child was in First Aid the following observations were made.
He/She evidenced:

- Nausea Vomiting Headache Dizziness Thirst Shaking

Other.....

Signed Date.....

NOTIFICATION OF ATTENDANCE TO FIRST AID

Dear

This is to inform you that your child Year
Attended First Aid today for the reason indicated below:

.....

.....

Your child was given the following

- Splint Ice-pack Steri-strip Bandage Saline/water to wash wound Rest

Other.....

Observations: While your child was in First Aid the following observations were made.
He/She evidenced:

- Nausea Vomiting Headache Dizziness Thirst Shaking

Other.....

Signed Date.....

MEDICATION REGISTER

DATE	STUDENT	YEAR	REASON FOR MEDICATION	MEDICATION	FREQUENCY	TEACHER RESPONSIBLE
-------------	----------------	-------------	------------------------------	-------------------	------------------	----------------------------

DATE	STUDENT	YEAR	REASON FOR MEDICATION	MEDICATION	FREQUENCY	TEACHER RESPONSIBLE
-------------	----------------	-------------	------------------------------	-------------------	------------------	----------------------------

DATE	STUDENT	YEAR	REASON FOR MEDICATION	MEDICATION	FREQUENCY	TEACHER RESPONSIBLE
-------------	----------------	-------------	------------------------------	-------------------	------------------	----------------------------

DATE	STUDENT	YEAR	REASON FOR MEDICATION	MEDICATION	FREQUENCY	TEACHER RESPONSIBLE
-------------	----------------	-------------	------------------------------	-------------------	------------------	----------------------------

DAILY SICKNESS/ACCIDENT REPORT SHEET

DATE	STUDENT	INJURY/ILLNESS	TREATMENT	TEACHER NOTIFIED	PARENT NOTIFIED	CASE REPORT (including recommended follow up treatment)	TREATING PERSON	SIGNATURE

MAJOR SICKNESS/ACCIDENT REPORT

Student's Name.....	Year
Date	Time of Sickness/accident:
Witness(es) to sickness/accident:	
.....
.....
.....
.....
Location and cause of accident (if applicable)	
.....	

Injury:

.....

Action taken:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....
.....
.....
.....
.....

Staff Notified:

Parent/s notified:

Further action taken:
.....
.....
.....
.....

Outcome:
.....
.....
.....
.....
.....

Signature of Attendant

Date

OCCUPATIONAL HEALTH AND SAFETY POLICY

Responsibility

This policy recognises that the health and safety of all employees, students, contractors and visitors within Candlebark School is the responsibility of the Principal. In fulfilling this responsibility, the Principal has a duty to provide and maintain so far as is reasonably practicable, a working environment that is safe and without risk to health. This includes:

- i. providing and maintaining safe plant and systems of work
- ii. making and monitoring arrangements for the safe use, handling, storing and transport of plant substances
- iii. maintaining the work place that is safe and without risks to health
- iv. providing adequate facilities for the welfare of all employees and students
- v. providing such information, training and supervision for employees and contractors enabling them to work in a safe and healthy manner

The Principal is responsible for the implementation and monitoring of this policy.

The health and welfare of all employees at Candlebark is a major concern and so we are committed to the provision of a workplace that is safe and without risks to health, and to the prevention of workplace injury and illness.

In fulfilling the objectives of this policy, the Principal, is committed to regular consultation with employees to ensure that the policy operates effectively and that health and safety issues are regularly reviewed.

Duties

Candlebark School will take all reasonable practicable steps to provide and maintain a safe and healthy work environment for all employees, students, contractors, volunteers and visitors.

The Principal is responsible for the effective implementation of the school's health and safety policy and shall:

- observe, implement and fulfil its responsibilities under the Occupational Health and Safety Act and regulations that apply within the state
- ensure that the agreed procedures for regular consultation between the Principal and those with designated and elected health and safety functions are followed
- ensure that all specific policies operating within Candlebark, are periodically revised and are consistent with school health and safety objectives
- provide relevant information, training and supervision for all employees in the correct use of plant, equipment and substances used within the school
- ensure that all employees, students, contractors and visitors inform the school of incidents and accidents occurring on the school premises so that health and safety performance can be accurately gauged

All Employees

- have a duty to take the level of reasonable care of which they are capable for their own health and safety, and of others affected by their actions of work

- should comply with the safety procedures and directions agreed between the Principal, employees and with OHS representative
- will not wilfully interfere with or misuse items or facilities provided in the interests of health, safety and welfare of school employees and students
- must act in accordance with agreed school procedures for accident and incident reporting, and report potential hazards to the Principal

Contractors

Outsourcing work to contractors does not remove an employer's occupational health & safety obligations.

Candlebark School shall, as far as practicable, ensure that a contractor and its employees:

- Carry out their work in safe premises using proper and safe plant and equipment
- Employ systems of work that are safe and in which there has been adequate instruction, training and supervision.

For the purposes of this policy, contractors engaged to do work in the school also have obligations to ensure safe work practice.

The contractor and the Principal or Principal's nominee will complete a Job Safety Analysis. See **Attachment No 1**.

At Candlebark School, Contractors need to be:

- (i) Suitably experienced to perform tasks;
- (ii) In possession of all necessary licenses, permits, registrations and insurance to perform the works safely and in compliance with the appropriate regulations;
- (iii) Notified of any potential hazards associated with the location or use of the area where the works are to be carried out.

Candlebark School has a list of contractors who regularly undertake maintenance or improvements. They and the quality of their work are well known to us.

The duties of a contractor at a workplace are to undertake the works in a responsible and safe manner and as outlined verbally or in writing in the scope of works.

The duties of a contractor at the workplace relate only to matters over which, and the extent to which, the contractor has control or can reasonably be expected to have control at the site. Contractors may be defined as employers if they engage other Contractors to carry out some of their work.

Contractors and their Sub-contractors have a responsibility to ensure that new employees engaged by them are familiar with the school's environment.

Prior to the commencement of work the contractor shall

- Confirm with the Principal/Principal's nominee that they are in receipt of all necessary information regarding the task
- Provide a copy of their Safety Management plan if applicable
- Provide copies of licenses & permits
- Provide copy of currency of Work Cover Certificate and public liability
- Perform a risk assessment to ensure the work place is free of hazards.

Upon the **completion of work** the Principal or Principal's nominee will inspect the works to ensure that the site is left free from hazards and presents no risk of injury to any person who comes in contact with the site.

The Management of Occupational Health and Safety

Consultation with staff

All employees are involved in OHS at various stages. Candlebark has a process for involving employees in identifying hazards, reporting problems and providing possible solutions to OHS issues.

Direct Involvement of Staff

All general staff meetings shall contain OHS as an agenda item in which the employer can provide information on general changes to the work place. Staff will have an opportunity to raise any concerns at this stage.

Candlebark encourages employees' participation in reporting health and safety risks.

Induction of new staff

All new staff at Candlebark will be informed of the Occupational Health and Safety policies of the school through the normal induction process. Staff will be trained in safety procedures and be given a working knowledge and understanding of the commitment of the principal and staff of the school to safety and the prevention of accidents in the workplace.

Health and Safety Representative (HSR)

The Designated Work Group (DWG) shall be defined as the whole school unless staff and the Principal agree that there should be more than one DWG. Each DWG shall be entitled to be represented by one health and safety representative (HSR).

A HSR who is elected by staff, in accordance with the Occupational Health and Safety Act 2004, shall hold the position for a term of office of no more than six years. The elected person for 2015 is Robert Mitchell.

The representative's responsibilities include:

- inspecting the whole or any part of the work place:
- At any time after giving reasonable notice to the Principal; or
- Immediately in the event of any accident, hazardous situation, dangerous occurrence or immediate risk to the health and safety of any person:
 - accompany any inspector during an inspection of the workplace
 - require the establishment of a health and safety committee with the consent of the employee
 - to be present at any interview between any employee, an inspector or the employer, concerning a health and safety matter

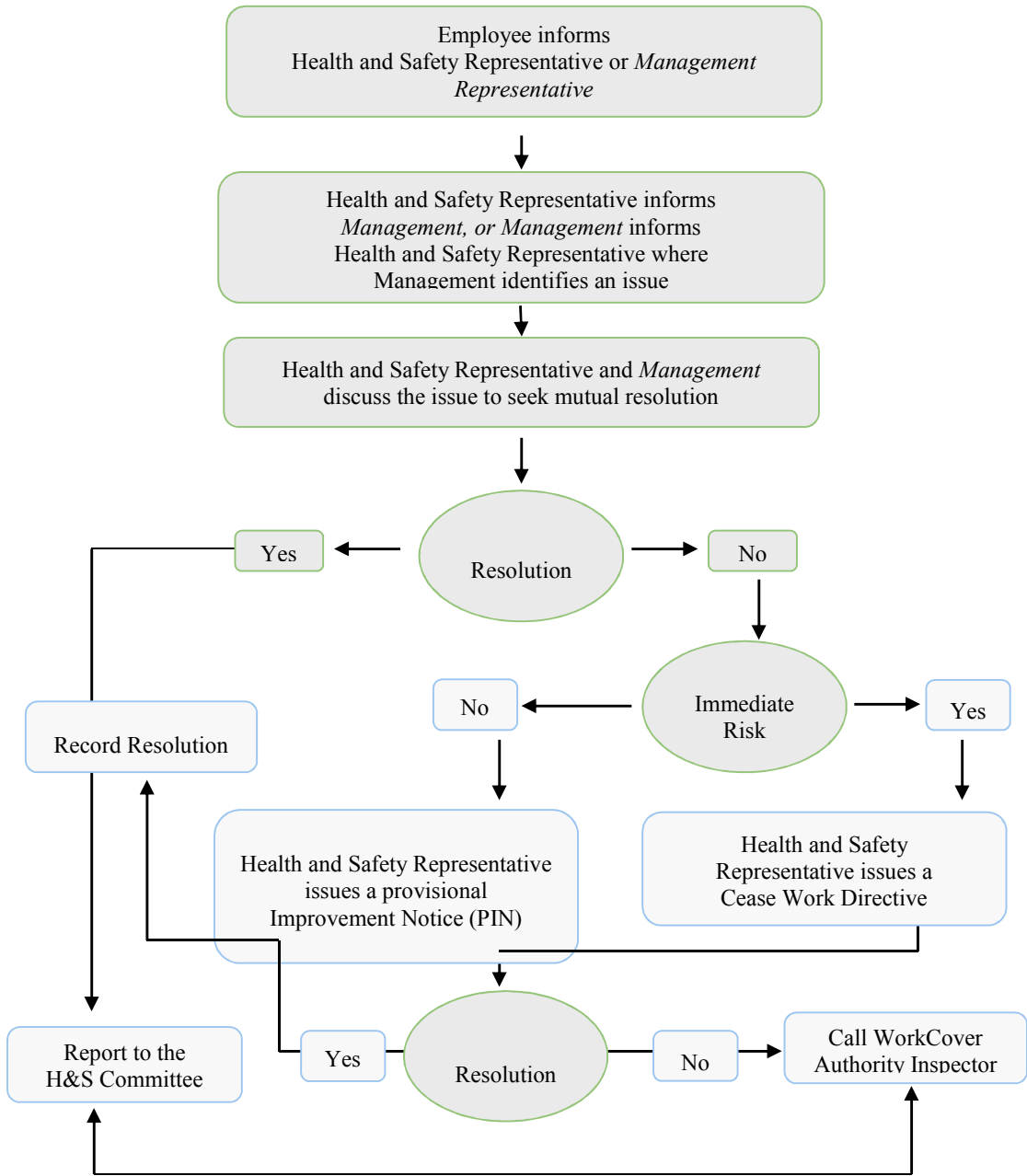
The Principal will provide to the HSR any information the school possesses on the health and safety of the employees or any actual or potential hazards at the workplace.

Candlebark recognises that the HSR is permitted to take such time off work with pay as is necessary for performing his/her functions or duties or taking part in any course of training

relating to health and safety which is approved by VWA. The Principal and HSR shall discuss a convenient time, having regard to the needs of the school to attend such course of training and carrying out the responsibilities.

Issue Resolution Procedures

These procedures are based on prescribed procedures in the Occupational Health and Safety (Issue Resolution) Regulations 1999.



RISK MANAGEMENT POLICY

Candlebark actively works towards meeting the safety needs of its community as effectively as it can. A systematic process of evaluation is in place to provide information on which to base plans for improvement, by reducing the risk factors for accidents. It is the intention of the school that involvement in such a process raises the level of consciousness and sensitivity of all involved to issues of workplace health and safety.

The risk management policy of the school requires:

- Annual Audit of the school; and
- Ad hoc audit by way of a Hazard alert Register

Annual Audit

An annual audit is conducted by the Principal or his representative and the Occupational Health and safety representative. This involves:

- collection of information to identify potential hazards
- analysis of potential risks
- prevention of future accidents through risk control
- Audit of practices, equipment and facilities in the school.
- **Attachment No 2** sets out the areas that will comprise this **annual audit**

Hazard Alert Register

In addition to the annual audit, Candlebark has instituted a process of identifying hazards and risks. This process involves keeping a school Hazard Alert Register (**Attachment 3**) as a means of identifying and controlling hazards in Candlebark. This register contains:

- a. date
- b. description of hazard or near miss
- c. reported by
- d. reported to
- e. action taken

Slips, Trips and fall

To reduce the incidents of slip hazards in the general environment Candlebark uses a checklist to identify slip hazards. See **Attachment No 4**.

Candlebark is aware that accidents happening to employees by slipping, tripping and falling are common accidents in schools and as such, all employees, as a matter of policy, need to take special care in moving around the school. Special attention is drawn to:

- stairs
- tripping
- wet floor/ground
- falls from chairs/tables
- falls from ladders
- falls over mats and ramps
- removal of balls from school building roofs

Electrical

Candlebark conducts safety checks of all electrical equipment in the school. Our practices include as part of this policy:

- an annual inspection of leads if mobile and 5 yearly if location is permanent. The inspection includes testing and tagging of equipment.
- safe use of double adaptors/ power boards
- power points and switches are securely fixed to the wall
- cracked and broken power plates to be replaced
- frayed or damaged leads to be replaced
- no temporary leads on floor

Fire, Explosion and Emergency management.

The school has a separate policy on fire, explosion and emergency procedures and this policy covers evacuation procedures

Health

First Aid Policy

See separate first aid policy.

AIDS/HIV Policy

Candlebark School:

- provides students with education about AIDS/HIV and other sexually transmitted diseases within the context of a comprehensive health education
- protects students, employees and members of school communities from infection with AIDS/HIV through appropriate hygiene and safety practices
- ensures the right of continued access of students to a high quality and comprehensive education regardless of actual or imputed AIDS/HIV status
- provides appropriate education, school organisation and practices that will protect students from discrimination on the grounds of actual or imputed AIDS/HIV infection
- provides appropriate education, professional development and welfare oriented practices that will protect employees from discriminatory attitudes and practices on the grounds of actual or imputed AIDS/HIV infection
- provides a procedure for dealing with blood spills and communicates this procedure to all staff.

Voice

Candlebark is mindful of the risks to teachers of chronic dysphonia. There may be pain in the larynx together with huskiness. The Principal will keep a close check on teachers who report early problems with the method of voice production. When a case presents itself the Principal shall seek expert advice.

Bullying and harassment

Candlebark is aware of the risks to employees of workplace bullying. The school defines workplace bullying as repeated, unreasonable behaviour directed toward an employee or group of employees, that creates a risk to health and safety. The Principal provides information to staff on a regular basis to assist in:

- recognising bullying in the workplace
- the possible effects of bullying
- steps to take in elimination of such behaviour

Airborne contaminants

(Asbestos) Regulations 1992

Candlebark is mindful of the risks of asbestos. Candlebark holds a copy of the OHS (Asbestos) Regulations 1992. A thorough check for asbestos was carried out before the school opened, in 2006. Care has been taken to ensure that no asbestos has been included in any additions, extensions, renovations or repairs ever since.

Smoke free workplaces

Candlebark has a smoke free policy. Smoking is not permitted in the school grounds.

Influenza Pandemic

Candlebark has an Influenza Pandemic emergency management to ensure the ongoing safety of staff, students and others.

PHYSICAL HAZARDS

Manual handling

Candlebark complies with the Manual Handling Code of Practice which requires employers, in consultation with employees and health and safety representatives, to examine and assess manual handling tasks likely to be a risk to health and safety.. The Principal is aware of the need to protect employees from the risk of musculoskeletal disorder (MSD)..

Noise guidelines

Candlebark complies with its obligations as detailed in the Occupational Health and Safety (Noise) Regulations that describe the maximum allowable exposure to noise in a workplace.

ACCIDENTS

Collecting information about the accident

Notification - Register of Injuries

When an accident or an injury occurs in Candlebark, details are entered in the Incident Register.

Notice of serious injury

Candlebark is aware of its obligations to immediately notify the Victorian WorkCover Authority (VWA) by telephoning 132360 in the event of:

- a. the death of any person
- b. a person requiring medical treatment within 48 hours of exposure to a substance
- c. a person requiring immediate treatment as an in-patient in a hospital.
- d. a person requiring immediate treatment for:
the amputation of any part of his or her body
a serious head injury
a serious eye injury
the separation of his or her skin from an underlying tissue (eg de-gloving or scalping)
electric shock
a spinal injury
the loss or partial loss of the use of any part of a person's body
the loss by any person of a bodily function
serious lacerations
- e. Any other serious bodily injury the loss or partial loss of the use of any part of a person's body

Written notification of the event will also be sent to WorkCover within 48 hours of the incident. The incident notification form is to be sent to the nearest WorkCover office by facsimile as a written record of workplace deaths or serious injuries. Candlebark will keep a copy of this record for five years.

Accident Investigation

Candlebark has put a system in place for the reporting and recording of accidents.

The Principal will advise the OHS representative when an injury occurs and the OH&S representative will ensure that steps are taken to reduce the risk of further injury in the workplace by identifying and, as far as practicable, reducing the risk of subsequent injury of that kind. However, confidentiality for the injured employee will be maintained at all times.

Gathering this type of information is important and involves a whole range of people within our school. Accident data when combined with information from inspections, checklists, and interviews will provide valuable insights into health and safety within the school. Such information allows for making informed decisions as to what action can be taken to reduce risks or hazards.

Injured Employees

Candlebark recognises that injuries may occur, and in the event that an injury does occur, we are committed to the philosophy and practice of occupational rehabilitation. The school believes that providing a safe, early return to meaningful and productive work is in the best interest of all staff. Consequently, it encourages full and active participation from all levels of management and staff in creating a supportive environment conducive to the rehabilitation process and the speedy return of colleagues to the workplace.

To achieve this, we have the following objectives:

- return to work should be a normal expectation of all employees following a work related injury. The intention is to return the injured employee to work as soon as possible
- all employees are encouraged to report all work related illnesses and injuries immediately
- occupational rehabilitation will commence immediately and be carried out in the appropriate manner with the involvement of all parties
- each employees' occupational rehabilitation program will be developed individually, and on a confidential basis, with the employee concerned

Review of policy

The Principal will seek cooperation from all employees in realising these health and safety objectives and creating a safe work environment. Consequently the policy will be reviewed regularly in the light of legislative and school changes.

All employees will be advised, in writing, of agreed changes and arrangements for their implementation.

Signed

.....
Principal

Date

Candlebark School

Occupational Health and Safety

Job Safety Analysis Worksheet

School Name: Date:

Site Name: Permit to Work requirements: Yes No

Contractor: Approved by:

Activity:

.....

Activity: List the tasks required to perform the activity in the sequence they are carried out	Hazards: Against each task list the hazards that could cause injury when the task is performed	Risk Control Measures: List the control measures required to eliminate or minimise the risk of injury arising from the identified hazard	Who is responsible? Write the name of the person responsible (supervisor or above) to implement the control measure identified

Candlebark School

ANNUAL AUDIT

Checklist for Housekeeping in Offices, Staff Rooms and Class Rooms

	Yes	No	Action
Class rooms			
▪ Is the no-smoking policy observed throughout the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Is there enough space for staff to carry out their duties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are there enough cupboards, shelving, in room for class requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are lighting levels adequate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are all exits and entry free from hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are fire extinguishers readily accessible and their location known?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are different types of fire extinguishers marked and identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are class room tables and chairs at appropriate heights?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do staff have access to and training in use of ladders to reach elevated areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Do staff have seating appropriately designed to maximise comfort and minimise poor posture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Candlebark School
HAZARD ALERT REGISTER**

DATE	Description of HAZARD	REPORTED BY	REPORTED TO	ACTION TAKEN

**Candlebark School
School Inspection Checklist**

School Inspection Checklist *(To be completed jointly by the Principal and employee representative or HSR where possible)*

SCHOOL:	LOCATION:	DATE ASSESSED:
ASSESSED BY: (Management Rep)	ASSESSED BY: (Employee Rep/ HSR)	AREA(S) COVERED IN THE ASSESSMENT:

ISSUE ASSESSED	GUIDANCE from OHS Act 2004	COMPLIANT	NOT COMPLIANT	N/A	COMMENTS
1. GENERAL OHS FRAMEWORK					
1.1 Is there a system that ensures that the school's management representatives and supervisors are trained to undertake effectively the OHS component of their work/role?	21(2)(e) and 22(2)(b) S73(2), S39 OHS Act 2004 Confirm with relevant management reps and supervisors during the inspection process. OHS is included in the employer's induction program.				
1.2 Have duly elected employee HSRs received the appropriate OHS training?	S67 Sight evidence where possible.				

1.3 Have all the management reps received appropriate OHS training?	S21(4) and 21(2)(e) Ask management rep/s or Principal.				
1.4 Are there effective consultative mechanisms in place at the workplace with regard to hazard identification, risk assessment and risk control?	S35, 36 Verify with HSR's/staff				
1.5 Is OHS a standing agenda item at a regular staff meeting? And are staff encouraged to raise OHS issues?	Confirm with staff during walk through.				
1. GENERAL OHS FRAMEWORK cont.					
1.9 Are staff provided OHS induction and OHS training appropriate to their role? Are there at least annual refresher/PD OHS training/information sessions.	S21(2)(e) Sight policy. Sight training records. Confirm with staff during walk through.				
2. OHS MANAGEMENT SYSTEMS					
2.1 Is the OHS policy current, signed by the principal and displayed in the school or on the school's website?	Sight policy				
2.2 Is OHS information available to all staff?	Ask staff				
2.3 Are safety inspection results reported, actioned collaboratively, and filed?	Sight reports Ask staff				

2.4 Are risk/hazards assessed, actioned and registered for all areas of the school?	Sight register				
2.5 Are there appropriate forms available to all staff for injury, near miss, and incident reporting?	Sight forms Ask staff				
2.6 Is there a system in place that controls potential OHS risks due to staff absence?	S21 Sight any management of staff absence documents. Ask staff.				
3. HOUSEKEEPING					
3.1 Are floor surfaces kept clean, tidy and in good condition? Free from clutter?	Observe on walk through Ask staff				
3.2 Are rubbish bins regularly emptied and cleaned?	Observe on walk through Ask staff				
3.3 Is there a system to replace damaged chairs?	S21 Ask staff/maintenance				
4. ACCESS/EGRESS					
4.1 Do Emergency Exit doors have clear access kept and easily opened from the inside?	Observe on walk through				
4.2 Are adequate Emergency Exit direction notices/signs clearly visible?	Sight signage				
5. WORKPLACE AMENITIES/FACILITIES					
5.1 Are all toilets kept tidy, accessible and regularly cleaned? Are there adequate hand washing facilities?	Observe on walk through Ask staff				

5.2 Is Amenities kept clean and tidy?	Observe on walk through Ask staff				
5.3 Is drinking water accessible and clean?	Observe on walk through Ask staff				
6. MANUAL HANDLING					
6.1 Are staff aware of precautions or techniques to take when lifting or moving objects?	Ask staff				
6.2 Have hazards been identified and controlled for the task of moving heavy, large, awkward equipment, furniture or teaching aids?	OHS Regulations 2007 R3.1.1 & 3.1.2 Sight Hazard register Ask staff				
6.3 Have hazards been identified and controlled for the task of hanging objects, displays or projects at height in work areas and classrooms?	S21 Falls from height Regs apply only for heights >2m. Sight Hazard register Ask staff				
6.4 Have the hazards been identified and controlled for computer-based or written tasks undertaken? (ergonomics)	R 3.1.1 & 3.1.2 Sight Hazard register Ask staff				
6.5 Have hazards been identified and controlled for the task of moving and storing boxes?	S21 Check systems for storage areas and archiving.				
6.6 Is appropriate manual handling equipment provided (e.g. Trolleys/dollies etc.)?	Observe on walk through Ask staff				

6.7 Are staff trained to undertake safely the manual handling tasks associated with their work?	Sight training records				
7. STORAGE					
7.1 Are free standing shelving and cupboards kept secured to ensure stability, and are items stored at a suitable height and within shelving width?	Observe Ask staff				
7.2 Are there suitable containers used for storage, and are they suitably labelled?	Sight containers Ask staff				
7.3 Are storage areas designed to minimize materials manual handling and access risk?	S28 Ask staff				
7.4 Is adequate and suitable storage provided in training/work areas, classrooms and staffrooms?	Ask staff				
7.5 Are storage facilities structurally safe?	S21 E.g. racks, cupboards, lockers				
8. SLIPS, TRIPS AND FALLS					
8.1 Are risks of slips, trips and falls on stairs/steps adequately controlled?	S21 Ask staff				
8.2 Is there a system in place to identify and control slips, trips and fall hazards?	S21, S23 Sight policy/procedure				
8.3 Are risks of slips in the general environment adequately controlled?	S21 Check dining areas.				
8.4 Are risks of trips in the general environment adequately controlled?	S21				

	Classrooms, corridors, passages, school grounds				
8.5 Are slip, trip and fall risks around plant/machinery, science areas and in maintenance sheds fully controlled?	Ask staff Sight policy/procedure				
8.6 Are risks of slips, trips and falls on ramps adequately controlled?	S21 - Sight textured surface, edge protection, adequate trip/fall protection.				
8.7 Are staff/students aware of appropriate footwear (closed heel, closed toe, no thongs) for the tasks and the areas they access?	Sight policy Check staff/students during walk through.				
9. CONTRACTOR OHS MANAGEMENT					
9.1 Is there evidence of contractor induction?	S21(2) S23 Sight documents				
9.2 Who is responsible for checking WorkCover, public liability, professional indemnity, working with children etc. status of engaged contractors?					
9.3 Are contractor OHS management procedures working?	S21(2) S23 Ask staff				
9.4. Are current JSA's/SWMMS' supplied by contractors undertaking high risk activities such as working at heights, confined spaces, etc.? Is "Dial Before You Dig" (free	S21 (2) S23 Ask staff/maintenance				

service) contacted prior to any work requiring digging, trenching etc. within the school.					
---	--	--	--	--	--

10. ASBESTOS MANAGEMENT (Asbestos may NOT be relevant to schools built entirely after 1 January 2004)

10.1 Is an asbestos register and management plan kept/maintained by appropriate personnel?	Sight register				
10.2 Is the register/management plan accessible to staff members and contractors?	Ask staff				
10.3 Are all asbestos products labelled?	Ask staff				
10.4 Has an asbestos audit been undertaken by a subject matter expert (SME) within the last 5 years?	Current asbestos report to be sighted (not older than 5 years of age)				

11. HAZARDOUS SUBSTANCES / DANGEROUS GOODS (DG)

11.1 Are all substances/DG's adequately labelled, secured and listed on a register regularly?	Sight register				
11.2 Are current Material Safety Data Sheets (MSDS) (not older than 5 years) available for all substances/chemicals? And stored to close to where the substances are handled, transported, or stored?	Sight MSDSs (5 year currency)				
11.3 Is suitable training on workplace substances/chemical	Sight training recorded Ask staff				

management given to staff and students?					
11.4 Is the correct personal protective equipment/clothing (PPE/C) provided, inspected, maintained and stored appropriately?	Sight PPE				
11.5 Have risk controls been put in place as per risk assessments for hazards associated with Hazardous Substances/DG's?	Sight information relating to hazardous substances used (MSDS).				
11.6 Is a Hazardous Substances/DG Register available and accessible?	Sight register.				
11.7 Is storage of hazardous substances/DG adequate? (e.g., spill containment, ventilation, provision of PPE/C)	Sight storage area				
11.8 Are pressurised gas cylinders stored appropriately? (chained and upright, away from ignition sources and impact protected)	Sight cylinders				
12. ELECTRICAL					
12.1 Is an electrical register kept of all electrical items, tagged, tested and updated? <ul style="list-style-type: none"> • Portable items every 12 months • Non-portable items every 5 years 	Sight register				
12.2 Do electrical power boards or outlets have overload cut off switch?	Ask staff				

12.3 Are double adaptors removed from the workplace?	Ask staff				
12.4 Are electrical plugs, sockets, switches, extension leads kept in good condition and maintained regularly? Are residual current devices (RCD's)/safety switches installed?	Sight maintenance records				
12.5 Are walkways kept clear of all types of electrical leads, etc?	Observe on walk through				
12.6 Is there a system in place to identify and control electrical hazards? (electrical power boards locked and faulty equipment tagged and removed from use)	S21(1) Check music and performing arts areas.				
12.7 Are records kept relating to all inspections carried out on electrical equipment?	Sight records				
13. PLANT & MACHINERY IN TRADE/TRAINING/MAINTENANCE WORK AREAS (This may not be relevant to Primary Schools)					
13.1 Are students supervised by teachers who have training in the risks and appropriate controls for plant/machinery that is used? PPE, related signage in use?	S23 S21(2)(e) S22(2)(b) Sight training records				
13.2 Are students competent in the use of plant/mechanical equipment? (E.g. pedestal drills, grinders, sanders etc.)	S23 Review training records				
13.3 Does the school enforce restrictions on student use of higher risk machinery? (e.g. Lathes, high capacity planers etc.)	Ask staff Sight policy				

13.4 Have Hazards associated with plant/machinery been identified?	R 3.5.23 Sight Hazard Register				
13.5 Have Risks to health and property associated with plant/machinery use been controlled?	R 3.5.24 R 3.5.25 Hierarchy of control				
13.6 Is guarding on plant/machinery consistent with the legislation, relevant Australian Standards and guidance material?	R 3.5.23, 3.5.24, 3.5.25 AS:4024.1 (Guarding of Plant) Sight plant				
13.7 Are Safe Operating Procedures (SOP) displayed prominently near plant/machinery?	Sight notices.				
13.7 Is maintenance of fume cupboards and registered plant performed as required by the legislation?	Sight maintenance records as required.				
14. FIRE AND EMERGENCY EQUIPMENT MAINTENANCE					
14.1 Are fire extinguishers clearly marked in relation to type of fire use? (pictogram of fire extinguisher above two metres, and circular type sign directly above the extinguisher)	Sight extinguishers				
14.2 Type of fire extinguisher correct? (water variety should not be positioned near an electrical switchboard or within a computer technology classroom)	Check extinguisher types. CO2 recommended for electrical/computer environments.				

14.2 Are fire extinguishers/hoses/blankets serviced and tagged every six months?	Check tags, AS:1851				
14.3 Are procedures in place to conduct fire drills/mock evacuations? How often are drills conducted? (Does this include code black/lock downs etc?)	Sight policies and procedures				
14.4 Is fire and emergency equipment available and maintained? Essential Safety Measures (ESM) report conducted yearly?	S21(2)(a) and (e) Sight equipment and maintenance records Building Code, see report				
15. FIRST AID AVAILABILITY, TRAINING, MAINTENANCE					
15.1 Are first aid kits accessible, suitably stocked, have signage for all treatments, kept clean, tidy and contents checked regularly?	Sight kits				
15.2 Do staff have current first aid and anaphylaxis training and is there a list of current First Aiders displayed?	Sight training records Sight first aider list				
15.3 Are suitable first aid facilities available and maintained?	S 21(a) and (e) Refer compliance codes Check expiry dates on items.				

15.4 Is first aid signage (posters, directional arrows) prominently displayed?	Observe signage on walk through				
15.5 Are first aid officers' names clearly displayed and current?	Sight displays Ask staff				
15.6 Student medical care plans with student photographs and related medication stored securely within the first aid room? (eg.epi pens, asthma relievers, antihistamine medication)	Sight first aid room				
16. EMERGENCY & POST INCIDENT MANAGEMENT					
16.1 Are emergency/evacuation plans and instructions developed for all contingencies and available to all staff, and appropriately displayed?	Sight plans Ask staff AS: 3745 Emergency Arrangements.				
16.2 Are there systems in place so that staff can summon immediate assistance following an incident? (e.g. fixed telephones in classrooms, PA system, mobile phones, two way radio etc.)	S21 Sight emergency management plans Ask staff-in an emergency, would they be able to easily, quickly and safely summon help. First aid readily accessible				
16.3 Is there a system of review to ensure that plans for emergency management systems are available	Ask staff / Fire Wardens				

in the workplace and staff are aware?	View school Emergency Planning Manual,				
16.4 Is support and assistance offered to staff following critical or serious incidents? (including pastoral and EAP counselling)	Ask staff, sight related information within the staff room				
16.5 Is there a system in place to report and investigate hazards, incidents, near misses and injuries? Is the electronic CEVN reporting system used, Notifiable incident reporting requirements known?	S21 Sight injury registry Review incident investigation reports. Clarify with HSR and staff. WorkSafe reporting requirements.				
17. CHALLENGING/AGGRESSIVE BEHAVIOUR					
17.1 Are staff adequately trained to deal with aggressive or challenging behaviour?	S21 Sight training records				
17.2 Have hazards arising from the challenging/aggressive behaviour of students been identified, and the OHS risks assessed?	S21(1) Based on information at time of enrolment, anecdotal information, professional assessments and incident data				
17.3 Are there documented policy and procedures for managing	Ask Reps about awareness and				

challenging or aggressive behaviour of students to minimise risk?	adequacy of policy. Sight a copy of any policy.				
17.4 Are there documented policy and procedures for minimising the likelihood or need for physical intervention?	Ask Reps about awareness and adequacy of policy. Sight a copy of any policy.				
17.5 Are there individual student management plans implemented to control the OHS risks for challenging or aggressive behaviours?	Sight plans Ask staff S21				
17.6 Is the OHS risk from physical intervention in relation to challenging behaviour controlled?	S21 Procedures known to each staff member and applied consistently.				
17.7 Is the working environment designed and maintained to eliminate or reduce OHS risks from challenging or aggressive behaviours?	S21 No student access to staffroom Rooms and cupboards locked during breaks				
17.8 Are OHS risks from external people (on site) controlled? (e.g. electronically controlled access systems, use of CCTV cameras, visitor sign in/out protocols etc.	S21 Incident register may contain information on risks and controls.				

18. DRIVEWAYS AND CARPARKS					
18.1 Are drop-off and bus zones appropriately identified with speed limits displayed?	Observe on walk through				
18.2 Are driveways identified with speed limits displayed? Traffic management system in place?	Sight signage				
18.4 Are car parks identified with signage displayed?	Sight signage				
19. DESIGN					
19.1 Are there planned building projects/major works or refurbishments in the near future?	S28 Discuss design issues. Clarify stakeholder of S28 requirements. AS:1428 (Design for access and mobility)				
20. OUTDOOR WORK					
20.1 Are there systems in place for working outdoors?	S21(2) S23 Check with staff and HSR.				

	Clarify policy/procedure. Sun smart policy.				
21. RETURN TO WORK (RTW)					
21.1 Has a RTW Coordinator been appointed? If so, have they attended a WorkSafe approved RTW Coordinator course?	Workplace Injury, Rehabilitation and Compensation Act 2013.				
22. TREE SAFETY					
22.1 Does the school ensure that all potentially dangerous trees are inspected by a qualified arborist at least once a year?	Section 21 OHS Act 2004				

ADDITIONAL COMMENTS:

POLICY DEVELOPMENT

All schools are required to have a clearly stated philosophy, vision and mission statements.

All schools are required to have policies which are regularly reviewed, with a schedule for the review of policies.

A policy is a statement of action and usually includes a philosophical basis as introduction, as well as guidelines for the implementation.

Procedures are in place for the regular view of policies and statements.

Policy	Date policy developed or last revised	Proposed Review Date
Student Wellbeing- School Welfare Policy	Developed Sept 2008, last reviewed March 2015	January, 2016
Mandatory Reporting of Child Abuse Policy	Developed May 2011, last reviewed March 2015	January, 2016
Equal Opportunity (EO) < Anti-Harassment and Bullying Policy	Revised January, 2009, last reviewed March 2015	January, 2016
Incident & Illness Policy	Developed Sept 2008, last reviewed March 2015	January, 2016
Critical Incident Policy	Developed May 2011, last reviewed March 2015	January, 2016
Student Internet Policy	Revised January, 2008, last reviewed March 2015	January, 2016
Student Learning & Outcomes Policy	Developed February 2011, last reviewed March 2015	January, 2016
Professional Development Policy	Revised January, 2008, last reviewed March 2015	January, 2016
Privacy Policy	May, 2008, last reviewed March 2015	January, 2016
Curriculum Review & Renewal Policy	January, 2008, last reviewed March 2015	January, 2016
Assessment & Reporting Policy	January, 2008, last reviewed March 2015	January, 2016
Special Assistance Policy	Developed Sept 2008, last reviewed March 2015	January, 2016
Behaviour Management Policy	Reviewed January, 2009, last reviewed March 2015	January, 2016
Assessment and reporting policy	Dev. 2006, , last reviewed March 2015	January, 2016
First Aid Policy	Sept 2008, last reviewed March 2015	January, 2016
Sunsmart Policy	Developed Sept 2008, last reviewed March 2015	January, 2016
Anaphylaxis Management Policy	Developed Sept 2008, last reviewed March 2015	January, 2016
Attendance Policy	Developed Sept 2008, last reviewed March 2015	January, 2016
Enrolment Policy	May 2014, last reviewed March 2015	January, 2016
Working With Children Check Policy	May 2014, last reviewed March 2015	January, 2016
Parent Code of Conduct Policy	Developed Sept 2008, last reviewed March 2015	January, 2016
Complaints, Grievances & Appeals Policy	May 2014, last reviewed March 2015	January, 2016
Excursion Policy	May 2014, last reviewed March 2015	January, 2016
Bush Walking Policy	May 2014, last reviewed March 2015	January, 2016
OH&S & Risk Management Policy	Developed Sept 2008, last reviewed March 2015	January, 2016
School Fees & Refund Policy	May 2014, last reviewed March 2015	January, 2016